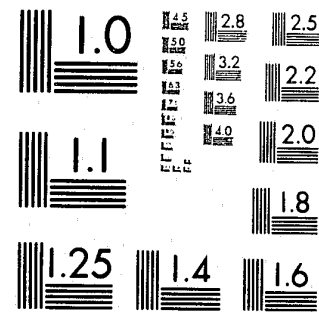


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# Adult Female Offenders and Institutional Programs

- A State of the Art Analysis -



98376

✓ State of the Art Analysis of Adult Female Offenders  
and Institutional Programs

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## FOREWORD

Nine years have passed since a comprehensive national study of correctional programs for female offenders was completed by Glick and Neto in 1975. During those years the number of female offenders committed to custody has steadily increased, rising to nearly 17,000 women in federal and state prisons in 1983.

The National Institute of Corrections is pleased to publish and make available this brief but current study and analysis of adult female offenders and the programs and services currently being provided for them. We believe that correctional administrators who have responsibility for the care and custody of adult female offenders will find the information developed by this research effort helpful to their planning efforts.

Raymond C. Brown, Director  
National Institute of Corrections  
September 1984

## PREFACE AND ACKNOWLEDGEMENTS

In this era of escalating challenges for correctional systems throughout the nation, there is a need to direct attention to the adult female offender. It has been nearly ten years since the last comprehensive study was made of the adult female offender in the United States. This study, with the support of the National Institute of Corrections, was undertaken to determine the state of the art with regard to adult female offenders and the programs and services provided for these women. The focus of this study was on what the current situation is with regard to availability of programs and services; no effort was made to assess the programs and services qualitatively. This report presents a review of related literature, study objectives, methodology, results, summary, conclusions, and recommendations.

The author wishes to acknowledge the invaluable assistance provided by Ms. Kimberly T. Rhodarmer and Mr. J. Clifton Woodard, Jr. in the data analysis for this study. Completion of the project would not have been possible without the help of Ms. Rhodarmer and Mr. Woodard. The author also wishes to recognize the significant contribution made by Ms. Brenda S. Vines throughout this study in liaison with agencies, formatting the numerous tables, typing forms that were used to collect data, and, finally, typing the final report.

T. A. Ryan

February, 1984

## EXECUTIVE SUMMARY

This state of the art analysis of adult female offenders and the programs and services provided for these offenders was conducted because: (1) relatively little empirical data have been reported to describe female offenders and the program opportunities available to these offenders; (2) it is important to have current information on female offenders for management decision-making; and (3) state of the art information will facilitate and contribute to networking and resource development.

## BACKGROUND

The last comprehensive national study of correctional programs for adult female offenders was completed by Glick and Neto in 1975. Some significant changes have taken place in corrections since that time. There has been a dramatic increase in prison populations; the amount of violence and number of prison disturbances have increased; prisoner activity in areas of litigation and civil liberties has increased; and, the philosophy of deterrence and incapacitation has superseded the belief in rehabilitation and resocialization.

This state of the art analysis of female offenders and the programs provided for these offenders was designed to build upon prior research, particularly the 1975 study of programs for adult female offenders (Glick and Neto, 1977). The study was designed to collect data on age, ethnicity, education, offense, and sentence length in describing the adult female offender population. Data also were collected on educational and vocational programs, counseling, and health care. These variables were studied by Glick and Neto (1977). In addition, data were collected on prison industries for adult female offenders, child care programs, innovative programs, and litigation. These variables were not studied by Glick and Neto.

## OBJECTIVES

The study had 11 objectives: (1) to determine the proportion of adult female offenders in the total adult offender population; (2) to present a demographic profile of the adult female offender population; (3) to determine availability of and enrollment in ABE, GED, high school diploma, vocational education, and college courses; (4) to determine availability of and assignment to prison industries; (5) to determine availability of testing and counseling; (6) to determine availability of medical, dental, psychological, and psychiatric services; (7) to determine availability of child care programs; (8) to describe innovative programs and services; (9) to determine the extent to which states have established positions for coordinating programs for adult female offenders; (10) to determine financial support for adult female offender programs; and (11) to determine the extent of litigation involving adult female offenders.

## METHODOLOGY

This study was conducted through a mail survey. The methodology involved developing the survey instruments; determining the population for the survey; administering the questionnaire; and analyzing and interpreting the data. Questionnaires were mailed to 65 facilities in 50 states and the District of Columbia.

## RESULTS

There were returns of completed questionnaires from 45 states, representing a return rate of 88%. Returns were received from 58 facilities out of 65 receiving the questionnaire. This represents a return rate of 89%.

### Proportion of Female Offenders in the Total Offender Population

In mid-1983, the number of adult female offenders incarcerated in prisons was roughly 4%; the number in halfway houses and community programs was 6%; and the number in jails and detention facilities was 5% of the total adult offender population. Six states reported having co-correctional prisons. Two states sent adult female inmates to facilities outside the state. West Virginia female offenders were housed in the Federal Correctional Institution, Alderson, West Virginia. New Hampshire female offenders were sent to state or Federal institutions outside of New Hampshire. Thirty states reported having halfway houses and community programs for adult female offenders only, while six states reported having co-correctional halfway houses and community programs.

### Demographic Profile of Adult Female Offenders

Fifty-five percent of the adult female offenders were between the ages of 20 and 30. The adult female offender population included 50% white and 38% black. Fifty-eight percent of the adult female offenders had less than 12 years of school or were lacking the high school equivalency certificate. Most of the crimes committed by adult female offenders were property crimes (35.6%). The average length of sentence was relatively short, with 44% of the sentences for 2 to 5 years and 20% sentenced for 6 to 10 years.

### Programs and Services

Eighty-three percent of the facilities responding to the survey (48 out of 58 facilities) reported having ABE programs. Enrollments ranged from 0 to 339. The number of hours per week adult female offenders participated in ABE programs ranged from 2 to 35. The average was 15; the mode was 20 hours per week.

Eighty-eight percent of the respondents (51 out of 58 facilities) reported a GED program. The number of adult female offenders enrolled ranged from 0 to 175. Twenty-seven percent of the correctional systems with GED programs had less than 10 females enrolled. The number of hours per week for the GED program ranged from 2 to 35. The mean was 15 hours; the mode was 20

and 30 hours per week. Three states reported having a regular high school diploma course. Two of these states had females enrolled.

Eighty-three percent of the facilities participating in the study (48 out of 58 facilities) reported having at least one vocational education program. The number of programs ranged from 1 to 13 per facility. Fifty-six percent of the 48 facilities reporting on vocational education programs had more than three programs. Twenty-one facilities (44%) had three or less than three programs. The most common program was clerical skills or business education with 45% and 27% respectively, making a total of 72% for clerical skills/business education. The average number of hours per week was 23; the mode was 30 hours per week. Participation ranged from 0 to 40 hours per week. Seventy-one percent of the facilities with vocational education programs for adult female offenders offered the programs at the correctional facility; 10% were at the facility and in the community; 10% were in the community only; and 9% did not report. Enrollment figures by program suggest that female offenders preferred the more traditional programs; i.e. cosmetology, nurse's aide, home economics/cooking/food services, and office/clerical/business education. Thirty-one percent of the facilities had co-educational programs.

Seventy-two percent of the facilities (40 out of 58) had college programs. The number of adult female offenders participating in college programs ranged from 0 in Arkansas and Maine to 198 in Texas. The number of hours per week that female offenders participated in college programs ranged from 0 to 40. The mean was 12 hours per week. Forty-seven percent of the facilities (18 out of 38) reported college programs that were co-educational.

Thirty-one out of 58 facilities (53%) had at least one prison industry. Sewing was the most common. The number of The number of industries ranged from 1 to 3 per facility. The number of adult female offenders assigned to prison industry ranged from 1 to 354. The number of hours per week that females worked in prison industry ranged from 5 to 40.

Ninety-three percent of the facilities reported having educational and vocational counseling. The tests most frequently used for achievement testing were the Wide Range Achievement Test and the Test of Adult Basic Education. The Revised Beta was used most frequently for intelligence or mental ability testing. The General Aptitude Test Battery was most commonly used for vocational aptitude testing.

In the area of medical services, forty-two states provided medical care through intake screening and health appraisal, yearly checkups, gynecological and obstetrical service, and 24-hour emergency health service. Forty-three states provided mental health services. Forty states provided for prenatal and postpartum medical care. Forty-one states provided psychological services at the correctional facility; 36 states provided psychiatric services at the correctional facility. Forty-two states had dental services. Only 18 states reported having child care programs.



Only seven states had central office coordinating positions responsible for programs and services for adult female offenders in 1983. The financial support for correctional systems with adult female offenders remained at about the same level as in 1975, roughly 5% of the total budget for adult corrections.

A major concern for managers and supervisors of programs for adult female offenders was the increasing litigation over issues involving female offenders. Twenty-seven states were involved in such litigation, including cases in which there were charges of inadequate medical services, facilities, educational programs, vocational training, prison industry, child care, and law library; invasion of privacy; and inequitable program level system, discrimination, and segregation practices.

#### CONCLUSIONS

Findings from this study indicate the need for policy to facilitate communication and development of interagency agreements and cooperative actions among correctional agencies and other agencies; expanded networking of managers and supervisors in correctional systems with adult female offenders; regional and national forums to exchange ideas and models, and identify resources; and provision of special issue training programs.

## Section 1

### RATIONALE

#### CONTEXT FOR THE STUDY

A state of the art analysis of adult female offenders and the programs for these offenders was appropriate in 1983 for several reasons: (1) relatively little empirical data had been reported to describe female offenders and the program opportunities available to these women; (2) it is important to have current information on female offenders for management decision-making purposes; and (3) the information collected will contribute to networking and resource development. It had been nine years since the last national study of women's correctional programs was completed (Glick and Neto, 1977), and some significant changes have taken place in corrections since that time. There has been a great increase in prison populations; the amount of violence and number of prison disturbances have increased; prisoner activity in areas of litigation and civil liberties has increased; and the basic underlying philosophy of deterrence and incapacitation has superseded the belief in rehabilitation and resocialization. The extent to which these changes have impacted upon correctional systems for female offenders is not known. It was within this context that this state of the art analysis of adult female offenders and the programs for these offenders was undertaken.

#### BACKGROUND

The paucity of information and research on female offenders has been noted by many authors. Not only is there a lack of research on female offenders, especially on the adult female offender, but also there are very few studies that systematically compare female with male violators according to the same standards. Ward and Kassebaum (1965) noted that "compared to the sociological literature on men's prisons, little is known about the social organization of the women's prisons." Klein (1973) made the salient point that study of criminality of females has been neglected. Most of the research has been focused on male offenders. The paucity of research and theory about females and crime also has been pointed out by Noblit (1976). With the exception of the Gluecks' study of 500 delinquent women (S. Glueck and E. Glueck, 1934), virtually no systematically collected data on adult female offenders had been published prior to the 1970's.

Reckless and Kay (1967) drew on only a very limited number of sources in their report on the female offender to the President's Commission on Law Enforcement and Administration of Justice. Glick and Neto (1977) noted that research on female offenders had been minimal, both in terms of characteristics of the offender population and the conditions of incarceration. As late as 1980, Simon and Benson addressed the issue of the scarcity in volume and quality of the available data on female participation in crime in the United States.

Rasche (1975) made the observation that it is surprising that criminological research should have been so confined to male offenders since women's reformatories were among the very first to involve themselves in research.



The Bedford Hills Reformatory for Women in New York employed its own psychologist in 1910 and opened a Laboratory of Social Hygiene for the purpose of research in 1912. A Massachusetts reformatory for women established a research department at about the same time, well ahead of similar departments at male institutions. The fact that females have consistently comprised only 4% to 5% of the prison population has been credited with being a major reason for the lack of attention to female offenders (Adler and Simon, 1979; Ryan, 1982; Rasche, 1975; General Accounting Office, 1979; Comptroller General, 1979).

The decade of the 1970's saw the beginning of a flurry of attention to the female offender (Brodsky, 1979). Alpert (1982) noted that interest in female prisoners had risen significantly in the late 1970's and early 1980's as evidenced by an increase in the legal, sociological, and psychological literature.

In light of the relatively limited amount of data on adult female offenders and the programs provided for these offenders, and the societal changes affecting corrections and the changes taking place within correctional systems, there was a need to assess the current state of the art for adult female offenders. There was a question concerning the validity of existing data and the extent to which the information was out of date. This study provided answers to these questions, as well as giving decision-makers data for planning, organizing, staffing, directing, and controlling correctional systems with adult female offenders.

#### Review of Related Literature

By far the literature on the adult female offender is primarily descriptive in nature. The research that has been reported deals with special issues or problem areas. Studies that have been made of Federal, state, or local correctional systems deal with a small population and often do not present data on both the population profile and programs available to the female offenders. There have been only a few studies national in scope. These relate most directly to this state of the art analysis of female offenders and programs provided for these offenders.

Descriptive Literature on the Female Offender. Much of the descriptive literature reinforces the stereotype of female offenders being fallen women, the weaker sex, or deviant. Lombroso (1903) described female criminals as atavistic throwbacks to the primitive level of mankind. As such they were seen as being intellectually and morally inferior to non-criminals of both sexes. The conclusion was that female crime is the result of an inherited proclivity to sin. Lombroso (1903) felt that female offenders were more ferocious and terrible than male offenders. Female crime has been explained in terms of social and cultural causes that are just about as valid as Lombroso's notion of atavistic throwbacks or Freud's concept of penis envy as the root of all evil. Wood and Waite (1941) concluded:

It is, of course, the relative physical weakness of women which precludes their extensive participation in the more violent predatory crimes to which male offenders are addicted. But there are also cultural factors involved. The seclusion of women, their greater concern with domestic affairs, and their protection from the harsh competition of commercial

life, and all influences making (sic) against criminal proclivities and opportunities for women. There is, moreover, the likelihood that the courts are more lenient with women offenders, acquitting them out of a false sense of chivalry, or placing them on probation, if convicted. For the view that women are inherently less disposed to crime than men there is little evidence. (p. 237)

Ginsburg (1980) called attention to the stereotype of female offenders being the forgotten women, "rarely forgiven, because 'nice girls' don't commit crimes" (p. 59).

Ryan (1982) called attention to the once widely held belief that female crime began in the Garden of Eden, and Eve, the first fallen woman, was the first female offender. Before the turn of the century female offenders were frequently cast in the role of witches. Crites (1976) in a description of the female offender noted that deviant, incarcerated females in this country have always been treated as disgraced stepchildren. Pollack (1950) in writing about the criminality of women took the position that the female is inherently more capable of manipulation, accustomed to being sly, passive, and passionless. Criminal activity in females, therefore, was reduced to sexual-psychological diseases. The female offender has been characterized as being childlike, manipulative, mentally deficient, and morally depraved (Adler, 1975). In his description of the female offender, Fogel (1979) noted that women were considered unredeemable in society, fallen from the pedestal of virtue. Giallombardo (1966b) in describing female offenders called them erring and misguided creatures. W. I. Thomas (1923) in his description of the criminal female noted she was not immoral, but, rather, an amoral individual objectively driven to crime.

There is a considerable amount of descriptive literature dealing with health problems, family problems, and mother-child relationships. Rock (1976) in an article on the female offender stated the major concerns of a woman in prison are her children and adequate health care, followed by concerns over educational or job opportunities. The "Report of the LEAA Task Force on Women" discusses in great detail the problem of separation of adult female offenders from their children, concluding that worrying about their children was a common preoccupation of imprisoned mothers (Law Enforcement Assistance Administration, 1975). Fox (1977) in describing prisons for women observed that the family is seriously disrupted when a woman is removed from the home and sent to prison. Resnik and Shaw (1980) discussed in detail health problems of incarcerated females, and indicated the implications for litigation. Sametz (1980) discussed the parental role of incarcerated mothers, the statutory standards of parental unfitness, and the protection of the child's best interests. This publication pointed out that not only are there issues related to mother-child separation, but also to the state's legal termination of parental rights. Sobel (1980) discussed in considerable detail health and mental health services, and family relationships of female offenders. In a United States Department of Labor publication on female offenders, it was noted that health concerns are a priority area for female offenders (Denison, 1977).

A major portion of the descriptive literature has focused on the conditions of incarceration and the history of imprisonment for female offenders. It has generally been pointed out that female offenders were the "forgotten

offenders" for nearly 200 years (Ryan, 1980). The control and custody of female offenders before the early 19th century were at best shameful. Men and women often were detained in almshouses, jails, and dungeons, mixed with children, the insane, and the deaf. Men, women, and children were incarcerated in terrible, unsanitary conditions, without protection from physical or sexual abuse (Ross, Heffernan, Sevick, and Johnson, 1978). A number of descriptive publications have traced the history of correctional institutions for female offenders, dating from 1873 when the first institution for female offenders was opened in Indiana (Fogel, 1979; Fox, 1977; Keve, 1974; Ross, Heffernan, Sevick, and Johnson, 1978; Goodrich, 1979; Lekkerkerker, 1931; McKelvey, 1936; and Barnes and Teeters, 1959). In tracing the history of correctional institutions for females, the literature generally points out that around the 1800's society began to recognize that some of the females were not obeying the laws. In a nation that had paid lip service to the Judaic-Christian ethic of puritanism and morality, it was not surprising that steps were taken to incarcerate these female offenders. The women were incarcerated in prisons for men, often in attics, basements, or separate old buildings within the grounds of the prisons for men. It was here that the women were given a place for silent contemplation, self-examination, and removal from the corrupting influences on the outside (Ross, Heffernan, Sevick, and Johnson, 1978). The female inmates were exploited by the administrators and seen as a source of domestic help (Haft, 1973). Adler (1975) pointed out that the assumption underlying the construction of separate institutions for female offenders, beginning with the Indiana State Reformatory for Women in 1873, was that the females would be encouraged to develop independence by virtue of having responsibility for maintaining the institutions and farmlands. Ryan (1982) noted that progressive leaders in New York, Massachusetts, and a few other states made efforts to provide humane care and treatment for female offenders in the early 1900's. However, this generally was not the case in other parts of the nation. The historical literature reinforces the stereotype of the female offender as a fallen soul best kept out of sight and out of mind.

Research on Special Focus Issues. With few notable exceptions the research on adult female offenders has focused on specific problem areas. Ward and Kassebaum (1965) and Giallombardo (1966a, 1966b) dealt with the social structure and social roles in prisons for women. Kruttschnitt (1981) focused on social status and sentences of female offenders. Jensen and Jones (1976) using a sample of 172 female offenders in the North Carolina Correctional Institution for Women studied the inmate culture. Homosexuality and lesbianism in prisons for women have been the topic of discussion in publications by Ward (1964) and Fogel (1979). Sametz (1980) summarized and compared data from four studies of female offender mothers and their children.

Research on Special Populations and Programs. Some studies have been published focusing on profiles of female offenders in state or local correctional systems. Some studies have been done testing the effectiveness of special programs for female offenders. Some of the publications have dealt only with demographic data; others have been limited to study of programs. Still others presented data on both female offenders and programs in a limited geographic area or correctional system.

The Washington Department of Social and Health Services (1971) published a detailed comparative study of male and female adult felon populations in the state of Washington. No information was provided on the programs for these

offenders. Figueira-McDonough, Iglehart, Sarri, and Williams (1981) studied commitment patterns of females in Michigan prisons from 1968 to 1978. The report included demographic data but did not give information on programs. Valente and DeCostanzo (1982) developed a model for a continuum of services for female offenders in the state of Georgia.

Several studies have been done on female offenders and programs for these offenders. Lewis and Bresler (1981) studied 68 female misdemeanants in the San Bruno County (San Francisco) jail, focusing on the problems of the female offenders upon reentry into society. The study included a demographic profile and evaluation of the effectiveness of service programs. An evaluation of the Women's Pre-release/Work Release Program in Orleans Parish, Louisiana revealed that the program achieved limited success from June, 1980 to September, 1981. This program was designed to provide rehabilitative services in a separate facility for non-violent female offenders awaiting release from prison (Selmore, 1981). The Women's Community Center of Seattle, Washington is a community-based alternative to the women's penitentiary in the state of Washington. The residential facility has a capacity of 22 and seeks to decrease recidivism of residents, reduce incarceration costs per capita for female offenders, provide access to community resources, provide support and vocational counseling, and provide an opportunity to maintain family ties. The evaluation revealed a lower recidivism rate than at the women's penitentiary; and lower per capita costs than at the penitentiary. The program lacked innovative treatment techniques and had an escape rate of 19.7% that was considered unacceptably high (Abt Associates, Inc., 1979; Johnson, 1978). The United States Department of Labor developed a program designed to provide female offenders and ex-offenders with improved opportunities for jobs, job training, and a range of supporting services based on programs initiated in three communities by the Women's Bureau, United States Department of Labor (Denison, 1977).

National Studies of Female Offender Population and Programs/Services for these Offenders. A few studies of female offenders and/or programs have been national in scope. Chapman (1980) studied correctional programs for female offenders, and concluded that the most innovative and promising programs providing rehabilitative services were in the community. Williams (1978) surveyed recreational programs for female offenders in 33 state correctional institutions and found inadequacies in all facilities. Foster (1977) presented an overview of the adult female offenders in the Federal Prison System and the facilities and services provided to these offenders. The report summarized data on the demographic profile of adult female offenders in the Federal Prison System. The Women's Bureau of the United States Department of Labor (1980) presented information on development and expansion of a female offenders' apprenticeship program. The report was based on experiences in Federal Bureau of Prisons facilities with female offenders.

Simon (1978) studied arrest statistics in order to draw conclusions about the kinds of crimes females commit. Crites (1976) summarizing data on female involvement with crime and the criminal justice system concluded that females were being arrested at a higher rate than before; their crimes were predominantly non-violent and economically motivated; females received little preferential treatment at trial stage; and adult females convicted of crimes were less frequently sentenced to prison than males.

A study of vocational education programs in nine state correctional institutions for females, conducted by One America, Inc. (1980), concluded that although 22 types of vocational education activities were identified in the study, traditional programs continued to be the most common. The traditional programs included clerical arts, cosmetology, food services, and sewing.

Three studies, national in scope, have been reported that present data on the adult female offender population profile and the programs and services available to these offenders. The first, and by far the most relevant to the current state of the art analysis of adult female offenders, was conducted by Glick and Neto (1977). This study was conducted for the purpose of providing a comprehensive description of the range of programs and services available to female offenders in jails, prisons, and community-based settings. The study was conducted in 14 states: California, Colorado, Florida, Georgia, Illinois, Indiana, Michigan, Minnesota, Nebraska, New York, Massachusetts, North Carolina, Texas, and Washington. Within each state the following information was collected: arrest and incarceration data, sentencing patterns, use of pre-trial release and probation as alternatives to incarceration, and demographic information; descriptive data on the state prison for women and on jails in counties with a population of more than 250,000 and at least 15 incarcerated women, including size and location of facility, staffing patterns, programs and services available, rules and regulations, and correctional goals; demographic data on a sample of women incarcerated in these institutions; and descriptive data on community-based programs selected from as many different types as could be identified in the sample states. The study investigated 16 state prisons, 46 local jails, and 36 community-based programs. The research instruments developed to collect institutional data included an observation schedule used by field interviewers, administrator questionnaire, administrator interview guide, and program supervisor interview guide. A questionnaire was administered to a sample of inmates.

The study, funded by a grant from the Law Enforcement Assistance Administration, was conducted between March, 1975 and March, 1976. The results revealed that "treatment in correctional institutions was conspicuous by its absence" (Glick and Neto, 1977, p. xiv). It was found that counseling was often the responsibility of untrained correctional officers. Most prisons provided intake examinations, routine medical care, and limited dental care. Emergency care and prenatal care were available in most prisons.

Educational programs were found in all prisons, consisting of adult basic education (ABE), GED preparation, and sometimes junior college classes. About 14% of the female offenders in the study had not gone beyond the eighth grade; 45% had not completed high school; and 23% had a high school diploma. Sixteen percent had some college; and 2% had the B.A. degree. Vocational training concentrated on traditional areas of cosmetology, clerical skills, and food services. The study also investigated work assignments, religious programs, recreation, and community-based programs.

The profile of the female offender population included information on age, ethnic group, education, marital status, children, childhood, welfare, work, attitudes, offense, arrests, and offense history (Glick and Neto, 1977). Incarcerated adult females were young; two-thirds were under 30 years of age. Fifty percent of the incarcerated women were black, although the adult female

black population in the states studied was only 10%. At the time of incarceration, 27% of the females were single, 19% were non-married but living with a man, 20% were married, 28% were separated or divorced, and 7% were widowed. Seventy-three percent of the women had children. Fifty-six percent of the females had received welfare. Almost all of the women had worked at some time; 40% were working in the two months prior to incarceration. Forty-one percent of the misdemeanants were convicted for property crimes; 20% for drug offenses; and 11% for violent crimes. Forty-three percent of the convicted felons had committed violent crimes; 29%, property crimes; and 22%, drug offenses.

The Glick and Neto (1977) study reported results of research on the female offender conducted between March, 1975 and March, 1976. In 1979, the General Accounting Office reported results of a study to gather information on the female offender's involvement in the criminal justice system. The research was conducted by evaluation of published materials, and visits to two state female prisons, two Federal institutions, "several local jails" (p. 1) and "Community agencies which provide services and programs for ex-offenders" (p. 1). Much of the data reported in the 1979 General Accounting Office publication was taken from the Glick and Neto (1977) study. The findings, therefore, are very similar.

The Comptroller General (1980) reported to the Congress on the inequitable treatment of female offenders, concluding that "women in correctional institutions do not have access to the same types of facilities, job training, jobs in prison industries, and other services as men prisoners" (p. 1). The study was conducted from September, 1979 through June, 1980 at the United States Bureau of Prisons, National Institute of Corrections, and National Institute of Justice in Washington, D. C.; state departments of corrections in California, Minnesota, North Carolina, New Hampshire, Texas, and Vermont; ". . . and at numerous jurisdictions in those States" (p. 5). Visits were made to ". . . Federal, State, and local correctional institutions where both men and women were incarcerated. Visits also were made to projects established as alternatives to incarceration and community corrections programs" (p. 5). The study revealed that ". . . women's institutions often limit the vocational programs to traditional, low-paying female occupations" (p. 17). Women are offered fewer programs and training opportunities than men. The report pointed out that access to prison industries ". . . has not been made available equally to men and women in most instances" (p. 19). The study also found that full-scale health facilities ". . . are often not available and women have to be transported to distant community facilities" (p. 17). The limited access to programs and training has been noted generally in descriptive literature and research reports (Allen and Simonsen, 1978; Arditi, Goldberg, Hartle, Peters, and Phelps, 1973; Brodsky, 1975; Crites, 1976; Fogel, 1979; Fox, 1977; General Accounting Office, 1979; Glick and Neto, 1977; Keve, 1974; Law Enforcement Assistance Administration, 1975; Ryan, 1979, 1982; Simon, 1978; and Sobel, 1980).

#### Relation of Study to Prior Research

The research on the adult female offender is limited. Aside from the very well designed and carefully executed study by Glick and Neto (1977) there have been few studies that provide empirical data for planning and evaluating programs and services for adult female offenders. Unfortunately, the studies

presenting demographic data on the female offender profile are not compatible. Definitions are not always given, so it is not possible to know if studies are in fact focusing on the same variables. The variables are not always consistent from study to study.

This state of the art analysis took into account the research on special populations and programs. Generally speaking, these studies have been limited by a narrow scope, a small population, or both. The Washington Department of Social and Health Services (1971) reported in detail the demographic data to describe the female offender population profile. No information was given on programs and services. The same was true of the study in Michigan by Figueira-McDonough, Iglehart, Sarri, and Williams (1981). The studies of female offenders in the San Bruno County (San Francisco) jail (Lewis and Bresler, 1981), the Women's Community Center, Seattle, Washington (Abt Associates, Inc., 1979; Johnson, 1978), and the Women's Pre-release/Work Release program in New Orleans (Selmore, 1981) had very small study populations. Chapman (1980), Williams (1978), Denison (1977), and the United States Department of Labor (1980) focused on programs, but were restrictive in the numbers and kinds of programs studied. Foster (1977) studied only female offenders in the Federal Prison System. One America, Inc. (1980) studied only vocational training. Crites (1976) and Simon (1978) focused on arrest statistics and nature of offense.

This state of the art analysis of female offenders and the programs provided for these females builds upon the research of Glick and Neto (1977) and provides data for comparison of the female offender population and the programs provided for these offenders in 1975 and 1983. This study was on a much smaller scale than the Glick and Neto (1977) study, by virtue of the fact that the resources for conducting the two studies were vastly different. The 1975 study had a staff of four professional researchers and 13 field consultants responsible for data collection. The major differences between these two studies are in the variables studied and the methodology.

This state of the art analysis includes data on age, ethnicity, education, sentence length, and offense in describing the adult female offender population profile. These variables were included in the Glick and Neto (1977) study. The primary focus of this state of the art study was on programs and services provided to the adult female offenders. Data are presented on academic and vocational programs, counseling, and health care. These variables were included in the Glick and Neto (1977) research. Data also were collected on prison industries for adult female offenders, child care programs, innovative programs, and litigation. These variables were not included in the Glick and Neto (1977) research. Finally, a comparison of costs in 1975 and 1983 was made.

The methodology employed in conducting the Glick and Neto (1977) study included structured observation, questionnaire survey of administrators, questionnaire survey of program directors, interview of administrators, interview of program directors, and interview of inmates. This state of the art analysis was made by mail questionnaire and telephone survey of administrators in 50 states and the District of Columbia. The target population included prisons for adult female offenders and community centers for adult female offenders. The study did not include jails, as was done in the Glick and Neto (1977) research.

The state of the art analysis collected data on most of the variables included in the General Accounting Office (1979) report and the Comptroller General (1980) report, making it possible to answer questions, such as:

1. Is the proportion of female offenders in the total adult offender population increasing, decreasing, or remaining the same?
2. Is the age makeup of adult female offenders changing?
3. Is the ethnicity composition of adult female offenders changing?
4. Is the crime classification changing; i.e., is violent crime increasing, decreasing, or remaining the same?
5. Are programs and services increasing, decreasing, or remaining unchanged?

Section 2

OBJECTIVES, METHODOLOGY, AND RESULTS

OBJECTIVES

The major goals of this state of the art study of adult female offenders were: to present a comprehensive description of the range of programs and services provided for the females incarcerated in prisons and community centers; and to present a demographic profile of the adult female offender population. These goals were implemented in 11 objectives.

Objective 1.0

To determine the proportion of adult female offenders in the total adult offender population.

Objective 2.0

To determine age, ethnicity, education, crime classification, and average length of sentence of adult female offenders.

Objective 3.0

To determine the availability of and enrollment in adult basic education (ABE), General Educational Development (GED) preparatory courses, high school diploma, vocational education, and college programs.

Objective 4.0

To determine availability of and assignment to prison industries.

Objective 5.0

To determine availability of testing and counseling.

Objective 6.0

To determine availability of medical, dental, psychological, and psychiatric services.

Objective 7.0

To determine availability of child care programs.

Objective 8.0

To describe innovative programs and services.

Objective 9.0

To determine the extent to which states have established positions responsible for coordinating programs for adult female offenders.

Objective 10.0

To determine the financial support for adult female offenders.

Objective 11.0

To determine the extent of litigation involving adult female offenders.

METHODOLOGY

The methodology employed in conducting this study had four stages: (1) development of the survey instrument; (2) determination of the population for the survey; (3) administration of the survey instrument; and (4) analysis and interpretation of the results.

Development of the Survey Instrument

The survey instrument was developed by: (1) determining content areas; (2) writing items for each content area; and (3) testing and refining the instrument.

Determining the Content Areas. The questionnaire was designed by first determining the content areas for the survey. The following content areas were identified: (1) proportion of female offenders in the total offender population; (2) demographic profile of the female offender population, including age, ethnicity, education, crime classification, and average sentence length; (3) educational programs; (4) prison industries; (5) testing and counseling services; (6) medical, dental, psychological, and psychiatric services; (7) child care programs; (8) innovative programs; (9) personnel; (10) financial support; and (11) litigation.

Writing Items in the Content Areas. Items were written to elicit responses in each content area. The criteria that were used in writing items were: clarity, relevance, and specificity. Items were tested against these criteria, and were grouped by content area.

Testing and Refining the Questionnaire. When the instrument was complete, it was evaluated by twelve reviewers. Revisions were made based on feedback from the reviewers. Efforts were directed to clarify any item that was seen as ambiguous or subject to misinterpretation. A second evaluation of the revised instrument was made by six reviewers. The response from the second review elicited suggestions for minimal change.

Determining the Population to be Surveyed

The population for this study was defined as all institutions housing adult female offenders, including correctional institutions, community centers, and treatment and rehabilitation centers. The mailing list was developed from the American Correctional Departments, Institutions, Agencies and Paroling Authorities Directory (Travisono, 1983). The first mailing was to the Commissioner or Director of the state corrections agencies. The second



mailing and third follow-up were to the institution or facility administrators. The mailing lists for the first survey, second mailing, and third follow-up are included in Appendix A.

#### Conducting the Survey

A cover letter and questionnaire were mailed to the Commissioner or Director of the corrections agency in each state and the District of Columbia. If no response was received, a cover letter and copy of the questionnaire were mailed to the administrator of correctional facilities listed in the American Correctional Association Directory (Travisono, 1983) indicating female offenders included in the population. The third follow-up was a telephone call to the facility administrator.

A log was prepared to record mailing date of the questionnaire and return date. The log also provided for recording follow-up mailings and returns on the first mailing; questionnaires were mailed to 50 states and the District of Columbia.

Two weeks later a cover letter and copy of the questionnaire were mailed to all institutions with female offenders, including prisons and reformatories, community centers, treatment centers, rehabilitative centers, and release centers from which no response was received at the first mailing. A copy of the cover letter sent to the warden or superintendent also was sent to the State Commissioner or Director. Telephone calls were made to follow-up on the second mailing from which responses had not been received.

#### Data Analysis

Data sheets were developed to record results of the survey. Data sheets were made for the following areas: (1) proportion of female offenders in total population; (2) demographic data, including age, ethnicity, education, crime classification, and sentence length; (3) educational programs; (4) prison industries; (5) testing and counseling; (6) medical, dental, psychological, and psychiatric services; (7) child care programs; (8) innovative programs; (9) personnel; (10) financial support; and (11) litigation.

Data were recorded by area and by state, and were analyzed accordingly. Where appropriate, raw data were converted to percentages.

#### RESULTS

The study of female offenders and the programs and services provided for these offenders was conducted through questionnaire survey.

#### Returns from the Survey

The questionnaires were sent to 50 states and the District of Columbia. Return rates were computed in two ways: (1) the return rate was determined by the number of jurisdictions, including District of Columbia, that responded; and (2) the return rate was computed by determining the number of facilities responding compared to the total number of facilities surveyed.

In response to the first mailing of the questionnaire, 33 returns out of 51 questionnaires were received, giving a 64% return rate.

After the second mailing, the number of jurisdictions participating totaled 38, giving a return rate of 75%. Sixty-five facilities were surveyed at the end of the second mailing. Fifty facilities responded, giving a return rate of 77%.

The third and final return rates were computed after returns were received in response to the telephone follow-up. The return rate reached 88% for the states. Forty-five out of 51 jurisdictions reported data on at least one adult female facility. The six jurisdictions that did not respond to the questionnaire survey were: District of Columbia, Hawaii, Idaho, Tennessee, Virginia, and Wyoming. Out of the 65 facilities surveyed, a total of 58 responded, yielding a return rate of 89%. The correctional systems that participated are listed in Appendix B.

The returns largely reflect the female offender profile and the programs and services in large state institutions, i.e., prisons or reformatories. Fifty out of 58 returns (86%) were from the major state institutions for women; 6 out of 58 returns (10%) were from community centers; 2 states (4%) reported sending their adult female offenders to facilities out of state.

The results of the survey of correctional systems with adult female offenders are reported by content areas reflecting the study objectives.

Tables and charts reporting survey data include only those states responding to the questionnaire. Slash marks (-) in the tables indicate: (1) data were not reported, (2) data were not available, or (3) data could not be interpreted. The data were received the latter part of 1983, and reflect the situation with regard to female offenders and programs and services provided for these offenders at that time.

It should be noted that New Hampshire had no females incarcerated at the prison at Concord. Females were held in county jails pending disposition of their cases, at which time they were transferred to the Massachusetts Correctional Institution, Framingham; Connecticut Correctional Institution, Niantic; or Federal Correctional Institution, Alderson, West Virginia.

West Virginia had no female offenders incarcerated within the state. The West Virginia State Prison for Women was closed in March, 1983. Through a contractual agreement between the West Virginia Department of Corrections and the United States Bureau of Prisons, female offenders were transferred to the Federal Correctional Institution, Alderson, West Virginia.

#### Proportion of Female Offenders in the Total Offender Population

Data are reported for populations in prisons, jails, and detention facilities; halfway houses and community programs; and co-corrections.

Female Offenders in Prisons, Jails, and Detention Facilities. Ninety-eight percent of the states participating in this survey provided data on the proportion of female offenders in the total offender population. There were 348,671 male and female adult offenders incarcerated in prisons in the 44

states reporting at the time of the survey in 1983. North Dakota, with 407 total adult offender population, had the smallest population. States with the largest populations were: California, with 36,950; Texas, with 34,393; and New York, with 30,432. The number of female offenders incarcerated in prisons in the reporting states was 14,851. This is 4% of the total adult male and female offenders incarcerated in prisons.

Only 36% of the states responding to the questionnaire provided data on the population of adult offenders incarcerated in jails and detention facilities. The total was 58,840 including 2,998 adult female offenders. This represents 5% of the total population of adult offenders in jails and detention facilities.

The data on adult offender populations in prisons, jails, and detention facilities by state are given in Appendix H, Table 1.

Female Offenders in Halfway Houses and Community Programs. Fifty-eight percent of the states responding to the questionnaire provided data on the offender populations in halfway houses and community programs. There were 16,762 adult offenders reported living in halfway houses or community programs, including 1,087 female offenders. This represents 6% of the total population. The largest populations of female offenders in halfway houses and community programs were in Michigan, with 200; California, with 193; and New York, with 175. The data on adult offender populations in halfway houses and community programs are given in Appendix H, Table 2.

Number of Prisons and Halfway Houses or Community Programs. One hundred percent of the respondents to the questionnaire provided data on the number of correctional institutions for female offenders and the extent to which the correctional systems were co-correctional. Six states had co-correctional prisons. As seen in Table 3 these states were California, Kansas, Maine, New Jersey, South Dakota, and Vermont. There were 43 correctional facilities for women only. New Hampshire and West Virginia contracted to send their female offenders to out-of-state facilities. The number of halfway houses or community programs for females only was reported to be 30, with 6 co-correctional halfway houses or community programs. The number of prisons, halfway houses or community programs in mid-1983 by state is given in Appendix H, Table 3.

#### Demographic Profile of Adult Female Offenders

The demographic profile of adult female offenders in the United States in mid-1983 was developed by analysis of data on age, ethnicity, education, crime classification, and sentence length.

Age of Adult Female Offender Population. The data reported by respondents to the questionnaire in mid-1983 revealed that 6.6% of the adult female offender population were under 20 years of age; 55.3% were between the ages of 20 to 30; 25.0% were between 31 and 40 years of age; 10.3% were 41 to 50 years of age; and 2.8% were over 50 years of age. The age categories of adult female offenders in mid-1983 by state are given in Appendix H, Table 4.

Ethnicity of Adult Female Offender Population. The data reported by respondents to the questionnaire in mid-1983 revealed that 50.4% of the adult female offender population were white; 38.9% were black; 5.3% were native American

Indian; 4.6% were hispanic; less than 0.1% were Asian; and 0.7% were of some other ethnic background. The ethnicity of adult female offender population in mid-1983 by state is given in Appendix H, Table 5.

Prior Education of Adult Female Offender Population. The data reported by respondents to the questionnaire in mid-1983 revealed that 2.2% of the adult female offender population had no prior education; 21.3% had completed 1 to 8 years of school; 34.4% had completed 9 to 11 years of school; 33.7% had completed a high school diploma course or had earned the General Educational Development equivalency certificate; 6.5% had some college; .8% had four years of college; and 1.1% reported educational achievement in other categories. The prior educational achievement of adult female offenders in mid-1983 by state is given in Appendix H, Table 6.

Crime Classification of Adult Female Offender Population. The data reported by respondents to the questionnaire in mid-1983 revealed that 35.6% of the adult female offender population were convicted for property crimes; 13.2%, for robbery; 12.9%, for murder; 12.9%, for substance abuse; 8.1%, for manslaughter; 7.4%, for assault; 2.5%, for morals and safety offenses; 1%, for kidnapping; 0.9%, for sex offenses; 0.9%, for sexual assault; and 4.6%, for other crimes. The crime classification for adult female offenders by state is given in Appendix H, Table 7.

Average Sentence Length for Adult Female Offender Population. The data reported by respondents to the questionnaire in mid-1983 revealed that 44.5% of the adult female offender population were sentenced for 2 to 5 years; 20.2% were sentenced for 6 to 10 years; 9.4%, for 1 year; 7.0%, for 16 to 20 years; 6.7%, for life; 6.1%, for 11 to 15 years; and 6.1%, for less than one year. The average length of sentence for adult female offenders in mid-1983 by state is given in Appendix H, Table 8.

#### Educational Programs for Adult Female Offenders

The adult female offenders in the states participating in the mid-1983 survey were enrolled in ABE, GED preparatory, high school diploma, vocational education, and college courses. Respondents gave data on the number of hours per week inmates participated in the programs, regardless of whether the programs were offered at the correctional institution or in the community, and whether or not the programs were co-educational.

Adult Basic Education (ABE). The data reported by respondents to the questionnaire in the mid-1983 survey revealed that the number of female offenders enrolled in adult basic education ranged from 0 to 339. Eighty-three percent of the facilities (48 out of 58) responding to the questionnaire reported having ABE programs. The largest enrollments were in Ohio, with 339 women enrolled; Texas, with 166; Florida, with 156; New York, with 120; and Alabama, with 98. Alaska, Colorado, Delaware, Iowa, Kansas, Maine, Montana, Nevada, North Dakota, Oklahoma, Oregon, Vermont, and West Virginia reported less than six adult female offenders enrolled in ABE.

The number of hours per week adult female offenders participated in the ABE programs ranged from 2 hours per week to 35 hours per week. The average, or mean, was 15 hours per week; the mode was 20 hours per week. Colorado reported an ABE program of 35 hours per week, but there were no adult female



offenders enrolled. Seven states reported average number of hours per week for ABE exceeding the mode: Connecticut, Maryland, Minnesota, and Nebraska offered 30 hours per week; Illinois reported 27.5 hours per week; Missouri and Oregon each reported 25 hours per week.

Of the 48 facilities reporting ABE programs, 9 facilities (19%) reported having a co-educational program; 35 facilities (73%) reported the ABE program was not co-educational. Four facilities (8%) did not report. All facilities reporting except Vermont and Wisconsin offered ABE at the correctional institution. Vermont provided ABE in the community and at the institution. One facility in Wisconsin provided ABE at the institution; the other facility used the community. The enrollment, average number of hours per week, type and location of the ABE programs for adult female offenders in mid-1983 by facility are given in Appendix H, Table 9.

General Educational Development (GED) Preparatory. The data reported by respondents to the questionnaire in mid-1983 revealed that 88% of the facilities (51 out of 58) had GED preparatory programs. The number of adult female offenders enrolled ranged from 0 to 175. Twenty-seven percent of the facilities that reported offering a GED preparatory program had less than 10 adult female offenders enrolled in the program. States with facilities having less than 10 women in the GED preparatory programs were: Colorado, Delaware, Maine, Minnesota, Montana, New Mexico, North Dakota, Oregon, Rhode Island, South Carolina, South Dakota, Vermont, West Virginia, and Wisconsin. New York reported having 175 adult female offenders in GED preparatory programs. The average enrollment was 26.

The reported number of hours per week for participation in GED programs ranged from 2 to 35. Colorado reported the program with the most hours per week (35), but had no enrollees. The mean was 15 hours per week; the mode was 20 and 30 hours per week. States with GED programs of 30 hours per week were Connecticut, Maryland, Minnesota, Nebraska, and North Carolina. The Norco facility in California also had 30 hours per week.

Ten facilities (20%) had co-educational programs; 30 facilities (59%) were not co-educational; and 11 facilities (21%) did not report. With the exception of Milwaukee, Wisconsin, all GED programs were offered at the correctional facilities. The enrollment, average number of hours per week, type and location of the GED programs for adult female offenders in mid-1983 by facility are given in Appendix H, Table 10.

High School Diploma Course. Three states reported having a high school diploma program. These states were Maine, Texas, and Washington. This made up 7% of the states responding to the questionnaire in the mid-1983 survey. Of the three states having a high school diploma program, only Texas and Washington had adult female offenders enrolled. Texas had 15; Washington had 2.

The average number of hours per week for participation was 15. Maine allowed inmates to participate on an individual basis by using a tutorial program. Maine reported having a co-educational high school diploma program. The three states offered the high school diploma programs in correctional facilities rather than in the community. The enrollment, average number of

hours per week, type and location of the high school diploma programs for adult female offenders in mid-1983 by state are given in Appendix H, Table 11.

Vocational Education. The data reported by respondents to the questionnaire in mid-1983 revealed that 83% (48 out of 58) of the facilities had at least one vocational education program. The number of vocational education programs ranged from 1 to 13 per facility. Twenty-one out of 48 facilities (44%) had 3 or less than 3 programs; 27 facilities (56%) had more than 3 programs. States with facilities having 3 or less than 3 vocational education programs were Alaska, Arkansas, Colorado, Georgia (3 facilities), Indiana, Iowa, Kentucky, Maryland, Mississippi, Missouri (2 facilities), New Mexico (1 facility), North Carolina, Ohio, Rhode Island, South Carolina, Utah, Vermont, and Wisconsin (1 facility).

Oklahoma reported 13 program offerings, but no enrollment. Arizona reported 4 program offerings, but no enrollment. Oregon reported 9 program offerings with only 1 female offender enrolled. The states with the facilities having the most vocational programs available were Georgia (Hardwick), Nevada, Oklahoma, and Texas with 13 programs; California (Frontera) and Pennsylvania with 12 programs; and, Maine and South Dakota with 11 programs.

Among the 48 facilities offering vocational education, the most common program was clerical skills and business education. Approximately 45% of the facilities listed clerical skills and 27% listed business education, making a total of 72% of the 48 facilities offering this vocational education program. Thirty-seven percent offered food service; and 29% listed cosmetology.

The number of adult female offenders enrolled in the programs ranged from 0 to 75. The average enrollment was 11. The courses with the largest enrollments were business education/clerical skills, cosmetology, nurse's aide, and home economics/cooking/food service.

The average number of hours per week per inmate for participation was 23; the mode was 30 hours per week for each inmate. The number of hours ranged from 0 to 40 per week. The enrollment and average number of hours per week per program are given in Appendix F.

Of the 48 facilities reporting to have vocational education for female offenders, 15 (31%) offered co-educational programs; 22 (48%) had programs that were not co-educational; 5 (8%) had both kinds of programs; and 6 (13%) did not indicate co-educational status of their programs.

Thirty-four out of 48 facilities (71%) offered vocational education for female offenders at the correctional institution; 5 (10%) provided the programs in the community; 5 (10%) provided programs at the facility and through the community; and 4 (9%) did not indicate the location of course offerings. The co-educational status and location of vocational education programs for adult female offenders in mid-1983 by state and by facility are given in Appendix G-1 and Appendix G-2, respectively.

College Programs. The data reported by respondents to the questionnaire in mid-1983 revealed that 72% of the facilities (42 out of 58) had college programs. The number of adult female offenders enrolled in college programs

ranged from 0 in Maine and Arkansas to 198 in Texas. States with the lowest enrollments were Kansas and Utah, 6; Pennsylvania, 4; North Dakota and South Dakota, 1. Highest enrollments were in Arizona (Perryville), 166; California (Frontera), 159; and New York, 115.

The number of hours per week per adult female offender ranged from 0 hours per week to 40 hours per week. The mean was 12 hours per week per inmate. New Mexico (Las Cruces) reported the highest average hours per week enrollment in college courses with a total of 40 hours.

Eighteen facilities (43% of the facilities reporting college programs) listed these programs as co-educational; 20 facilities (48%) offered college programs for adult female offenders only; and 4 facilities (9%) did not report. Seventy-six percent of the college programs were offered at the correctional facilities; 12% were offered through the community; 7% were offered both at the correctional facility and in the community; and 5% did not report. The enrollment, average number of hours per week per program, type and location of programs for adult female offenders in mid-1983 by facility are given in Appendix H, Table 12.

#### Prison Industries for Adult Female Offenders

The data reported by respondents to the questionnaire in mid-1983 revealed that 53% of the facilities (31 out of 58) had prison industries. Sewing industry was the most common. Sixteen facilities out of 31 had a sewing industry or garment factory. The number of industries ranged from 1 to 3. The number of adult female offenders assigned to prison industry ranged from 1 to 354. California had the largest number of adult female offenders assigned to a single industry; 354 women were assigned to the sewing industry at the institution at Norco.

The number of hours worked per week per inmate ranged from 5 to 40. The mean was 29 hours per week per inmate; the mode was 30 hours per week per inmate. Four facilities out of 31 (13%) were co-educational; 19 (61%) were for females only; 2 (7%) were both; and 6 (19%) did not report.

The prison industries, assignments, and average hours per week in mid-1983 by facility are given in Appendix H, Table 13.

#### Testing and Counseling for Adult Female Offenders

The data reported by respondents to the questionnaire in mid-1983 revealed the tests used in educational and vocational counseling, and the persons responsible for this counseling. Ninety-three percent (54 out of 58 facilities) of the respondents in the mid-1983 survey reported having testing and counseling.

Tests Used to Assess Abilities. Analysis of the data on testing and counseling revealed the tests most commonly used to assess achievement, intellectual or mental abilities, vocational aptitudes, as well as special tests used in psychological counseling or special education. The tests used are listed by state in Appendix H, Table 14.

The tests most frequently used for achievement testing were the Wide Range Achievement Test and the Test of Adult Basic Education. The tests most frequently used for assessing mental abilities were the Revised Beta and the Wechsler Adult Intelligence Scale. The General Aptitude Test Battery was most frequently used for assessing vocational aptitudes. Fourteen out of 45 states used the General Educational Development (GED) Test.

The Minnesota Multi-Phasic Personality Inventory was most commonly used for psychological testing and counseling. The scope of the testing programs ranged from only one test in Wisconsin to a comprehensive program with 12 tests in Georgia. Psychological testing varied from state to state. Some states had no psychological or special education testing. Others had extensive programs; i.e., Florida with the House-Tree-Person Test, Minnesota Multi-Phasic Personality Inventory, Rorschach, Sentence Completion, Suicide Probability Scale, and Thematic Apperception Test.

Person Responsible for Testing and Counseling. The person responsible for educational and vocational testing and counseling most commonly was on the education staff. The persons responsible for educational and vocational testing and counseling are given in Appendix H, Table 15.

#### Medical, Dental, Psychological, and Psychiatric Services

This survey of the programs and services provided for adult female offenders attempted to determine if the correctional systems with adult female offenders employed full-time or part-time medical, dental, psychological, and psychiatric personnel; and to determine whether services were provided at the correctional facility or in the community. The services that were examined were intake screening and health appraisal, yearly checkups, gynecological and obstetrical services, 24-hour emergency services, mental health services, prenatal and postpartum medical care, dental services, psychological services, and psychiatric services.

Intake Screening and Health Appraisal. The data reported by respondents to the questionnaire in mid-1983 revealed that 68% of the medical staff performing intake screening and health appraisals were full-time employees; and 32% reported having both full-time and part-time medical staff. Eighty-six percent of intake screening and health appraisals occurred within the correctional facilities; 12% took place in both the community and the correctional facility; and 2% did not report on the location of intake screening and health appraisal.

Forty-two states (93%) provided intake screening and health appraisal for adult female offenders in mid-1983. The states reporting intake screening and health appraisal for adult female offenders are listed in Appendix H, Table 16.

Yearly Checkups. The data reported by respondents to the questionnaire in mid-1983 revealed that 53% of the medical staff performing yearly checkups were full-time employees; 20% were part-time employees; and 27% had both full-time and part-time employees. Eighty-eight percent of the yearly checkups occurred within the correctional facilities; 7% in both the community and correctional facilities; and 5% did not report on the location of yearly

checkups. Forty-one states (91%) provided checkups for adult female offenders. The states in which checkups were provided for adult female offenders in mid-1983 are listed in Appendix H, Table 17.

Gynecological and Obstetrical Services. The data reported by respondents to the questionnaire in mid-1983 revealed that 19% of the medical staff providing gynecological and obstetrical services were full-time employees; 52% were part-time employees; 17% employed both full-time and part-time staff; and 12% did not report. Twenty-nine percent of the gynecological and obstetrical services provided to adult female offenders occurred within the correctional facilities; 14% occurred within the community; 55% occurred in both community and correctional facilities; and 2% did not report on the location of these services. Forty-two states provided gynecological and obstetrical services to adult female offenders. The states providing these services are listed in Appendix H, Table 18.

24-Hour Emergency Health Services. The data reported by respondents to the questionnaire in mid-1983 revealed that 57% of the medical staff providing emergency health services were full-time employees; 10% were part-time employees; 23% had both full-time and part-time employees; and 10% did not report. Forty percent of the 24-hour emergency services occurred within the correctional facilities; 12% within the community; 43% in both the community and the correctional institution; and 5% did not report on the location of emergency health services. Forty-two states reported provision for 24-hour emergency services for adult female offenders. The states providing 24-hour emergency services in mid-1983 are listed in Appendix H, Table 19.

Mental Health Services. The data reported by respondents to the questionnaire in mid-1983 revealed that 42% of the medical staff providing mental health services were employed full-time; 33% worked part-time; 21% reported employing both full-time and part-time staff; and 4% did not report. Sixty-five percent of the mental health services were provided within the correctional facilities; 5% in the community; 26% in both the community and the correctional institutions; and 4% did not report on the location of mental health services. Forty-three states provided mental health services for adult female offenders. The states providing these services in mid-1983 are listed in Appendix H, Table 20.

Prenatal and Postpartum Medical Care. The data reported by respondents to the questionnaire in mid-1983 revealed that 30% of the states providing prenatal and postpartum medical care employed full-time staff for these services; 28% employed part-time staff; 23% employed both full-time and part-time staff; and 19% did not report. Twenty-five percent of prenatal and postpartum medical care occurred within the correctional facilities; 15% in the community; 58% in both the community and the correctional institution; and 2% did not report on the location of these services. Forty states made provisions for prenatal and postpartum medical care. The states providing these services for adult female offenders in mid-1983 are listed in Appendix H, Table 21.

Dental Services. The data reported by respondents to the mid-1983 survey revealed 24% of the states providing dental care employed full-time staff; 60% employed part-time staff; 14% employed both full-time and part-time staff; and 2% did not report. Sixty-four percent of the dental services for adult female offenders occurred within the correctional facilities; 5% in the community;

26% in both community and correctional locations; and 5% did not report. Forty-two states provided dental services for adult female offenders. The states providing these services in mid-1983 are listed in Appendix H, Table 22.

Psychological Services. The data reported by respondents to the mid-1983 survey revealed 50% of the states with adult female offenders had full-time psychologists on the staff; 36% employed part-time psychologists; 10% employed both full-time and part-time psychologists; and 4% did not report. Eighty-four percent of the psychological services took place within the correctional facilities; 2% in the community; 12% in both community and correctional locations; and 2% did not report. Forty-two states provided psychological services for adult female offenders. The states providing these services in mid-1983 are listed in Appendix H, Table 23.

Psychiatric Services. The data reported by respondents to the mid-1983 survey revealed 71% of the states employed part-time psychiatrists; 12% employed full-time psychiatrists; 7% employed both part-time and full-time psychiatrists; and 10% did not report. Sixty-four percent of psychiatric services occurred within the correctional facilities; 8% in the community; 24% in both community and correctional locations; and 4% did not report. Community services were generally on a contractual basis. Forty-two states reported provision of psychiatric services for adult female offenders. These states are listed in Appendix H, Table 24.

#### Child Care Programs

Of the facilities that responded to the mid-1983 survey, only about one-third reported having some type of child care provisions. The descriptions of the child care programs in the 18 states that reported having such programs are presented in Appendix C.

One of the most popular child care programs was called Mother-Offspring Life Development (MOLD). This program allowed the adult female offender to have her children in the correctional institution once a month for an 8-hour period, and once every three months for 72 consecutive hours. Nebraska reported detailed information on this program. See Appendix C.

New York Department of Correctional Services allowed offenders to keep their newborn babies up to one full year of age. A full nursery was operated. The Iowa Correctional Institution for Women published a children's booklet entitled, "Remember That I Love You." The purpose of the booklet was to alleviate misconceptions that children of female offenders might have about prison life and incarceration. A copy of the booklet narrative is included in Appendix D. The 18 states reporting child care programs in mid-1983 are listed in Appendix H, Table 25.

#### Innovative Programs and Services for Adult Female Offenders

The mid-1983 survey of correctional systems with adult female offenders called for descriptions of innovative programs and services provided for the female offenders by the correctional systems. The innovative program descriptions cover a wide range.

Arizona has implemented a program sponsored by Best Western Corporation. In this program female offenders book reservations for Best Western hotels and motels nationwide, and at the same time earn \$3.65 per hour. The female offenders gain training and work experience that enhance their employability upon release. Arizona also reported a Resident Operated Business Enterprise (ROBE). Inmates owned a business and developed skills that would enhance their ability to be self-supporting upon release. Some of the businesses included in this program were bakery, transcription service, a card shop, and an art gallery.

The Arkansas Women's Unit provided an intensive substance abuse program that addressed the physical, mental, and spiritual aspects of the problem and included modules on recovery dynamics, positive mental attitude, employability skills, financial planning, and personality dynamics.

Illinois offered apprenticeship programs licensed by the Bureau of Apprenticeship Training that provided training and certification in baking, building maintenance, food services, cosmetology, environmental control, sewing machine repair, and water and waste treatment.

The State School for the Handicapped employed adult female offenders to assist with programs for handicapped children in Chillicothe, Missouri.

Full descriptions of these programs and others reported by respondents as being innovative are given in Appendix E. The states that reported innovative programs for adult female offenders are listed in Appendix H, Table 26.

#### Personnel

In the mid-1983 survey of correctional systems with adult female offenders, an effort was made to determine the extent to which states had established positions in the central office to coordinate programs and services for adult female offenders. Only seven states reported having a central office position responsible for coordinating programs and services for adult female offenders. Of these seven states, two states listed the position as a line position, and five states listed it as a staff position. The states with a central office coordinator for adult female offender programs and services in mid-1983 are listed in Appendix H, Table 27.

#### Financial Support for Adult Female Offender Programs and Services

In the mid-1983 survey of correctional systems with adult female offenders, an effort was made to determine the proportion of the total corrections budget states allocated for correctional systems with adult female offenders. The total budgets for adult corrections ranged from \$7.1 million in South Dakota to \$548.8 million in California. The budgets for correctional systems with adult female offenders were approximately 5% of total adult correctional budgets. The budgets to support adult female offenders ranged from \$200,000 in New Mexico to \$21.3 million in California. The budgets for adult corrections and allocations for systems with adult female offenders in mid-1983 are given by state in Appendix H, Table 28.

#### Litigation Concerning Adult Female Offenders

In the mid-1983 survey of correctional systems with adult female offenders, an effort was made to determine the extent to which states were involved in litigation concerning adult female offenders. Twenty-seven states reported being involved in such litigation. Fifty-nine percent of the litigation charged inadequate medical services; 56% charged inadequate facilities; 48% charged inadequate educational programs; 44% charged inadequate vocational training; 37% charged invasion of privacy; 30% charged inadequate prison industry; 19% charged inadequate mental health services; 15% charged inadequate provisions for child care; 11% charged discrimination; 7% charged inequitable program level system, inadequate law library services, and segregation practices. The states involved in litigation and the issues for such litigation are reported in Appendix H, Table 29.

### Section 3

#### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

##### SUMMARY

This state of the art analysis of adult female offenders and the programs and services provided for these offenders was conducted because: (1) relatively little empirical data have been reported to describe women offenders and the program opportunities available to these offenders; (2) it is important to have current information on female offenders for management decision-making; and (3) state of the art information will facilitate and contribute to networking and resource development.

##### Background

The last comprehensive national study of correctional programs for female offenders was made in 1975 by Glick and Neto (1977). Some significant changes have taken place in corrections since that time. There has been a dramatic increase in prison populations; the amount of violence and number of prison disturbances have increased; prisoner activity in areas of litigation and civil liberties has increased; and the philosophy of deterrence and incapacitation has superseded the belief in rehabilitation and resocialization.

This state of the art analysis of female offenders and the programs provided for these offenders was designed to build upon prior research, particularly the 1975 study of programs for female offenders (Glick and Neto, 1977). The study was designed to collect data on age, ethnicity, education, sentence length, and offense in describing the adult female offender population. Data also were collected on programs and services and prison industries for adult female offenders. This study surveyed child care programs, innovative programs, and litigation. These variables were not studied by Glick and Neto (1977).

##### Objectives

The study had 11 objectives: (1) to determine the proportion of adult female offenders in the total adult offender population; (2) to present a demographic profile of the adult female offender population; (3) to determine availability of and enrollment in ABE, GED, high school diploma, vocational education, and college courses; (4) to determine availability of and assignment to prison industries; (5) to determine availability of testing and counseling; (6) to determine availability of medical, dental, psychological, and psychiatric services; (7) to determine availability of child care programs; (8) to describe innovative programs and services; (9) to determine the extent to which states had established positions for coordinating programs for adult female offenders; (10) to determine financial support for adult female offender programs; and (11) to determine the extent of litigation involving adult female offenders.

##### Methodology

This study was conducted through a mail survey. The methodology involved developing the survey instrument; determining the population for the survey; administering the questionnaire; and analyzing and interpreting the data. Questionnaires were mailed to 65 facilities in 50 states and the District of Columbia.

##### Results

There were returns of completed questionnaires from 45 states, representing a return rate of 88%. Returns were received from 58 facilities out of 65 receiving the questionnaire. This represents a return rate of 89%.

Proportion of Adult Female Offenders in the Total Offender Population. In mid-1983 the number of adult female offenders incarcerated in prisons was roughly 4%, the number in halfway houses and community programs was 6%, and the number in jails and detention facilities was 5% of the total adult offender population. Six states reported having co-correctional facilities. West Virginia female offenders were housed at the Federal Correctional Institution, Alderson, West Virginia. New Hampshire transferred all female offenders to state or Federal institutions outside of New Hampshire.

Demographic Profile of Adult Female Offenders. Fifty-five percent of the adult female offenders were between the ages of 20 and 30. The adult female offender population included 50% white and 38% black. Fifty-eight percent of the adult female offenders had less than 12 years of school or were lacking the high school equivalency certificate. Most of the crimes committed by adult female offenders were property crimes (35.6%). The average length of sentence was relatively short, with 44% sentenced for two to five years, and 20% sentenced for six to ten years.

Programs and Services. Eighty-three percent of the facilities (48 out of 58) responding to the survey reported having ABE programs. Enrollments ranged from 0 to 339. The number of hours per week adult female offenders participated in ABE programs ranged from 2 to 35. The average was 15; the mode was 20 hours per week.

Eighty-eight percent of the respondents reported a GED program. The number of adult female offenders enrolled ranged from 0 to 175. Twenty-seven percent of the correctional systems with GED programs had less than 10 women enrolled. The number of hours per week that female offenders participated in the GED programs ranged from 2 to 35. The mean was 15; the mode was 20 and 30 hours per week. Three states reported having a regular high school diploma course but only two of these states, Texas and Washington, had females enrolled.

Eighty-three percent of the facilities participating in the study (48 out of 58) reported having at least one vocational education program. The number ranged from 1 to 13 per facility. Fifty-six percent (27 out of 48) facilities reporting on vocational education programs had more than three programs. Forty-four percent of the facilities (21 out of 48) had 3 or less than 3 programs. The most common was clerical skills/business education with 45% and 27%, respectively. The average number of hours per week was 23; the mode was



30 hours per week. Participation ranged from 0 hours per week to 40 hours per week. Seventy-one percent of the vocational education programs for adult female offenders were offered at the correctional facility. Enrollment figures by program suggest that female offenders preferred the more traditional programs; i.e., cosmetology, nurse's aide, home economics/cooking/food services, and office/clerical/business education.

Seventy-two percent of the facilities (42 out of 58) had college programs. The number of adult female offenders participating in college programs ranged from 0 in Arkansas and Maine to 198 in Texas. The reported number of hours per week that female offenders participated in college programs ranged from 0 to 40. The mean was 12 hours per week. Eighteen facilities (43%) reported college programs that were co-educational.

Thirty-one out of 58 facilities (53%) had at least one prison industry. Sewing was the most common. The number of industries ranged from 1 to 3 per facility. The reported number of adult female offenders assigned to prison industry ranged from 1 to 354. The reported number of hours per week that women worked in prison industry ranged from 5 to 40.

Ninety-three percent of the facilities reported having educational and vocational counseling. The tests most frequently used for achievement testing were the Wide Range Achievement Test and the Test of Adult Basic Education. The Revised Beta was most frequently used for intelligence or mental ability testing. The General Aptitude Test Battery was most commonly used for vocational aptitude testing.

In the area of medical services, 42 out of 45 states reported providing medical care through intake screening and health appraisal, gynecological and obstetrical services, 24-hour emergency health services, dental services, psychological services, and psychiatric services. Forty-one states provided for yearly checkups; 40 states made provision for prenatal and postpartum medical care; and 43 states provided mental health services for adult female offenders. Some facilities employed full-time staff, some part-time staff, and some had both full-time and part-time staff.

Only about one-third of the respondents to the mid-1983 survey reported having child care provisions. The programs that were provided ranged from minimal to comprehensive.

Forty-three states in the mid-1983 survey provided narrative descriptions of what the correctional administrators perceived to be model or innovative programs.

Only seven states reported having a central office position responsible for coordinating programs and services for adult female offenders. The budgets for correctional systems with adult female offenders were about 5% of the total adult correctional budgets. The budgets to support correctional systems with adult female offenders ranged from \$200,000 in New Mexico to \$21.3 million in California.

In mid-1983, 27 states reported being involved in litigation involving female offenders. Fifty-nine percent of the litigation charged inadequate medical services; 56%, inadequate facilities; 48%, inadequate educational

programs; 44%, inadequate vocational training; 37%, invasion of privacy; 30%, inadequate prison industry; 19%, inadequate mental health services; 15%, inadequate provisions for child care; 11%, discrimination; 7%, inequitable program level system; 7%, law library services; and 7%, segregation practices.

#### CONCLUSIONS

This state of the art analysis of the adult female offender sought to answer a number of questions in order to present the current situation within the context of the situation almost ten years ago. Basically the questions concerned the demographic profile of the adult female offender and the programs and services being provided for the adult female offender.

#### Demographic Profile of the Adult Female Offender

The proportion of adult female offenders in the total adult population of offenders has remained unchanged, even though there has been an increase in the total population of adult female offenders. There is still between 4% and 6% of the total adult offender population in prisons, halfway houses or community programs, and jails.

The age of the adult female offender has not changed significantly. In 1975, 65% of the total adult female offender population was under 30 years of age; in 1983, 62% was under 30. There has been a sharp reversal within the pattern of ethnicity of adult female offenders. In 1975, 38% of the adult female offenders were white; 50% were black. In 1983, 50% of the adult female offenders were white; 38% were black. The educational achievement prior to incarceration has changed somewhat. In 1975, 59% of the adult female offenders had less than a high school education, including 14% with less than an 8th grade education. In 1983, 58% of the adult female offenders had less than a high school education, including 21% with less than an 8th grade education. There has been an increase in the number of adult female offenders with high school diplomas or GED equivalency certificates, along with a decrease in the number of women with postsecondary education. In 1975, 23% of the adult female offenders had a high school diploma or GED equivalency certificate; in 1983, 33% of the women had achieved high school completion or equivalency. In 1975, 16% of the adult female offenders reported some college, with 2% reporting having the B.A. degree. In 1983, only 7% of the women reported having some college, and .8% reported having the B.A. degree. The rate of violent crime has not changed markedly, although property crimes committed by women continued to increase. An exact comparison of sentence length in 1975 and 1983 was not possible because of using different ranges; however, it does appear that sentence lengths are getting longer. In 1975, 26.4% had less than 1 year, compared to 6.1% with less than one year in 1983. The difference may be accounted for in part by the fact that the 1975 study included jail populations. In 1975, 19.5% had sentences of 1 to 3 years; and 54.1% had sentences of more than 3 years. In 1983, 9.4% had sentences of 1 year; 44.5% had sentences of 2 to 5 years; and 40% had sentences of more than 5 years.

### Programs and Services for Adult Female Offenders

There has been a marked increase in educational and vocational programs for adult female offenders. ABE programs have increased by 23%, GED/high school diploma programs have increased by 21%, and college programs have increased by 19%. In 1975 correctional institutions reported offering 1 to 9 vocational programs, with clerical skills, cosmetology, and food services the most common. In 1983 correctional institutions reported offering from 1 to 13 programs, with clerical skills/business education the most common, followed by food services and cosmetology. In terms of the number of women enrolled, the most popular vocational education programs in 1983 were clerical skills/business education, food services, and cosmetology; the same programs that were the most common in 1975.

The study by Glick and Neto (1977) did not report on prison industries. In 1983, it was found that 53% of the facilities responding had prison industries, with 1 to 3 industries.

The medical services roughly doubled between 1975 and 1983. The mental health and psychological or psychiatric services also roughly doubled. In 1975 only 13% of medical services were provided by the correctional institution. In 1983 roughly 80% of intake screening, yearly checkups, and psychological services were provided at the correctional facility. Roughly 60% of psychiatric services, dental care, and mental health services were provided at the correctional facility. Roughly 50% of the prenatal/postpartum care and gynecological and obstetrical services were provided jointly by corrections and community resources. The 24-hour emergency services also were shared by corrections and the community.

Child care was very limited in 1975. In 1983, only 18 states reported having child care programs.

Only seven states had central office coordinating positions responsible for programs and services for adult female offenders in 1983. The funds allocated for support of correctional systems with adult female offenders continue to be limited, with only 5% of the total adult corrections budgets being allocated to support adult female offenders.

A major concern for managers and supervisors of programs for adult female offenders in 1983 was the extent and cost of litigation over issues involving female offenders. This will be the single most critical area demanding attention and analysis in the closing years of this decade.

### RECOMMENDATIONS

The findings from this state of the art study of adult female offenders suggest that although the total adult female offender population has increased, the proportion of the total population has remained unchanged. Findings revealed some change in the composition of the adult female offender population since 1975, especially with regard to ethnicity. The age and prior education of adult female offenders have not changed significantly. The violent crime rate has not changed significantly, but the property crime rate has increased. In 1975, 38% of the adult female offenders were white and 50%

were black. These figures were exactly reversed in 1983, with 50% of the adult female offenders white, and 38% black. Findings indicate that considerable progress has been made since 1975 in development of programs and services for adult female offenders. Child care programs still were lacking or inadequate in many states. Medical, dental, psychological, and psychiatric services have roughly doubled since 1975. There is still need, however, for more services in these areas. The litigation involving adult female offenders has skyrocketed. The financial support for correctional systems with adult female offenders continued to be relatively limited; i.e., roughly 5% of the total adult correctional budgets. Given these conditions, the following recommendations are offered:

1. Develop policy to facilitate communication and development of inter-agency agreements and cooperative actions between correctional agencies and among correctional agencies and other agencies, such as state departments of education, state departments of postsecondary/technical schools, state departments of higher education, vocational rehabilitation, and Women's Bureau of the State Department of Labor.

2. Expand the networking of managers and supervisors in correctional systems with adult female offenders.

3. Provide regional and national forums for the exchange of ideas and models, and identification of resources.

4. Provide special issue training programs for managers and supervisors of female offenders to address identified needs and problem areas; and to develop skills, techniques, and tools for addressing these needs and problem areas.

There is a need for continued study of differing organizational structures and different combinations of program variables to determine the differential effects of organizational structures and program variables on the delivery of effective programs and services to meet the needs of adult female offenders. There is also a need to replicate this study with youthful female offenders.



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Appendix A-1

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Appendix A-2

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Appendix A-3

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Mr. William Sprouse Superintendent Florida Correctional Institution Lowell, Florida	Ms. Dorothy Arn Superintendent Ohio Reformatory for Women Marysville, Ohio
Mr. Edwin Shimoda Administrator Oahu Community Correctional Center Honolulu, Hawaii	Ms. Linda Woodman Warden, Gatesville Unit State Department of Corrections Gatesville, Texas
Mr. Michael P. Lane Director State Department of Corrections Springfield, Illinois	Ms. Lucile G. Plane Warden, Mountain View Unit State Department of Corrections Gatesville, Texas
Ms. Jane E. Huch Warden Dwight Correctional Center Dwight, Illinois	Mr. Fred Rusmisell Superintendent West Virginia State Prison for Women Pence Springs, West Virginia
Mr. Clarence Trigg Superintendent Indiana Women's Prison Indianapolis, Indiana	Mr. Anthony Malovich Administrator State Board of Charities and Reform Cheyenne, Wyoming
Mr. George W. Thompson Director Kansas Correctional-Vocational Training Center Topeka, Kansas	Ms. Judith Uphoff Warden Wyoming Women's Center Evanston, Wyoming

Appendix B-1

STATES PARTICIPATING IN THE SURVEY

Alabama	Louisiana	North Carolina
Alaska	Maine	North Dakota
Arizona	Maryland	Ohio
Arkansas	Massachusetts	Oklahoma
California	Michigan	Oregon
Colorado	Minnesota	Pennsylvania
Connecticut	Mississippi	Rhode Island
Delaware	Missouri	South Carolina
Florida	Montana	South Dakota
Georgia	Nebraska	Texas
Illinois	Nevada	Utah
Indiana	New Hampshire	Vermont
Iowa	New Jersey	Washington
Kansas	New Mexico	West Virginia
Kentucky	New York	Wisconsin

Appendix B-2

FACILITIES PARTICIPATING IN THE SURVEY

Julia Tutwiler Prison for Women Wetumpka, Alabama	Dwight Correctional Center Dwight, Illinois
Meadow Creek Correctional Center Eagle River, Alaska	Indiana Women's Prison Indianapolis, Indiana
Arizona Center for Women Phoenix, Arizona	Iowa Correctional Institution for Women Mitchellville, Iowa
Arizona Correctional Training Center - Perryville Goodyear, Arizona	Kansas Correctional-Vocational Training Center Topeka, Kansas
Women's Unit Pine Bluff, Arkansas	Kentucky Correctional Institution for Women Pewee Valley, Kentucky
California Institution for Women Frontera, California	Louisiana Correctional Institute for Women St. Gabriel, Louisiana
California Rehabilitation Center Norco, California	Maine Correctional Center South Windham, Maine
Colorado Women's Correctional Facility Canon City, Colorado	Maryland Correctional Institution for Women Jessup, Maryland
Connecticut Correctional Institution Niantic, Connecticut	Massachusetts Correctional Institution Framingham, Massachusetts
Women's Correctional Institution Claymont, Delaware	Huron Valley Women's Facility Ypsilanti, Michigan
Florida Correctional Institution Lowell, Florida	Minnesota Correctional Facility Shakopee, Minnesota
Broward Correctional Institution Pembroke Pines, Florida	Mississippi State Penitentiary Parchman, Mississippi
Metro Transitional Center Atlanta, Georgia	Renz Correctional Center Cedar City, Missouri
New Horizons Treatment Center Atlanta, Georgia	Chillicothe Correctional Center Chillicothe, Missouri
Georgia Women's Correctional Institution Hardwick, Georgia	Women's Correctional Center Anaconda, Montana
Macon Transitional Center Macon, Georgia	

Nebraska Center for Women York, Nebraska	Horace Mann Community Treatment Center Tulsa, Oklahoma
Nevada Women's Correctional Center Carson City, Nevada	Oregon Women's Correctional Center Salem, Oregon
New Hampshire State Prison Concord, New Hampshire	State Correctional Institution Muncy, Pennsylvania
Correctional Institution for Women Clinton, New Jersey	Women's Division Cranston, Rhode Island
Penitentiary of New Mexico Santa Fe, New Mexico	Women's Correctional Center Columbia, South Carolina
New Mexico Correctional Center for Women Las Cruces, New Mexico	South Dakota Women's Correctional Facility Yankton, South Dakota
Bedford Hills Correctional Facility Bedford Hills, New York	Mountain View Unit Gatesville, Texas
Bayview Correctional Facility New York, New York	Utah State Prison Draper, Utah
North Carolina Correctional Center for Women Raleigh, North Carolina	Women's Community Center Salt Lake City, Utah
North Dakota State Penitentiary Bismarck, North Dakota	Chittenden Community Correctional Center South Burlington, Vermont
Ohio Reformatory for Women Marysville, Ohio	Purdy Treatment Center for Women Gig Harbor, Washington
Mabel Bassett Correctional Center Oklahoma City, Oklahoma	West Virginia Prison for Women Charleston, West Virginia
Clara Waters Community Treatment Center Oklahoma City, Oklahoma	Women's Community Correctional Center Milwaukee, Wisconsin
	Taycheedah Correctional Institution Taycheedah, Wisconsin



Appendix C

CHILD CARE PROGRAMS

ARIZONA CENTER FOR WOMEN  
Phoenix, Arizona

Mother-Offspring Life Development (MOLD) Program

This on-campus program allows the female offender to have her children in the institution once a month for an eight-hour period, and once every 90 days for a 72-hour period. During the 72-hour visit, the inmate and her children stay in an apartment on campus. The inmate provides all the children's meals from groceries provided by her family or purchased with the inmate's funds by an off-duty staff volunteer. These are the only circumstances whereby an inmate is permitted to care for her children. There are no day-to-day child care programs.

CALIFORNIA INSTITUTION FOR WOMEN  
Frontera, California

Children's Center

The California Institution for Women (CIW) administration, under the Superintendent's direction, and in cooperation with an inmate committee, established a child care program in the area adjacent to the main visiting room. The Children's Center officially opened in December, 1981. Its goal is to enhance the quality and increase the frequency of visits between inmate mothers and their children. There are five inmates assigned to work in the Center under the direction and supervision of a staff coordinator. The Center operates during visiting hours. The present program includes a child-oriented setting adjacent to the main visiting room as well as classroom instruction in child development and parenting. Supervised parent/child development and parenting techniques, group and individual counseling sessions in parenting skills, on-site services of a social worker, and a community social service network are also available.

CALIFORNIA REHABILITATION CENTER  
Norco, California

Community Prisoner Mother Program

Qualified female felon inmates and their pre-school age children are eligible to be placed in a facility within the community that contracts with the Department of Corrections. The primary function of the program is to reunite mothers with their children and lessen the impact of the mothers' incarceration on the children. While in the program, inmates have the opportunity to become familiar with good housekeeping and parenting skills.

CONNECTICUT CORRECTIONAL INSTITUTION  
Miantic, Connecticut

Mother-in-Prison Program

This program is coordinated by a chaplain and staffed by volunteers. The volunteer staff act as liaison between mothers, their children, and the people or agencies responsible for care of the children while mothers are incarcerated. Telephone calls, visits, and picnics are arranged by the volunteers. Communication between mothers and children is facilitated.

IOWA CORRECTIONAL INSTITUTION FOR WOMEN  
Mitchellville, Iowa

Children's Center

Residents may have children or grandchildren arrive at 9:30 a.m. and stay at the institution until 4:00 p.m. The children may accompany the residents to lunch in the dining room. Visiting takes place in the Visiting Room and the Children's Center. The Children's Center is attached to the Visiting Room and provides a room where mothers can play games with their children and participate in planned activities. An estimate of two children stay daily. Development of a weekend visitation program has been proposed.

LOUISIANA CORRECTIONAL INSTITUTE FOR WOMEN  
St. Gabriel, Louisiana

Program for Caring Parents

This program is designed to maintain family ties by increasing the duration and quality of contact between inmate mothers/grandmothers and their children/grandchildren. Once every four weeks, inmates may have their children or grandchildren visit with them inside the prison for a full day.

Children's Day Program

This is an annual event designed to provide inmates and their children up to age 12 an opportunity to share a day of activities. This event usually occurs during the Easter Season.

MINNESOTA CORRECTIONAL FACILITY  
Shakopee, Minnesota

Second Chance Parenting Program

Second Chance is a program offering inmate mothers an opportunity for parent education and parent/child participation. The program consists of weekly seminars and group meetings, individual counseling, and a weekend activity program for inmate mothers and their children.

The seminars are used to present information on such topics as child development, family relations, and communication through the use of films, speakers, and discussion. Group meetings involve problem-solving, support, and evaluation of the parent/child relationship. Individual counseling is available on request to work out personal problems involving children and families.

An advocacy component provides women the opportunity to find solutions to immediate problems. Problems may include locating placements for children and dealing with other agencies such as welfare or social services departments. Additionally, the program encourages and initiates contacts with significant others such as caretakers of the children, teachers, social workers, or individuals involved in meeting the needs of the children.

Children may stay at the institution with their mothers for the weekend. An activity program is available on weekends providing structured, supervised activities for parents and the visiting children.

Second Chance offers the inmate mother many opportunities for developing effective parenting skills and increasing her knowledge of the growth and development of her children. Additionally, it seeks to preserve the parent/child relationship during the mother's incarceration by increasing the frequency and quality of interaction.

NEBRASKA CENTER FOR WOMEN  
York, Nebraska

Mother-Offspring Life Development (MOLD) Program

The purpose of the Mother-Offspring Life Development program is to allow the mother and child to interact constructively in a setting that enables mother and child to further develop or maintain a positive mother/child relationship. Many times undue stress and psychological problems created by separation could be modified for the mother, for the person caring for the child, and most importantly, for the children themselves. The mother and child are able to form and maintain closer bonds through extended visits than is possible in just a few short hours of visiting time. The program also places more responsibility on the mother, and helps the child to feel that the mother is a true part of the child's life.

This program will become a valuable tool in providing support for the mother and her child. For example, a child with a behavioral problem can feel the closeness of the mother. If the problem has to do with the mother's incarceration, a new insight may be gained because of the visit. Respect and compassion are encouraged. Stereotypes of "mother in prison" will be less likely. By putting the responsibility of the care of the child on the mother, even for a short period of time, a follow-through parental relationship is facilitated. Not only the child and mother benefit, but society benefits by preservation of the family unit.

During the period that the child visits with the mother in the institutional setting, mother and child are allowed to spend all of their time together. The mother is excused from her normal duties during this visit.

The many hours of companionship provide understanding and enhance the family relationship. In this setting, the mother actually spends more time with her child, 24 hours a day for up to five days a month, than she would in the normal home setting. The child sleeps in the same room with the mother. They play together in the MOLD building, eat together, and are constant companions. Each day from 2:00 to 3:00 p.m. a Nursery School Hour is held under supervision of the MOLD Coordinator at which time the mother may run errands or complete any tasks for that day. The mother pays a small monetary fee for the child's meals. Therefore, the mother must make plans well in advance for the child's visit. Visits are arranged by contract between mother and program coordinator 10 days before the visit is to begin. At this time the mother is made completely aware of her responsibilities for the visit. She is informed that she will be observed while the child is on the grounds to assure that she is being responsible for the child's safety and welfare. All items needed for the visit are checked out by 5:00 p.m. on the day preceding the visit and must be returned on the day immediately following the visit. Two days prior to the visit the mother will return a Planned Activities Sheet to the MOLD Coordinator indicating an outline of projects to be completed by the mother and child during the visit.

Mornings are set aside in MOLD for the mother and child to complete those activities planned by the mother in advance of the visit. On Tuesday, Wednesday, Thursday, and Friday courses are available.

PENITENTIARY OF NEW MEXICO  
Santa Fe, New Mexico

Hospitality Center

During family visits the Hospitality Center provides for temporary care of children.

NEW MEXICO CORRECTIONAL CENTER FOR WOMEN  
Las Cruces, New Mexico

Mother-Offspring Life Development (MOLD) Program

The purpose of this program is to help resolve some of the unique problems women and their families face when the mother is incarcerated and subsequently separated from her children. Extended and overnight visitation with children is permitted for residents who meet the minimum eligibility requirements. Parent education workshops and seminars covering parenting skills, child development, family planning, and other related topics are offered. Male children under age 12 and female children under age 15 may participate. MOLD participants are encouraged to take part in an on-going support group. Due to lack of space and staff, only four children may participate in MOLD visitation at one time. Plans are to provide a nursery and child care training for residents when space and staff become available.

BEDFORD HILLS CORRECTIONAL FACILITY  
Bedford Hills, New York

Nursery

Female inmates are allowed to keep their babies up to one year of age. A full nursery is in operation.

NORTH DAKOTA STATE PENITENTIARY  
Bismarck, North Dakota

Child Care Services

Child care services have not been required. However, the facility is designed to offer those services if the necessity arises.

OHIO REFORMATORY FOR WOMEN  
Marysville, Ohio

Nursery

Children are not routinely kept with their mothers. However, when an inmate delivers her baby while incarcerated, she delivers at the local community hospital. Both mother and the baby are routinely returned to the institution hospital where the baby is kept in the nursery, tended by a nurse. Babies remain in the nursery only until the appropriate county welfare worker comes to the institution to pick up the child and place the baby in the community.

STATE CORRECTIONAL INSTITUTION  
Muncy, Pennsylvania

Nursery

After the birth of her child, the mother makes arrangements for the child to go to family or an agency. Newborn children are kept at the Infirmary for about two weeks, with the mother taking care of the child daily at the nursery. When the child leaves, the institution provides a layette.

WOMEN'S CORRECTIONAL CENTER  
Columbia, South Carolina

Child Activity Center

The Women's Correctional Center has a Child Activity Center. The Center is run by inmate tutors who provide activities for the children of inmates. This allows the inmates to visit with spouses and relatives. The Center is open on the weekends and serves from 3 to 25 children per day.

SOUTH DAKOTA WOMEN'S CORRECTIONAL FACILITY  
Yankton, South Dakota

Parent and Children Together (PACT) Program

This program allows women to have their children under age 12 stay with them at the facility for six days each month. The PACT program has been functional since August, 1979.

SALT LAKE WOMEN'S COMMUNITY CORRECTIONAL CENTER  
Salt Lake City, Utah

Women's Program

The purpose of the new Women's Program is to treat the female offender and her children as a unit. This will help all members of the family learn how to live in a productive manner with each other and to become an asset to the community rather than a liability. The new program will address the multifaceted problems female offenders have with their children and family members. Some of these problems are lack of parenting skills, low self-esteem, lack of employment skills, lack of time management skills, lack of control over children, and difficulties with children who are already in the Juvenile Court System.

It is proposed that the Women's Program be expanded to include the female offender's children. The new facility must be designed to meet the needs of three categories of women: (1) women with children, (2) women without children, and (3) pregnant women. The new Women's Program would serve inmates, probationers, and parolees.

These three categories of women would be the basis for the programs within the center. The programs will be: (1) The Family Program, (2) The Women's Program, and (3) The Prenatal Program. The new facility should accommodate all the program groups allowing for privacy and specialized treatment.

The Family Program is for women with children. Living units must be designed to accommodate the mother and her children, similar to a small apartment with movable partitions to allow for expansion or contraction due to the size of the family unit. The new facility will have a day care center run by mothers, under supervision of trained child development personnel. The day care center could be open to the public to help defray costs, and to help teach women business practices and profit-making skills.

The Women's Program is for women without children. To allow for privacy, living units should be located in a separate wing from the Family Program.

The Prenatal Program is for expectant mothers. Living units should be located near the Family Program to help expectant mothers understand and prepare for motherhood.

The new facility will house 45 female offenders, with expansion capabilities for 45 children, with the total capacity of 90 individuals. This would

call for a very specialized staff. One counselor from each of the three programs would be on duty at all times.

UTAH STATE PRISON  
Draper, Utah

Child Visitation

Inmates are allowed to have their children with them one day a week.

WOMEN'S COMMUNITY CORRECTIONAL CENTER  
Milwaukee, Wisconsin

Weekly Outings

Weekly outings are permitted for mothers and their children.

Appendix D

IOWA'S CHILDREN'S BOOKLET NARRATIVE

Written by: Tena Parry, in collaboration with ICIW residents

Illustrated by: Eva Vestweber

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A Children's Booklet About the Iowa Correctional Institution for Women  
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Mitchellville, Iowa 50169

My dearest child,

I miss you very, very much. I know it is hard for you to understand why I am not with you. You have not done anything to make me leave. There is nothing I would like more than to be at home with you right now. But, I can't. I am away from you because I broke the law. This is different than breaking a toy or not going to bed on time. A person called a Judge decided what I should do to make up for my mistake. The Judge sent me to the Correctional Institution. While I am here I will learn to obey the law and to make our lives better.

You have probably seen movies on TV about prisons and how bad they are. It isn't really like that here. I can wear my own clothes. The "guards" are people who wear regular clothes, and they do not carry guns. There are no bars on the windows and doors.

This is a place with lots of buildings and plenty of space to walk around outside. There is a fence around the whole place. It's kind of like the ones that people put around playgrounds. There are four brick buildings where people live. We call them cottages. I live in cottage number \_\_\_\_\_.

Some of us share bedrooms with other women. We call them roommates. We have places in our rooms where we can hang pictures. I like to keep your picture close to me. Each time I look at your smiling face, I think about how much I want to come home to you.

I miss you at mealtime, too. Remember how nice it was to eat our meals together? Here the dining room is in a different building than where we sleep. There are too many people to fit in the dining room at the same time. So, we take turns. If you come to visit me, we will be able to eat together in the dining room. Then you can see for yourself what it is like.

Everyday I try hard to earn my way back home. This means doing good work at my job or at school. Most of us have jobs. There is a sewing factory where women make jeans, shirts, and other clothes. People also work at the printing factory where they make special forms, papers, and envelopes for letter writing, and notepads. Some of the women do laundry so we will have clean clothes to wear, and others cook our meals. We also have a small school here where people can take classes and learn new things. Some women study to finish high school. A few of us take college classes. This is what I do:

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When I am done with my work or studies, there are plenty of other things to do. Some of us go to a special class called "Parenting Skills." Nurses, teachers, and other people come and talk to mothers about what children need to be happy and healthy. Sometimes I talk to other women about how happy you make me feel. I like to make plans for when we will be together again. I have friends here, and we do many things to stay busy. We can swim and play tennis or softball when it is nice out. On other days we can play games in the gym. Some of us belong to a group called Jaycee-ettes and do nice things

for other people. I can also go to church. Sometimes I like to be by myself. Then I can write letters or read books from the library. These are some of the things I do:

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Whenever I get sick there are nurses here who can take care of me. A doctor also visits twice a week. These people help me feel better. Sometimes I just need to talk. When I am lonely or homesick, there are people I can talk to about my feelings. They try to help me in any way they can.

I am trying very hard to do well here so I can do special things. Some of us can earn "furloughs." This means I might be able to go to town with you for a day. Some women can even go home and stay with their families for a while. These visits can last up to five days. You need to understand, though, that some of us can't go on these visits. This depends on what law we broke. For this reason, some women may not be able to have home visits, even though they are really doing well here.

Most of us can have visitors. People who want to visit me need to call here first. The phone number is: \_\_\_\_\_. Everyone who comes to visit has to check in at the main office first. Visiting hours for adults are from 9:30 a.m. to 11:15 a.m. and from 1:00 p.m. to 4:00 p.m. Children are special. You can stay all day and eat lunch with me in the dining room.

I would like it very much if you could come to see me. We have a special place to visit called the children's center. There are lots of toys there that we can play with. We even have swings and a merry-go-round to play on when it is nice outside!

Some children can't come to see their mothers because they live too far away. Some people think that this is a bad place for children to visit. They don't really know what it is like here. I want you to always remember that I am o.k. and that I am trying to come home to you. If you can't come to visit me, we will stay close by writing letters and talking on the phone.

I can make phone calls for up to thirty minutes at a time. Each cottage has a phone. I can use it during my free time between the hours of 7:15 a.m. and 10:15 a.m. Since all of the women in the cottage share the same phone, I have to wait for my turn.

If you need to talk to me, you can call this number \_\_\_\_\_. Someone else will answer the phone, and you will need to leave a message for me. Don't forget to leave a phone number where I can reach you. I will call you back as soon as I can. I will always be here when you need me, so don't be afraid to call.

You can write to me at this address:

STAMP

You can send me presents if they are not food or cigarettes. I will tell you more about that in another letter. When I give you presents, they are from a store called the canteen, or they are made by me or someone I know here.

It is hard for me to tell you when I'm coming home, because that depends on so many different things. I will tell you more about that when the time comes. Until then, I will do everything I can to earn my way out of here and to come home to you.

As you color the pictures in this book, think about how much I love you. When you need to feel close to me you can read the book over again and look at the pretty pictures you have colored. Someday we will be able to put this time behind us and make happier pictures together. Until then, we will try really hard to make the best of everything.

I sure hope that you are being good and trying to follow the rules at home and at school. Take care of yourself and have fun with your friends. Remember, honey, that I love you very, very much and that I am thinking of you every day.

I'll always love you,

## Appendix E

### INNOVATIVE PROGRAMS AND SERVICES

JULIA TUTWILER PRISON FOR WOMEN  
Wetumpka, Alabama

#### Data Processing

This is the best program offered. Inmates learn basic typing skills that will help them in working a computer. They enter data from all prisons into the computer.

#### Cosmetology

This program is the most popular. After completing the required courses, the inmate can be licensed.

#### Sewing

Inmates learn to make clothes for themselves, their families, and for special church projects. They also display clothes they make at local department stores. It is a seven month program.

MEADOW CREEK CORRECTIONAL CENTER  
Eagle River, Alaska

#### Shared Facilities Concept

Rather than have a co-correctional prison, Meadow Creek, the women's facility, and Hiland Mountains, the men's facility, maintain separate staff and administrations, yet share programs and program space. This is cost-effective; provides women equal programming with men; and also provides the women's institution with autonomy.

ARIZONA CENTER FOR WOMEN  
Phoenix, Arizona

#### Community Work Release Program

The Community Work Release Program affords participants access to legitimate career opportunities, while reaffirming the validity of ex-offenders as human resources in the community. Currently, 20 outside trusty residents are employed in free enterprise vocations earning from \$3.50 to \$7.50 per hour. Substantial portions of a resident's net earnings (30%) are returned to the state as a means of defraying state expenses. Over 50% of the resident's net income is retained in a "reserve" trust account. Numerous residents have utilized these "forced" savings as a means of reintegrating themselves into society or establishing independence from previously destructive relationships. The benefits that accrue to the resident, the community, and the Department of Corrections via the Community Work Release Program make it

imperative that this innovative approach be preserved and expanded as soon as it is practicable. Residents will be released into the community. Therefore, reintegration via viable employment, coupled with the opportunity for residents to accumulate money for a financial foundation upon release, appears to represent one of our most effective rehabilitative tools.

#### Best Western Corporation Mini-Reservations Center

In August, 1981, the Best Western Corporation established a mini-reservations center at the Arizona Center for Women, initially employing 13 inmates as reservationists, earning a starting salary of \$3.65 per hour booking reservations for Best Western hotels and motels nationwide. The Best Western program has proven to be a unique example of mutual benefits accruing to both private industry and the Department of Corrections. During the past two years, 90 residents have been trained in CRT and telephone reservations services. In 1983, 20 residents were employed as reservation agents, earning between \$3.65 and \$5.00 per hour. As with the community release program, net earnings of agents are divided for application to "room and board" and "reserve" accounts. In addition to residents gaining valuable training and experience, thus enhancing their marketability, the Best Western Corporation has processed 5% of their worldwide reservations from Arizona Center for Women at a net savings of 8% during the last quarter. This marriage of industry and corrections may be a prelude to increased utilization of private sector resources as treatment tools in corrections.

#### Resident-Operated Business Enterprise (ROBE)

In 1982 residents were afforded opportunities to develop entrepreneurial skills by operation of their own ROBE. During this period, eight ROBES were started and the inmate "owners" developed skills that later could be applied, subsequent to their release. Four businesses were operating within Arizona Center for Women, including: (1) The Cake Wizard, a resident-operated bakery that has successfully functioned for one year marketing baked goods, ice cream, and specialty food items to both residents and the general public; (2) Quality Services, a resident partnership providing transcription services to the community; (3) a flower/greeting card shop; and (4) an art gallery providing paintings to residents, staff, and the general public. Two ROBES have proven very successful, and provided transitional opportunities to the resident owners. The "Cuffed Linke Shoppe," a gift shop, operated for one year, resulted in the resident developing her own business in the community upon her release. A dental laboratory subsequently spawned a partnership between a successful technician from the community and the resident intern. In 1983, this business operated from a community address while the resident partner maintained an "Outside Trusty" work status. The ROBE is an effective tool that enhances a resident's ability to function independently and successfully in the community.

ARIZONA CORRECTIONAL TRAINING CENTER-PERRYVILLE  
Goodyear, Arizona

#### Building Maintenance

This facility was opened in 1983; therefore, buildings are still unfinished. Most of the work such as welding, painting, print shop, building, and grounds maintenance is done by inmate labor. Additional programs will be started when the facility is completed.

WOMEN'S UNIT  
Pine Bluff, Arkansas

#### Substance Abuse Treatment Program

This 30-day in-house intensive "total living" program addresses the physical, mental, and spiritual aspects of the individual. Participants learn about topics such as recovery dynamics, positive mental attitude, employment skills, financial planning, and personality dynamics.

#### Institutional Certificate Program

This program gives residents recognition for completion of a variety of training programs and job assignments. The courses offered by this program include food service, clerk/typist, business management, maintenance, cosmetology, basic human relations, sewing and laundry operations, nurse's aide, and teacher's aide.

#### Graphic Arts Program

This program trains residents in typesetting, layout and design, writing, editing, artwork, and professional proofreading. It provides an opportunity for residents to learn a valuable trade that is both profitable and secure, and at the same time aids the state by furnishing quality printing at reduced prices.

CALIFORNIA INSTITUTION FOR WOMEN  
Frontera, California

#### Work Incentive Program

This program holds inmates accountable for at least six hours of work per day, five days a week. Inmates are rewarded for responsible behavior by reduction of sentence on a day-by-day basis, as well as additional privileges that others do not receive.

#### Nontraditional Vocational Training for Females

Female offenders interested in nontraditional training such as auto mechanics, welding, and sheet metal are transported to the California Institution for Men each day and are returned to the women's facility at night.



### Firefighting and Forestry

Three crews of 18 women each have been designated for fire fighting and forestry work under the auspices of the California Division of Forestry.

Women incarcerated at the California Institution for Women may be assigned to the Forestry Program at Camp Frontera. The women selected for this program are the most stable among the prison population. The women do conservation type work assignments outside the institution, such as clearing brush and putting out fires. In general, they perform much the same functions as their male inmate counterparts have been performing for the past several decades.

CALIFORNIA REHABILITATION CENTER  
Norco, California

### Community Prisoner Mother Program

Qualified female felon inmates and their pre-school age children are eligible for placement in a facility in the community that contracts with the Department of Corrections. The primary function of the program is to reunite mothers with their children, and lessen the impact of the mothers' incarceration on the children. While in the program, inmates have the opportunity to learn good housekeeping and parenting skills.

### Pre-Release Program

Women incarcerated at the California Rehabilitation Center who are within 90 days of their anticipated release dates may enroll in a three-week Pre-Release Class. Some of the topics covered are general in nature, such as job hunting techniques and writing resumes. Other topics are geared to the specific needs and interests of women. These include planned parenthood, child abuse prevention, and women's self-awareness. The general response of women who have completed the program is that it is one of the most beneficial programs offered by the California Rehabilitation Center.

COLORADO WOMEN'S CORRECTIONAL FACILITY  
Canon City, Colorado

### Jazzercise Program

The Jazzercise Program is conducted by three community volunteers who are certified Jazzercise instructors under the Melicent Sheppard Jazzercise Corporation. In 1983, it was into the second year and was very popular.

### Yard Sale

The administration at Colorado Women's Correctional Facility allows a yard sale once a year. All of the women are encouraged to make things for it and to sell unwanted items. The yard sale is open to the local community. There has been positive support by the community as well as by the residents.

### Beauty Program

Every six weeks community volunteer beauticians, as well as representatives of such companies as Mary Kay Cosmetics, come into the facility for a day of hair and skin care. There is no expense to the facility for these volunteer efforts. This program has been consistently successful.

CONNECTICUT CORRECTIONAL INSTITUTION  
Niantic, Connecticut

### Pre-Apprenticeship Program

Connecticut Correctional Institution at Niantic and the Department of Labor established a program in which inmates work with skilled craftspeople in carpentry, plumbing, electrical, painting, small engine repair, waste water treatment, and food service to acquire specific trade skills. One hour of classroom training and 4 to 5 hours of on-the-job training are provided daily. Upon completion of the program, certificates are awarded and efforts are made to enroll inmates in appropriate community apprenticeship programs or job placements.

### Machine Shop

A well equipped machine shop with a part-time instructor has been opened to provide inmates with a typical career opportunity.

WOMEN'S CORRECTIONAL INSTITUTION  
Claymont, Delaware

### Health/Food Services

Selected inmates participate in health and food services training provided by community resources. The women are given the opportunity to develop their skills in supervised work settings.

### Supervised Custody

Inmates are selected by the Department Classification System for Community Release. A host family is chosen and a job or schooling is secured for the inmate. The inmate is then released to live in the community under supervision.

FLORIDA CORRECTIONAL INSTITUTION  
Lowell, Florida

### Life Skills Program

An eight-week program of group activities covering values clarification, decision-making, goal-setting, and communication is provided for inmates.

Meditation/Relaxation Program

Led by citizen volunteers, the purpose of this program is to help reduce stress.

Responses to Rape and Spouse Abuse Program

Led by the Director of the Rape and Crisis Spouse Abuse Center of Ocala, this program focuses on the various issues facing victims of rape or spouse abuse.

BROWARD CORRECTIONAL INSTITUTION  
Pembroke Pines, Florida

Counseling Program

This broad-based counseling program is designed to meet all inmate needs. Programs include, but are not limited to, older inmate groups, drug and drug project groups, parenting skills, prenatal classes, and assertiveness training.

NEW HORIZONS TREATMENT CENTER  
Atlanta, Georgia

Mother's Group

This program provides a setting for incarcerated women to discuss and learn more about the legal aspects involved in the custody of their children. They learn what their rights and limitations are as they relate to their incarceration.

Women in Relationships Group

This program provides a setting for incarcerated women to increase their self-awareness in relationships with men, women, children, mothers, fathers, boyfriends, and lovers. Professional guidance and support are provided.

Structured Recreational Activity Program

Recognizing the need for planned physical activity, New Horizons Treatment Center offers four electives as an integral part of program requirements for personal growth and to identify and develop the concept of team participation and team spirit: jogging, karate, dancercise, and softball.

MACON TRANSITIONAL CENTER  
Macon, Georgia

Counseling/Education Program

This required 30-day, in-house counseling/education program meets six hours daily. The program is divided into three categories: consumer education, life skills, and work adjustment.

Operation Misdemeanor Program

The Department of Vocational Rehabilitation completes a vocational evaluation of each inmate.

METRO TRANSITIONAL CENTER  
Atlanta, Georgia

Pre-Release Program

The Pre-Release Program assists inmates in making a smooth transition from prison to freedom. Through a variety of counseling techniques, such as individual counseling, group counseling, life skills classes, recreational therapy, and pre-employment counseling, residents learn and practice responsibility for their day-to-day needs and behaviors. The major emphasis is on earning privileges through demonstrating responsible behavior patterns.

The Honor System

Residents who excel in the program and who continuously demonstrate responsible behavior patterns may reach the status of Honor Resident. The Honor Resident is viewed by staff and residents as a role model for other residents. Along with the pride of being identified as an Honor Resident, these selected residents are given additional privileges, such as more community contact, priority on all activities, and extended curfew hours.

Volunteer Program

Under the direction of a full-time volunteer coordinator, residents maintain contact with the community. Services offered by the community volunteers include spiritual counseling, vocational guidance, individual academic tutoring, a variety of structured leisure-time activities, one-to-one sponsors, and personal enrichment classes.

GEORGIA WOMEN'S CORRECTIONAL INSTITUTION  
Hardwick, Georgia

Mothers' Project

A team of counselors works with incarcerated mothers offering assistance on parenting skills, self-awareness, and separation issues.

Sesame Street Project

During weekend visitation, trained inmates are provided an opportunity to work in an educational setting with children of inmates.

Therapeutic Communities Project

This project provides opportunities to meet special needs of inmates enrolled in educational programs, the older population, inmates who display behavior disorders, and the mental health population.

DWIGHT CORRECTIONAL CENTER  
Dwight, Illinois

Apprenticeship Water/Wastewater Plant Operator Program

Licensed by the Bureau of Apprenticeship Training, this program provides instruction and certification in water and wastewater plant operation. The program includes such topics as maintenance, safety, records and reporting, trouble-shooting and emergency procedures, water supply laws, and public relations.

Apprenticeship Cook/Chef/Baker Program

This program is licensed by the Bureau of Apprenticeship Training. It prepares the apprentice student for employment in the dietary field. Studies include care and handling of food, cost control measures, sanitary laws and procedures, and finishing/decorating of foods.

Industrial Maintenance

This program provides orientation and hands-on training in private and commercial building repair and maintenance. Studies include terminology, use and care of hand and power tools, heating and cooling systems, preventative maintenance, building interior/exterior maintenance, and repairs of windows, screens, and doors.

INDIANA WOMEN'S PRISON  
Indianapolis, Indiana

Building Maintenance Program

First offered in the summer of 1982 as an introductory course to the building trade, this program was so well received by all participants and

Department of Corrections personnel that it is included in the regular vocational curriculum.

Thomas Carr Howe High School Evening Division

This program was initiated in 1979 and is an on-going program. It is innovative because of its cooperative efforts between the public sector and the institution. It is cost-effective in that it provides two part-time teachers in Business and English at no cost to this institution. The institution's only cost is for supplies and materials.

Family Living Program

The family living program began in October, 1983. It is designed to provide the residents with homemaking skills such as nutrition, child care, and clothing construction; and other skills such as job-seeking, appropriate coping skills, home management, decision-making, and career planning.

IOWA CORRECTIONAL INSTITUTION FOR WOMEN  
Mitchellville, Iowa

Family Program

The Children's Center, the opportunity for children to have lunch with their mothers at the institution, and the Parenting Skills class have all afforded women and their children an opportunity to spend more quality time together. The women are recognizing that they can improve their parenting skills and that this will, in turn, improve their relationships with their children.

Women and Work Class

The Iowa Commission on the Status of Women is sponsoring an on-going series of classes that teach women not only basic job-seeking skills, but also deal with the women's attitudes toward work. This program recognizes that many of the women do not perceive themselves as working for most of their lives. Therefore, it helps them develop a positive attitude towards work and thus to be willing to participate in training and other programs that will prepare them for productive work lives. The program also deals with both the self-esteem of the women as well as the attitudes and situations they may face as they move into the work world, especially into the nontraditional work world.

Residents and Families Together (RAFT) Program

A committee was formed in 1981 called RAFT. It is a group of child development specialists, interested citizens, and institution residents that discusses issues and problems women have concerning their relationships with their children, and what the group might do to provide assistance in meeting some of the residents' needs. One concrete example of this group's work is a booklet entitled, "Remember That I Love You." Any woman at this institution may give a copy of the booklet to her children if she chooses. A copy of the narrative of this coloring booklet is attached as Appendix D.

KANSAS CORRECTIONAL-VOCATIONAL TRAINING CENTER  
Topeka, Kansas

Man to Man/Woman to Woman (M2/W2) Program

This program is supervised by the chaplain. It is designed to match each inmate with a volunteer from the community. The purpose of the program is twofold: (1) to provide the inmate an opportunity to develop a friendship with a volunteer from the community, and (2) to enhance the inmate's spiritual growth. Once a month the volunteers bring in a home-cooked meal. After the meal, a short program of singing and sharing is presented. From the beginning in May, 1981 to the fall, 1983, the program had increased fourfold, from 12 inmates to 48 inmates (28 women, 20 men).

The Protestant Choir

The Protestant Choir is conducted by the chaplain. The purposes of the choir are to: (1) provide special music and enhance the singing in the Protestant Worship Service, and (2) enhance the spiritual growth of the choir members. The choir members are expected to demonstrate an attempt to live their professed Christian beliefs, and to attend choir practices and worship services regularly. The choir provides a family-like group setting in which inmates can realize a sense of accomplishment and acceptance. They also learn to work through differences in relationships in a positive manner.

Leisure-Time Activities Program

The Recreation Department provides leisure-time activities for the female inmate. Varsity sports, such as softball, basketball, and volleyball, provide a recreational outlet through which the inmates compete outside the institution in city league competition.

Amon Den Jaycee-ette Chapter

The Amon Den Jaycee-ette Chapter, comprised of female inmates from the ages of 18 to 35, works on community volunteer projects, and provides leadership to help the inmates form a better perception of themselves. The Amon Den Chapter, as well as varsity sports, provides opportunity for interaction with the outside community.

Co-Recreational Sports Program

Co-Recreational sports, such as softball and volleyball, provide social interaction as well as a recreational outlet, both of which are important in a correctional environment. On demand, an aerobics class is provided to enable inmates to exercise to music and improve their physical conditioning. Other types of recreational activities include pool, ping pong, cablevision/HBO, and a variety of table top games, such as chess and backgammon.

KENTUCKY CORRECTIONAL INSTITUTION FOR WOMEN  
Pewee Valley, Kentucky

Comprehensive Employment Training Act (CETA) Truck Driving Project

A CETA grant for 1982-1983 allowed three groups of women to complete training in truck driving. A national driving school brought instructors and eighteen wheelers to the institution. Minimum security residents completed classes at the institution and had practical experience on the road. This grant has been reapplied for under the Job Training Partnership Act (JTPA).

Creative Employment Program

This program was also funded by a CETA grant, through Creative Employment, a local women's employment service. It allowed two groups of women to complete laborer's training at a local construction site. This grant has also been reapplied for under JTPA.

The Parenting Program

The Parenting Program operates through the resources of the institution and a local chapter of Business and Professional Women. It provides classroom instruction, overnight and full-day visits, follow-up and group activities for inmate participants and their children.

LOUISIANA CORRECTIONAL INSTITUTE FOR WOMEN  
St. Gabriel, Louisiana

Big Sister Program

This is an orientation program in which inmates who have adjusted well to the institution offer guidance and instruction to new inmates under the direction of Social Services staff. Meetings are held on a weekly basis, and new inmates participate in three sessions each. Four older inmates act as "Big Sisters."

MAINE CORRECTIONAL CENTER  
South Windham, Maine

Women's Exchange Program

Designed for long term inmates with sentences of five years or more, this program allows women to earn money by making handcrafted items to be sold on consignment at the Women's Exchange, a community outlet. All materials are provided by the Exchange.

Artist-In-Residence Program

This program allows inmates to develop their creative abilities. Some students have entered their works in a juried art show of Women Artists in Maine, and their works were selected for exhibition along with the works of professional artists.

#### Talking Book Machines for the Blind Reconditioning Program

Inmates perform mechanical and electronic repair on talking book machines for the libraries throughout the state.

MARYLAND CORRECTIONAL INSTITUTION FOR WOMEN  
Jessup, Maryland

#### Mutual Agreement Programming (MAP)/Voucher Program for Women

The initials MAP stand for Mutual Agreement Programming. "Mutual" requires more than one person or party. Here they are the inmate, the Division of Correction, and the Maryland Parole Commission. "Agreement" is a written contract. "Programming" is an outline of the content of the agreement that explains what and when things are to be done by the parties involved. The "Voucher" is the financial process by which the Division of Correction pays for the programming content of the agreement.

The MAP/Voucher Program addresses six criteria that the inmate may select: (1) education, (2) skill training, (3) treatment, (4) behavior (required), (5) work activity, and (6) other. Also included is the mutually agreed upon parole release date that concludes the agreement.

Since the Division of Correction is responsible for holding the inmate and the Parole Commission is responsible for paroling her, all three parties must agree on the complete content of the agreement before implementation.

#### Child Care and Development Training Program

This course is offered to help inmates develop a knowledge and understanding of the growth of the young child, including physical, social, emotional, and intellectual development. The inmates learn about preparing for parenthood, human reproduction and sexuality, fetal growth and development, the process of childbirth, and the daily care of children from birth to six years. Other areas of study include marriage, divorce, separation, and death. A sixth grade reading level is recommended.

#### Clipping Program

This program provides an informational service to any requesting contracted state agency. The information is obtained from perusal of over 100 newspapers. Any articles pertaining to that agency are provided by this service.

MASSACHUSETTS CORRECTIONAL INSTITUTION  
Framingham, Massachusetts

#### Sobriety Program for the Rehabilitation of Inmates with New Goals (SPRING)

SPRING is a Massachusetts Correctional Institution-Framingham special project of Serenity, Inc., an organization dedicated to the rehabilitation of female alcoholics. At SPRING inmates work with counselors regarding alcohol

abuse and any related drug use. During a three-month SPRING program inmates meet daily to reshape their goals and work toward sobriety.

Requirements for participation include attendance at each daily group meeting Monday through Friday, attendance at the weekly Alcoholics Anonymous (AA) meeting held at the institution, and a personal commitment to remain alcohol and drug free during the three months of the program. Individual counseling is also available.

#### The Women's Health and Learning Center

This is the Department of Public Health, Division of the Preventive Medicine, Prison Project. The Center offers multi-services such as support groups, self-help groups, workshops, substance abuse clinics, and individual counseling. Topics include parenting, women and children's health, employment and consumer management, battered women, and substance abuse. There is a continuous assessment of inmate needs, and programs are adjusted or developed as needed.

#### Electro-Technology/Printed Circuitry Program

Basic Electronics. Upon completion of the 12-week course, students will have knowledge of multimeters and oscilloscopes, and will qualify for employment as advanced assemblers or test technicians.

Printed Circuitry. Successful completion of this six-week program qualifies candidates for making printed circuitry boards. Instruction ensures knowledge of the entire process, from the small scale design of the board to the final product. Students also receive instruction in use of the wave solder machine.

MINNESOTA CORRECTIONAL FACILITY  
Shakopee, Minnesota

#### Independent Living Skills Program

The basic philosophy of this program is to teach decision-making and problem-solving processes. The women involved in the program are encouraged to begin a plan of action by setting goals around a real problem in their own lives, i.e., job-seeking, career planning, housing, and money management. The choosing of options and the identification of possible consequences constitute the major portion of the instruction provided. Women may become involved at any point during their incarceration, but the majority start in the last year of their stay at the institution.

The program consists of four parts: individualized instruction, and three types of group sessions. One group session entitled "You and Yours," focuses on values clarification and resource identification. The session consists of eight two-hour meetings. The women explore what they want to do with their lives and what they have that helps or inhibits them. They explore themselves, their relationships, money, children, work, self-discipline, self-image, and the resources available to them in their community.

The women then begin work on their plans, individually, with the instructor, or they become a part of the Independent Living Skills class. The class consists of 12 weekly meetings of two hours each. Here the focus of the group is primarily decision-making. The participants discuss styles of decision-making, values, goal-setting, and resources. In addition, class participants learn money management skills by keeping a budget and attempting to establish a pattern of savings. They also look at occupational clusters, and do research on careers after completing interest inventories and aptitude tests.

As a woman nears release she may participate in a job-seeking skills workshop. The women complete resumes, practice job applications, and have two videotaped practice interviews. They learn how to seek jobs and how to respond to problem areas in their lives, for example, conviction records or drug abuse.

The institution staff as a whole encourages the women to gain self-worth and to become responsible for choices in life. This philosophy is carried out by the individual instruction provided as part of the program. Each week the women meet with the instructor for approximately one hour to work on their plans for release. They spend the time making plans for seeking jobs, housing, schooling, and community resources to make the transition from the institution to an independent lifestyle more successful. This requires setting weekly goals for accomplishment; thereby moving them closer to solving a particular problem and making a commitment to change. This goal may involve pen and paper activities, phone calls, reading, discussion, letter writing, or on-site visits.

The program is educational in nature and implemented by the instructor, an outside consultant, who teaches "You and Yours," and other outside resources called upon from the Minneapolis/St. Paul area responding to particular concerns as they arise.

MISSISSIPPI STATE PENITENTIARY  
Parchman, Mississippi

#### Various Services

The innovative programs and services offered are vocational training, Project Aware, Junior College, and group counseling.

RENZ CORRECTIONAL CENTER  
Cedar City, Missouri

#### Parents and Their Children (PATCH) Program

A trailer is provided where parents can learn parenting skills with their children. A child development specialist is available to handle problems of children with residents.

#### Self-Help Program

This program provides counseling for abused females.

#### Residents Encounter Christ

This nondenominational program provides weekend retreats for males and females separately. This is the first such program in Missouri. To date, participation and response have been great.

CHILLICOTHE CORRECTIONAL CENTER  
Chillicothe, Missouri

#### Head Start Program

The Head Start Program is a pre-school educational program for low income families. It operates in the institution, thereby allowing inmates to hold job assignments working with children.

#### The State School for the Handicapped

This program utilizes inmates on a volunteer basis to help with activities for handicapped children. It includes weekly swimming lessons. The handicapped students are brought into the institution for inmate swimming assistance.

#### Recreational/Social Outcount Program

This institution emphasizes recreational/social outcounts for inmates to encourage interaction with the community. Inmates routinely make radio appearances and speaking engagements to community groups.

WOMEN'S CORRECTIONAL CENTER  
Anaconda, Montana

#### Physical Fitness Program

This program is mandatory for all inmates. It includes activities designed to develop physical fitness of the female inmates.

NEBRASKA CENTER FOR WOMEN  
York, Nebraska

#### Release Preparation Program

A specially designed program to prepare offenders for release begins the day incarceration begins. The offenders plan for their eventual release. Ninety days prior to release, offenders enter a release group that deals specifically with release issues. They learn what kinds of problems they are likely to encounter and where they can go to obtain assistance.

#### Janitorial and Food Service Apprenticeship

This program is coordinated through the Education/Vocational Department in cooperation with the Bureau of Apprenticeship.



#### Women's Program

This program is conducted in conjunction with a local hospital so that delivering mothers who meet specified criteria may have their babies in the room during the hospital stay. In conjunction with the Central Nebraska Family Planning Clinic this program also allows women to obtain educational instruction and materials, vaginal creams and birth control items, and assistance in locating medical care upon release from the institution.

NEVADA WOMEN'S CORRECTIONAL CENTER  
Carson City, Nevada

#### Progressive Living Program

Consistent with the mission of the Department of Prisons, Nevada Women's Correctional Center has implemented this program. The purpose is to allow each resident to develop potential in areas of need. This is accomplished by using the program as a management tool to clarify responsibilities of all residents of Nevada Women's Correctional Center. Each resident is allowed to grow and learn at her own pace. The program allows progression according to time frames through a series of steps at each assigned responsibility level. It also provides guidelines and disciplinary tools.

#### Personal Life Skills/Career Exploration

These two classes are mandatory for all inmates. Life Skills helps the inmates develop survival skills. In Career Exploration inmates become aware of the world of work and explore different career options.

#### Domestic Violence Questionnaire

A survey was developed to gather information regarding abuse suffered by inmates prior to incarceration. This is a voluntary action on the part of the population with startling results. As a result of the needs identified, volunteers have been enlisted from Carson City to present educational training sessions, and to attract national interest for an in-depth study of this issue.

CORRECTIONAL INSTITUTION FOR WOMEN  
Clinton, New Jersey

#### Lifestyle Upholstery Project

This project is designed to initiate a viable, comprehensive rehabilitative program providing a realistic post-release orientation into society. The project employs total vocational education in the field of upholstery. The trainee is given not only classroom knowledge and projects, but also on-the-job training and implementation of the learned skills in real job experiences. The course enables the trainee to follow the construction of a chair from inception to sale. All phases of custom and commercial upholstery are taught.

#### Horticulture Program

The goals of this program are: (1) to provide a comprehensive 12-month education sequence in occupational areas of ornamental horticulture and landscaping; (2) to provide hands-on experience in the areas of production, management, and retail sales of goods and services produced; and (3) to encourage participants to examine opportunities for employment in the horticulture and landscaping field.

#### Life Skills Program

Included in this program are topics such as decision-making, behavior modification, planned parenthood, first aid and vital signs, personal grooming, personal foods management, consumer home management, employability, and survival skills.

PENITENTIARY OF NEW MEXICO  
Santa Fe, New Mexico

#### Narcotics Anonymous

Volunteers from the community enter the facility to conduct group sessions on substance abuse. This co-educational group meets once a week.

#### Educational/Therapy Group for Women Only

Topics covered in this group program include grief, dreams, process of therapy, and controlling anger.

#### Relationships Group for Women Only

A volunteer from the community conducts group sessions on interpersonal relationships.

NEW MEXICO CORRECTIONAL CENTER FOR WOMEN  
Las Cruces, New Mexico

#### On-The-Job Training in Community

Residents whose skill level is below employability are placed in local agencies, businesses, and university campuses for specified training periods. In exchange for personnel assistance by a resident, prospective employers train the resident in the career area of her choice in anticipation of employing the resident at the end of the training period.

BEDFORD HILLS CORRECTIONAL FACILITY  
Bedford Hills, New York

Volunteer Tutoring Program

Through this program inmates and community volunteers are recruited, trained, and supervised as they provide tutoring to inmates who read below the 5th grade level.

Compadre Helper Program

This program trains inmates for the Bilingual Peer Counseling Program.

Children's Center

The Children's Center provides a reunion atmosphere for incarcerated mothers and their children on a day-visit basis. The Center provides transportation. During summer, week-long visits are arranged. Children are housed with nearby families and are permitted to visit daily with their mothers.

Career Awareness Program

Career awareness and orientation are provided at the time of reception. The program is run by long-term prisoners who administer a comprehensive vocational interest test, initiate a prescription for obtaining goals, and provide extensive follow-up.

Fiske Cottage Program

This program is a self-governing unit of 24 females. It can best be described as a Super Honor Block. The Block sets up its own rules and regulations subject to approval by the Administration.

Bedford Hills Parenting Center

Originally started under the auspices of Children's Television Workshop (Sesame Street) to care for and teach inmates' children during visits, this program has now expanded to include other aspects of child rearing and a Host Family Program that allows children to stay with local families for one week while they visit their mothers.

Family Reunion Program

Through this program women are allowed to have periodic extended visits of 46 hours with members of their immediate families. Visits are conducted in mobile homes where the inmate and her visiting family live in a home-like setting.

Women Against Injustice and Violence

This counseling program uses community volunteers to counsel battered women whose criminal involvement is often related to their life situations.

NORTH CAROLINA CORRECTIONAL CENTER FOR WOMEN  
Raleigh, North Carolina

College Behind Prison Walls Program

This is an on-unit program designed for long-termers. Participants receive an Associate of Arts degree upon completion of the program. The college courses are conducted two days a week, four hours each day.

Apprenticeship Programs for Cooking/Baking/Cosmetology/Upholstery

The programs vary in length from two to three years. They provide residents a combination of academic study with on-the-job training, and skill development to the journeyman level.

Living in a Freedomless Environment (LIFE) Program

Implemented mainly by long-term offenders, this program provides intensive counseling and feedback. The purpose is to educate adjudicated youth to the realities of prison. Youth are brought to the prison by their Court Counselor once a month.

NORTH DAKOTA STATE PENITENTIARY  
Bismarck, North Dakota

Trauma Resolution Program

Sex offender treatment and trauma resolution program includes the abused as victims and perpetrators.

Alcohol and Drug Abuse Counseling and Family Treatment Program

Upon consent, the inmate and her family are treated for alcohol and drug abuse. A family support fund is available to bring families to the institution for all counseling and therapy programs, both male and female.

Family Counseling and Therapy

This program focuses on the family of the inmate. The inmate may or may not participate. It is designed to make families of inmates more aware of behavior problems, precipitative causes, resolutions, and sexual functioning and dysfunctioning.

OHIO REFORMATORY FOR WOMEN  
Marysville, Ohio

Academic/Vocational Programs

At any given time, 42% of Ohio Reformatory for Women inmates are enrolled in a school program. Of the inmates leaving Ohio Reformatory for Women, 86% had been enrolled in a school program.

#### Cosmetology

Inmates may earn a cosmetology license by completing 1500 credit hours of study while incarcerated. This is an accredited course. Inmates may also earn their Manager's License.

#### Dental Laboratory Technician/Secretarial Science Courses

These courses are sponsored by Columbus Technical Institute. A full staff of social workers and psychologists provides counseling services.

#### Recreation/Religious Programs

Recreation and religious programs are available to inmates.

CLARA WATERS COMMUNITY TREATMENT CENTER  
Oklahoma City, Oklahoma

#### Training Programs

Various training programs are available to inmates, such as rational behavior training, interpersonal communication skills training, substance abuse training, stress management training, and parent effectiveness training (PET).

#### Human Sexuality Program

Clara Waters Community Treatment Center at Oklahoma City allows a Public Health Nurse from the State Department of Health to conduct this program in conjunction with a Health Educator. The program helps inmates learn about human sexuality.

MABEL BASSETT CORRECTIONAL CENTER  
Oklahoma City, Oklahoma

#### Rational Behavior Training

This is a 30-hour self-counseling program using a psycho-educational model.

#### Systematic Training for Effective Parenting

This program is a 30-hour group parenting class.

#### Interpersonal Communication Skills Training

This is a 40-hour group program on interpersonal skills using a psycho-educational model.

OREGON WOMEN'S CORRECTIONAL CENTER  
Salem, Oregon

#### Inmate Incentive Program

This program enables inmates to acquire awards according to individual effort. Criteria for awards are how well they apply themselves to work and school, and how they conduct themselves. Incentive points can be earned and then used to purchase incentive rewards.

#### Officer Caseload and Self-Development Plan

Trained correctional officers are assigned a caseload of 12 to 14 inmates. Once a month the officer sits down with the inmate and shares an evaluation of the inmate's behavior in the Wing Unit. The inmate can also choose to participate in a self-development plan that is designed to improve the inmate's social interaction and interpersonal skills. This plan was developed by program planning. It will continue with periodic updates as long as the inmates demonstrate a progressive interest in accomplishing its goals.

#### Women in Transition

A class held between college terms at Oregon Women's Correctional Center is designed for women going through times of change, stress, and confusion, and women who need to take responsibility and control of their lives. The class is sponsored and financed through Chemeketa Community College.

STATE CORRECTIONAL INSTITUTION  
Muncy, Pennsylvania

#### Vital Issues Project

This is a drug therapy group run by inmates for inmates. The goal is for the inmates to experience a change of attitudes. The program is offered in 8-week segments and is provided through private funding by the originator of the plan.

#### Apprenticeship Upholstery and Food Service/Canning Programs

Upon completion of required hours inmates become journeymen in their fields of endeavor.

#### Mental Health Services Committee/Psychiatric Team

The Mental Health Services Review Committee looks at programs in the institution presently provided for mental health inmates. They seek avenues in the institution for improving the programs so that they will aid inmates during incarceration. For instance, they look at such things as reviewing procedures and training staff.

WOMEN'S CORRECTIONAL CENTER  
Columbia, South Carolina

Body Awareness Group

The purpose of this group is to provide understanding of how the female body functions, and a knowledge base regarding sexuality. Inmates are taught how to deal with feelings and emotions that influence female sexuality, and how social, environmental, and cultural values affect decisions regarding female sexuality.

Volunteers

A number of volunteers provide services such as Bible studies, tutoring, individual visitation, Sister Care for battered women, and entertainment group activities at the Women's Correctional Center.

Parent-Child Day Program

Sponsored by the Inmate Council, this program provides an extended opportunity for children to spend time with their parents. The day-long visit is planned with activities meaningful for the children.

SOUTH DAKOTA WOMEN'S CORRECTIONAL FACILITY  
Yankton, South Dakota

Project Charlie

This is a chemical dependency prevention program that focuses on improving self-esteem. During the last school year the Women's Correctional Facility took four inmates and two staff into the Yankton public school system to teach Project Charlie to 4th graders. Lack of staff time due to overcrowding led to the suspension of this program outside Women's Correctional Facility.

Family Support Group

This group meets once a week under the direction of a volunteer psychologist. It addresses problems of raising children, child abuse, and parent-child separation.

MOUNTAIN VIEW UNIT/STATE DEPARTMENT OF CORRECTIONS  
Gatesville, Texas

Vocational/Academic Courses

Inmates from two female units--Mountain View and Gatesville--may take vocational and academic courses offered at each unit due to their close proximity to each other--only two miles. Inmates are bussed back and forth.

Heavy Equipment Training Program

Texas A and M University offers an eight-week course in heavy equipment at the Mountain View Unit. The course teaches operation of the Maintainer backhoe, front-end loader, and bulldozer. Female operators are in demand, and those completing the class find jobs with construction firms; city, county, and state highway departments; and other industries.

UTAH STATE PRISON  
Draper, Utah

Handicapped Program

Inmates provide care for handicapped children.

Cooperation Garden

Inmates work a vegetable garden for the purpose of selling the produce. Inmates share in profits made from this venture.

Physical Fitness

A physical fitness program is offered to inmates.

CHITTENDEN COMMUNITY CORRECTIONAL FACILITY  
South Burlington, Vermont

Institutional Transcendental Meditation Program

This co-educational program has been in operation for one year. Its purpose is to reduce stress and teach behavior management.

Decision-making Course

This 12-week course in decision-making is co-educational. The format is both individualized and large group. It has been well received by participating inmates.

PURDY TREATMENT CENTER FOR WOMEN  
Gig Harbor, Washington

Canine Training Project/Prison Partnership

This partnership provides vocational training for inmates in techniques of training dogs for handicapped individuals. Inmates learn obedience training, and how to groom dogs from the community. This program has received national acclaim for its accomplishments.

#### Family Trailer Visit Program

This program provides eligible inmates the opportunity to maintain family relationships during incarceration. Records indicate the largest number of participants in the program are women and their children who take advantage of 18- to 48-hour visits. Women must earn the privilege to participate in this program.

#### Nursery School Program

Established in 1974, this program involves resident mothers as aides under the supervision of a qualified nursery school teacher. It allows the inmates an opportunity to interact with children from the community and to learn useful parenting skills that can be implemented in interaction with their own children. Twenty-seven pre-school children from the community come into the security perimeter of the institution every morning from 8:30 a.m. until 11:30 a.m. to participate in the program. It is an extension of the institution's Home and Family Life class.

#### Inside-Out, Inc.

A private garment manufacturing industry, this program is designed to provide work opportunities, training, and experience in marketable job skills for inmate employees. It is authorized under the Corrections Reform Act of 1981, that states the institution must provide the facility and work force, and the private sector partner administers the work program, employs the inmates, and pays them not less than 60% of the prevailing wage. Products are sold by the private firm to any available customer. The inmate employees participate in the cost of corrections through reimbursement for board and room. Inmates assume the financial responsibility for child support in the community--with long range benefit to the taxpayer.

#### Basic Drafting Program

This program was completing its third year of operation in 1983. It is a contracted vocational training program offered by L. H. Bates Vocational-Technical Institute. The program allows 15 full-time trainees to learn basic drafting techniques. A total of 87 students had enrolled since the program's inception. Three students had continued to advanced drafting training at L. H. Bates Vocational-Technical Institute. Two students had entered the advanced drafting program at Renton Vocational Technical Institute, a program sponsored by Boeing Company. Tacoma Boatbuilding Company had employed 18 graduates since their release from the institution.

STATE DEPARTMENT OF CORRECTIONS  
Charleston, West Virginia

#### Apprenticeship Program

The Apprenticeship Program is a very innovative program for female offenders in that it provides training in nontraditional women's fields. It is offered at the Federal Correctional Institution, Alderson, West Virginia.

#### Emergency Medical Training (EMT) Program

The basic EMT program has been expanded to include training interested inmates to become observant of potential suicidal behavior of fellow inmates. The program is offered at the Federal Correctional Institution, Alderson, West Virginia.

#### Fire Brigade

The Federal Correctional Institution at Alderson, West Virginia maintains a well-trained Fire Brigade consisting of inmates who have completed EMT. State Department of Corrections inmates participate in this program. The Brigade provides fire extinguishing/rescue services to the community and institution.

WOMEN'S COMMUNITY CORRECTIONAL CENTER  
Milwaukee, Wisconsin

#### Parenting/Self-Worth Group

Interested inmates may participate in this group program to develop parenting skills and enhance feelings of self-esteem.

TAYCHEEDAH CORRECTIONAL INSTITUTION  
Taycheedah, Wisconsin

#### New Thinking Program

This program addresses thinking patterns of inmates that, if left unchanged, will lead to actions or behaviors resulting in further incarceration. Participation requires disclosing thoughts, criticizing them, and accepting constructive criticism from others. It is based on the "Criminal Personality" concept proposed by Dr. Stanton Samenow.

#### Parenting: Together Today for Tomorrow (TTT)

TTT deals with emotional, psychological, and informational needs of incarcerated mothers in relation to their children and parenting responsibilities. Through lectures, discussion, audio-visual materials, and role play, women learn techniques of behavior modification, child/parent expectations, and alternative disciplines.

#### Contract Vocational and University Programs

Contract vocational and university programs are provided through local campuses and brought to the institution. Such programs include clerk typist and food services assistant. University of Wisconsin college credits may be earned.

Appendix F

NUMBER ENROLLED AND AVERAGE HOURS PER WEEK  
BY STATE AND VOCATIONAL EDUCATION PROGRAM

<u>State</u>	<u>Programs</u>	<u>Number Enrolled</u>	<u>Average No. Hours/Week/ Inmate</u>
Alabama	Business	22	37.5
	Cosmetology	23	37.5
	Floral Design	21	37.5
	Sewing	21	37.5
Alaska	Food Services	4	25
Arizona	Business	-	-
	Shorthand	-	-
	Typing	-	-
	Word Processing	-	-
Arkansas	Business	9	35
	Pines Vocational-Technical	0	0
California*	Air Conditioning	2	30
	Animal Grooming	3	30
	Appliance Repair	15	30
	Auto Repair	2	30
	Auto Technology	5	30
	Cosmetology	30	30
	Data Processing	20	30
	Dry Cleaning	5	30
	Electronics	15	30
	Graphic Arts	15	30
	Medical Assistant	18	30
	Nurse's Assistant	18	30
	Office Machine Repair	20	30
	Offset Printing	15	30
	Upholstery	5	30
	Welding	2	30
	Word Processing	45	22.5
X-Ray	3	30	
Colorado	Business	75	32
	Word Processing	-	32
Connecticut	Business	39	30
	Drafting	7	15
	Home Economics	33	30
	Machine Shop	9	15
	Nurse's Aide	5	15

\*12 programs at Frontera; 8 programs at Norco.

<u>State</u>	<u>Programs</u>	<u>Number Enrolled</u>	<u>Average No. Hours/Week/ Inmate</u>
Delaware	Business	-	-
	Clerical Skills	1	-
	Food Services	2	-
	Health Care	2	-
	Home Economics	-	-
	Woodworking	-	-
Florida*	Air Conditioning	-	-
	Carpentry	-	-
	Clothing Management	17	30
	Cosmetology	31	40
	Graphic Arts	15	40
	Horticulture	46	35
	Key Punch	15	40
	Nurse's Aide	18	40
	Office Occupations	16	35
	Refrigeration	-	-
	Small Engine	13	40
Tailoring	14	40	
Georgia**	Atlanta Rehabilitation Center	1	35
	Auto Repair	4	15
	Bookkeeping	1	6
	Carpentry	1	15
	Clerical Skills	12	30
	Comprehensive Employment Training Act	2	40
	Cosmetology	13	30
	Dental Technician	14	30
	Drafting	4	15
	Electrical Wiring	4	15
	Electrocardiogram	1	30
	Graphic Arts	4	15
	Heating and Air Conditioning	2	15
	Job Fitness	-	-
Masonry	4	15	
Medical Assistant	2	20	
Plumbing	4	15	
Vocational Rehabilitation	3	-	
Welding	2	15	

\*7 programs at Lowell; 6 programs at Pembroke Pines.  
\*\*1 program at New Horizons; 2 at Macon and Metro; 13 at Hardwick.



**CONTINUED**

**1 OF 2**

<u>State</u>	<u>Programs</u>	<u>Number Enrolled</u>	<u>Average No. Hours/Week/ Inmate</u>
Illinois	Baking Apprenticeship	7	37.5
	Building Maintenance Apprenticeship	2	37.5
	Cook/Chef Apprenticeship	3	37.5
	Cosmetology	12	30
	Environmental Control Apprenticeship	-	37.5
	Sewing Machine Repair Apprenticeship	-	37.5
	Water/Wastewater Treatment Apprenticeship	1	37.5
Indiana	Business	18	20
	Cosmetology	10	30
	Nurse's Assistant	18	20
Iowa	Clerical Skills	14	27
	Retail Management	12	20
	Women and Work	12	20
Kansas	Auto Mechanics	1	30
	Building Maintenance	3	30
	Electronics	2	30
	Heating and Air Conditioning	1	30
	Multi-Occupations	7	30
	Reprographics	10	30
	Retail Sales	16	30
	Welding	1	30
Kentucky	Business and Office	20	6
	Building Maintenance	6	6
	Consumer and Life Skills	30	2
Louisiana	Office Occupations	14	37
	Sewing	15	37
	Upholstery and Refinishing	14	37
	Welding	15	37
Maine	Auto Mechanics	0	30
	Building Trades	1	30
	Carpentry	6	6
	Clerical Skills	5	15
	Electrical	0	30
	Food	0	30
	Front End Alignment	0	30
	Graphic Arts	1	30
	Welding	0	15
	Maryland	Cosmetology	15
Food Services		11	12

<u>State</u>	<u>Programs</u>	<u>Number Enrolled</u>	<u>Average No. Hours/Week/ Inmate</u>
Massachusetts	Business	52	10
	Educational Assessment	12	3
	Electronics	4	30
	Electronic Circuitry	0	-
Minnesota	Food Services	10	30
	Key Punch	2	30
	Living Skills	26	1
	Maintenance	8	30
	Soldering Training	2	15
Mississippi	Machine Shop	5	16
	Welding	6	16
Missouri*	Business	11	25
	Cosmetology	14	25
	Drafting	14	25
	Food Services	0	15
	Nurse's Aide	20	15
Nebraska	Clerical Skills	28	10
	Cook Apprenticeship	1	55
	Janitorial Service Apprenticeship	2	40
	Living Skills	62	5
Nevada	Bookkeeping	13	-
	Braille	16	-
	Caring for Children	16	-
	Developing Child	8	-
	Filing	6	-
	Mandatory I and II	30	-
	Medical Technology	2	-
	Nurse's Aide	10	-
	Shorthand	6	-
	Sign Language	8	-
	Ten Key Calculator	16	-
	Typing Class A	6	-
	Typing Class B	8	-
New Jersey	Beauty Culture	15	12.5
	Clerical Skills	28	12.5
	Electronics	22	12.5
	Food Careers	18	12.5
	Horticulture	26	12.5
	Reupholstery	36	12.5

\*3 programs at Cedar City; 2 at Chillicothe.

State	Programs	Number Enrolled	Average No. Hours/Week/ Inmate	
New Mexico*	Basic Hand Tools	8	6	
	Community Work Release	3	40	
	Computer	-	-	
	Life Skills	8	10	
	Office Skills	2	40	
	On-The-Job Placement	2	40	
	Sewing	2	4	
	Typing	1	5	
	Vocational Program	1	40	
New York	Building Maintenance	30	30	
	Commercial Arts	30	30	
	Cosmetology	60	30	
	Data Processing	30	30	
	Drafting	30	30	
	Food Services	42	35	
	Radio/TV Repair	30	30	
	Tailoring/Sewing	30	30	
North Carolina	Cosmetology	30	30	
	Secretarial Sciences	14	30	
	Upholstery	13	30	
Ohio	Cosmetology	20	25	
Oklahoma	Air Conditioning/Refrigeration	-	-	
	Auto Body Repair	-	-	
	Auto Mechanics	-	-	
	Auto/Front End	-	-	
	Auto/Tune Up	-	-	
	Building Trades	-	-	
	Clerical	-	-	
	Diesel Mechanics	-	-	
	Farm Machine Repair	-	-	
	Heavy Equipment	-	-	
	Machine Tools	-	-	
	Masonry	-	-	
	Welding	-	-	
	Oregon	Auto/Fender Repair	0	30
		Auto/Engine Repair	0	30
Building Maintenance		0	30	
Cook Apprenticeship		0	24	
Drafting		0	30	
Electronics		0	30	
Printing		0	30	
Small Engine Repair		0	30	
Welding		1	30	

\*1 program at Santa Fe; 8 at Las Cruces.

State	Programs	Number Enrolled	Average No. Hours/Week/ Inmate
Pennsylvania	Auto Mechanics	7	12
	Business	64	7.5
	Canner Apprenticeship	2	35
	Care of the Elderly	5	5
	Child Care	10	5
	Computer Training	20	7.5
	Cosmetology	7	35
	Food Services Apprenticeship	2	35
	Furniture	7	5
	Tailoring/Sewing	5	7
	Upholstery	25	10.5
	Upholstery Apprenticeship	4	35
	Rhode Island	Clerical Skills	5
Creative Design		12	20
South Carolina	Dental Laboratory Technician	10	15
	Typing	8	10
	Welding	7	15
South Dakota	Auto Mechanics	3	5
	Business	12	8
	Career Exploration	9	4
	Carpentry	2	5
	Computers	4	5
	Family Education	7	5
	Print Shop	6	5
	Restaurant Training	6	8
	Shoe Repair	0	0
	Upholstery	2	5
	Welding	1	5
	Texas	Art	28
Building Trades		11	30
Cosmetology		7	30
Drafting		10	30
Electronics		12	30
Floriculture		8	30
Graphic Arts		14	30
Heavy Equipment		8	40
Music		50	5
On-The-Job Training		13	40
Office Administration		4	30
Welding	9	30	
Utah	Auto Mechanics	13	40

<u>State</u>	<u>Programs</u>	<u>Number Enrolled</u>	<u>Average No. Hours/Week/ Inmate</u>
Vermont	Welding	0	-
	Wood Shop	4	4
Washington	Canine Training	11	10
	Career Planning	34	4
	Cooperative Education/Work Experience	17	30
	Drafting	15	30
	Home/Family Life	29	8
	Horticulture	9	3
	Janitorial	11	30
	Nursery School	7	8
	Office Occupations	27	8
	West Virginia*	Air Conditioning Apprenticeship	-
Auto Mechanics Apprenticeship		-	40.5
Baking Apprenticeship		-	-
Bricklaying Apprenticeship		-	-
Business		1	4
Carpentry Apprenticeship		-	-
Child Care		-	-
Computer		-	-
Cooking Apprenticeship		-	-
Dental Assistant Apprenticeship		-	-
Drivers Education		1	2
Electricity Apprenticeship		-	-
Emergency Medical Training		-	-
Fabric Cutting Apprenticeship		-	-
Fire Fighting Apprenticeship		-	-
Food Services		-	-
Medical Clerical Apprenticeship		-	-
Medical Clerical Transcription		-	-
Money Management		-	-
Needle Craft		-	-
Nurse's Assistant		-	-
Painting		-	-
Parenting		-	-
Plumbing		-	-
Powerhouse Operations		-	-
Sewing I and II		1	2
Sewing Machine Repair Apprenticeship		-	-
Shorthand I and II		-	-
Steamfitting Apprenticeship		-	-
Typing I, II, and III		3	4

\*Programs available for West Virginia female offenders, all of whom are housed at the Federal Correctional Institution at Alderson, West Virginia.

<u>State</u>	<u>Programs</u>	<u>Number Enrolled</u>	<u>Average No. Hours/Week/ Inmate</u>
Wisconsin*	Accounting	1	12
	Business	35	15
	Clerical	15	38
	Cosmetology	12	32
	Court Reporter	1	20
	Food Services	13	45
	Photography	1	20
<b>Total:</b>		<b>2,635</b>	
<b>Range:</b>		<b>0-75</b>	<b>0-40.5</b>
<b>Mean:</b>		<b>11.39</b>	<b>23.42</b>
<b>Mode:</b>		<b>2</b>	<b>30</b>

\*5 programs at Milwaukee; 2 at Taycheedah.

Appendix G-1

CO-EDUCATIONAL STATUS AND LOCATION  
OF VOCATIONAL EDUCATION PROGRAMS BY STATE

State	Programs	Co-Educational		Correc- tions	Commu- nity	Corrections/ Community
		Yes	No			
Alabama	Business	X		X		
	Cosmetology	X		X		
	Floral Design	X		X		
	Sewing	X		X		
Alaska	Food Services	X		X		
Arizona	Business	-	-	-	-	-
	Shorthand	-	-	-	-	-
	Typing	-	-	-	-	-
	Word Processing	-	-	-	-	-
Arkansas	Business		X	X		
	Pines Vo-Tech	X			X	
California*	Air Conditioning	X		X		
	Animal Grooming	X			X	
	Appliance Repair		X	X		
	Auto Repair	X			X	
	Auto Technology	X		X		
	Cosmetology		X		X	
	Data Processing		X	X		
	Dry Cleaning	X		X		
	Electronics		X	X		
	Graphic Arts		X	X		
	Medical Assistant		X	X		
	Nurse's Assistant	X		X		
	Office Machine Repair	X		X		
	Offset Printing		X	X		
	Upholstery	X		X		
	Welding	X		X		
	Word Processing	X		X		
X-Ray	X		X			
Colorado	Business	-	-	-	-	-
	Word Processing	-	-	-	-	-
Connecticut	Business		X	X		
	Drafting		X	X		
	Home Economics		X	X		
	Machine Shop		X	X		
	Nurse's Aide		X	X		

\*Frontera is co-educational and not co-educational, corrections and community.  
Norco is co-educational, corrections.

State	Programs	Co-Educational		Correc- tions	Commu- nity	Corrections/ Community
		Yes	No			
Delaware	Business	-	-	X		
	Clerical Skills		X	X		
	Food Services		X	X		
	Health Care		X	X		
	Home Economics	-	-	X		
	Woodworking	-	-	X		
Florida*	Air Conditioning	-	-	-	-	-
	Carpentry	-	-	-	-	-
	Clothing Manage- ment		X	X		
	Cosmetology		X	X		
	Graphic Arts		X	X		
	Horticulture		X	X		
	Key Punch		X	X		
	Nurse's Aide		X	X		
	Office Occupations		X	X		
	Refrigeration	-	-	-	-	-
	Small Engine		X	X		
Tailoring		X	X			
Georgia**	Atlanta Rehabil- itation Center	X			X	
	Auto Repair	X		X		
	Bookkeeping	X		X		
	Carpentry	X		X		
	Clerical Skills		X	X		
	Comprehensive Employment Training Act	X			X	
	Cosmetology	X		X		
	Dental Technician		X	X		
	Drafting	X		X		
	Electrical Wiring	X		X		
	Electrocardiogram		X		X	
	Graphic Arts	X		X		
	Heating and Air Conditioning	X		X		
	Job Fitness	X			X	
	Masonry	X		X		
	Medical Assistant	X		X		
	Plumbing	X		X		
Vocational Rehabilitation	X			X		
Welding	X		X			

\*Lowell and Pembroke Pines are not co-educational, corrections.

\*\*New Horizons, Macon, and Metro are co-educational, community. Hardwick is  
co-educational and not co-educational, corrections and community.

State	Programs	Co-Educational		Correc- tions	Commu- nity	Corrections/ Community
		Yes	No			
Illinois	Baking*		X	X		
	Building Main- tenance*		X	X		
	Cook/Chef*		X	X		
	Cosmetology		X	X		
	Environmental Control*		X	X		
	Sewing Machine Repair*		X	X		
	Water/Wastewater Treatment*		X	X		
Indiana	Business		X	X		
	Cosmetology		X	X		
	Nurse's Assistant		X	X		
Iowa	Clerical Skills		X	X		
	Retail Management		X	X		
	Women and Work		X	X		
Kansas	Auto Mechanics	X		X		
	Building Main- tenance	X		X		
	Electronics	X		X		
	Heating and Air Conditioning	X		X		
	Multi-Occupations	X		X		
	Reprographics	X		X		
	Retail Sales	X		X		
	Welding	X		X		
Kentucky	Business and Office		X			X
	Building Main- tenance		X	X		
	Consumer and Life Skills		X	X		
Louisiana	Office Occupations		X	X		
	Sewing		X	X		
	Upholstery and Refinishing		X	X		
	Welding		X	X		

\*Vocational education programs that are apprenticeships.

State	Programs	Co-Educational		Correc- tions	Commu- nity	Corrections/ Community
		Yes	No			
Maine	Auto Mechanics	X		X		
	Building Trades	X		X		
	Carpentry	X		X		
	Clerical Skills	X		X		
	Electrical	X		X		
	Food Services	X		X		
	Front End Align- ment	X		X		
	Graphic Arts Welding	X X		X X		
Maryland	Cosmetology		X	X		
	Food Services		X	X		
Massachusetts	Business		X	X		
	Educational Assessment		X	X		
	Electronics		X	X		
	Electronic Cir- cuitry		X	X		
Minnesota	Food Services	-	-	X		
	Key Punch	-	-	X		
	Living Skills	-	-	X		
	Maintenance	-	-	X		
	Soldering Training	-	-	X		
Mississippi	Machine Shop	-	-	X		
	Welding	-	-	X		
Missouri*	Business	X		X		
	Cosmetology	X		X		
	Drafting	X		X		
	Food Services		X	X		
	Nurse's Aide		X	X		
Nebraska	Clerical Skills		X	X		
	Cook**		X	X		
	Janitorial Service**		X	X		
	Living Skills		X	X		

\*Cedar City is co-educational, corrections. Chillicothe is not co-educational, corrections.

\*\*Vocational education programs that are apprenticeships.



State	Programs	Co-Educational		Correc- tions	Commu- nity	Corrections/ Community
		Yes	No			
Nevada	Bookkeeping	-	-	-	-	-
	Braille	-	-	-	-	-
	Caring for Children	-	-	-	-	-
	Developing Child	-	-	-	-	-
	Filing	-	-	-	-	-
	Mandatory I and II	-	-	-	-	-
	Medical Terminology-	-	-	-	-	-
	Nurse's Aide	-	-	-	-	-
	Shorthand	-	-	-	-	-
	Sign Language	-	-	-	-	-
	Ten Key Calculator	-	-	-	-	-
	Typing Class A	-	-	-	-	-
	Typing Class B	-	-	-	-	-
	New Jersey	Beauty Culture	X		X	
Clerical Skills		X		X		
Electronics		X		X		
Food Careers		X		X		
Horticulture		X		X		
Reupholstery		X		X		
New Mexico*	Basic Hand Tools		X	X		
	Community Work Release	-	-		X	
	Computer		X	X		
	Life Skills		X	X		
	Office Skills		X	X		
	On-The-Job Placement	-	-		X	
	Sewing		X	X		
	Typing	X		X		
	Vocational Program	-	-		X	
	New York	Building Main- tenance		X	X	
Commercial Arts			X	X		
Cosmetology			X	X		
Data Processing			X	X		
Drafting			X	X		
Food Services		X		X		
Radio/TV Repair			X	X		
Tailoring/Sewing			X	X		
North Carolina	Cosmetology		X	X		
	Secretarial Sciences		X	X		
	Upholstery		X	X		

\*Santa Fe is co-educational, corrections. Las Cruces is not co-educational, corrections and community.

State	Programs	Co-Educational		Correc- tions	Commu- nity	Corrections/ Community
		Yes	No			
Ohio	Cosmetology		X	X		
Oklahoma	Air Conditioning/ Refrigeration	-	-	-	-	-
	Auto Body Repair	-	-	-	-	-
	Auto Mechanics	-	-	-	-	-
	Auto/Front End	-	-	-	-	-
	Auto/Tune Up	-	-	-	-	-
	Building Trades	-	-	-	-	-
	Clerical	-	-	-	-	-
	Diesel Mechanics	-	-	-	-	-
	Farm Machine Repair	-	-	-	-	-
	Heavy Equipment	-	-	-	-	-
	Machine Tools	-	-	-	-	-
	Masonry	-	-	-	-	-
	Welding	-	-	-	-	-
	Oregon	Auto/Fender Repair	X		X	
Auto/Engine Repair		X		X		
Building Main- tenance		X		X		
Cook*			X	X		
Drafting		X		X		
Electronics		X		X		
Printing		X		X		
Small Engine Repair		X		X		
Pennsylvania	Welding	X		X		
	Auto Mechanics	X		X		
	Business	X		X		
	Canner*	X		X		
	Care of Elderly	X		X		
	Child Care	X		X		
	Computer Training	X		X		
	Cosmetology	X		X		
	Food Services*	X		X		
	Furniture	X		X		
	Tailoring/Sewing	X		X		
	Upholstery	X		X		
	Upholstery*	X		X		
	Rhode Island	Clerical Skills		X	X	
Creative Design			X	X		

\*Vocational education programs that are apprenticeships.

State	Programs	Co-Educational		Correc- tions	Comm- nity	Corrections/ Community	
		Yes	No				
South Carolina	Dental Laboratory Technician		X	X			
	Typing		X	X			
	Welding		X	X			
South Dakota	Auto Mechanics	X		X			
	Business	X		X			
	Career Exploration	X		X			
	Carpentry	X		X			
	Computers	X		X			
	Family Education	X		X			
	Print Shop	X		X			
	Restaurant Training	X		X			
	Shoe Repair	X		X			
	Upholstery	X		X			
	Welding	X		X			
Texas	Art		X	X			
	Building Trades		X	X			
	Cosmetology		X	X			
	Drafting		X	X			
	Electronics		X	X			
	Floriculture		X	X			
	Graphic Arts		X	X			
	Heavy Equipment		X	X			
	Music		X	X			
	On-The-Job Training		X	X			
	Office Administration		X	X			
	Welding		X	X			
	Utah	Auto Mechanics		X		X	
	Vermont	Welding	X		X		
Wood Shop		X		X			
Washington	Canine Training		X	X			
	Career Planning		X	X			
	Cooperative Education/Work Experience		X	X			
	Drafting		X	X			
	Home/Family Life		X	X			
	Horticulture		X	X			
	Janitorial		X	X			
	Nursery School		X	X			
	Office Occupations		X	X			

State	Programs	Co-Educational		Correc- tions	Comm- nity	Corrections/ Community
		Yes	No			
West Virginia**	Air Conditioning*	-	-	-	-	-
	Auto Mechanics*	-	-	-	-	-
	Baking*	-	-	-	-	-
	Bricklaying*	-	-	-	-	-
	Business	-	-	-	-	-
	Carpentry*	-	-	-	-	-
	Child Care	-	-	-	-	-
	Computer	-	-	-	-	-
	Cooking*	-	-	-	-	-
	Dental Assistant*	-	-	-	-	-
	Drivers Education	-	-	-	-	-
	Electricity*	-	-	-	-	-
	Emergency Medical Training	-	-	-	-	-
	Fabric Cutting*	-	-	-	-	-
	Fire Fighting*	-	-	-	-	-
	Food Services	-	-	-	-	-
	Medical Clerical*	-	-	-	-	-
	Medical Clerical Transcription	-	-	-	-	-
	Money Management	-	-	-	-	-
	Needle Craft	-	-	-	-	-
	Nurse's Assistant	-	-	-	-	-
	Painting	-	-	-	-	-
	Parenting	-	-	-	-	-
	Plumbing	-	-	-	-	-
	Powerhouse Operations	-	-	-	-	-
	Sewing I and II	-	-	-	-	-
	Sewing Machine Repair*	-	-	-	-	-
Shorthand I and II	-	-	-	-	-	
Steamfitting*	-	-	-	-	-	
Typing I, II, III	-	-	-	-	-	
Wisconsin***	Accounting	X			X	
	Business		X	X		
	Clerical	X				X
	Cosmetology		X	X		
	Court Reporter	X			X	
	Food Services	X				X
	Photography	X			X	

\*Vocational education programs that are apprenticeships.

\*\*Programs are available for West Virginia female offenders, all of whom are housed at the Federal Correctional Institution at Alderson, West Virginia.

\*\*\*Milwaukee is co-educational, community. Taycheedah is not co-educational, corrections.

Appendix G-2

CO-EDUCATIONAL STATUS AND LOCATION  
OF VOCATIONAL EDUCATION PROGRAMS BY FACILITY

State/Facility	Co-Educational			Correc- tions	Commu- nity	Corrections/ Community
	Yes	No	Both			
Alabama	X			X		
Alaska	X			X		
Arizona						
-Perryville	-	-	-	-	-	-
Arkansas			X			X
California						
-Frontera			X			X
-Norco	X			X		
Colorado	-	-	-	-	-	-
Connecticut		X		X		
Delaware		X		X		
Florida						
-Lowell		X		X		
-Pembroke Pines		X		X		
Georgia						
-Atlanta New Horizons	X				X	
-Atlanta Metro	X				X	
-Hardwick			X			X
-Macon	X				X	
Illinois		X		X		
Indiana		X		X		
Iowa		X		X		
Kansas	X			X		
Kentucky		X				X
Louisiana		X		X		
Maine	X			X		
Maryland		X		X		
Massachusetts		X		X		
Minnesota	-	-	-	X		
Mississippi	-	-	-	X		
Missouri						
-Cedar City	X			X		
-Chillicothe		X		X		
Nebraska		X		X		
Nevada	-	-	-	-	-	-
New Jersey	X			X		
New Mexico						
-Santa Fe	X			X		
-Las Cruces		X				X
New York			X	X		
North Carolina		X		X		
Ohio		X		X		
Oklahoma	-	-	-	-	-	-
Oregon			X	X		
Pennsylvania	X			X		
Rhode Island		X		X		

State/Facility	Co-Educational			Correc- tions	Commu- nity	Corrections/ Community
	Yes	No	Both			
South Carolina		X		X		
South Dakota	X			X		
Texas		X		X		
Utah		X			X	
Vermont	X			X		
Washington		X		X		
West Virginia*	*	*	*	*	*	*
Wisconsin						
-Milwaukee	X				X	
-Taycheedah		X		X		
Total:	15	22	5	34	5	5

\*West Virginia female offenders are housed at the Federal Correctional Institution, Alderson, West Virginia.

Appendix H  
Tables 1 - 29

Table 1  
Adult Population in Prisons, Jails, and Detention Facilities

State	Total In-carcerated Population	Female In-carcerated Population	Total Population in Jails/ Detention	Female Population in Jails/ Detention
Alabama	7,140	304	9,339	6
Alaska	2,049	75	-	-
Arizona	6,450	299	-	-
Arkansas	3,888	168	52	0
California	36,950	1,854	-	-
Colorado	2,561	110	-	-
Connecticut	2,535	256	2,660	-
Florida	26,335	1,341	-	-
Georgia	15,619	582	684	86
Illinois	13,258	434	-	-
Indiana	9,347	380	-	-
Iowa	2,646	101	-	-
Kansas	3,353	173	-	-
Kentucky	4,126	152	3,800	424
Louisiana	8,901	353	2,432	116
Maine	856	21	87	5
Maryland	11,521	388	4,566	282
Massachusetts	5,000	290	3,241	2
Michigan	12,971	500	-	-
Minnesota	2,195	85	2,166	165
Mississippi	3,812	141	-	-
Missouri	7,700	284	-	-
Montana	862	17	-	-
New Hampshire*	-	-	-	-
Nebraska	1,537	77	-	-
Nevada	3,000	179	-	-

State	Total In-carcerated Population	Female In-carcerated Population	Total Population in Jails/ Detention	Female Population in Jails/ Detention
New Jersey	8,613	312	1,344	-
New Mexico	1,346	70	-	-
New York	30,432	839	17,287	1,371
North Carolina	16,000	630	-	-
North Dakota	407	4	-	-
Ohio	16,135	921	-	-
Oklahoma	6,671	376	6	0
Oregon	3,534	125	-	-
Pennsylvania	10,957	368	10,074	476
Rhode Island	1,200	40	240	20
South Carolina	9,631	400	-	-
South Dakota	817	43	-	-
Texas	34,393	1,630	-	-
Utah	1,254	82	862	45
Vermont	612	10	-	-
Washington	5,845	202	-	-
West Virginia**	1,504	49	-	-
Wisconsin	4,708	186	-	-
<b>Total:</b>	<b>348,671</b>	<b>14,851</b>	<b>58,840</b>	<b>2,998</b>
<b>Range:</b>	<b>407-36,950</b>	<b>4-1,854</b>	<b>6-17,287</b>	<b>0-1,371</b>
<b>Mean:</b>	<b>8,108.63</b>	<b>345.37</b>	<b>3,677.50</b>	<b>214.14</b>

\*Female offenders are transferred to state or Federal institutions outside New Hampshire.

\*\*Female offenders are sent to the Federal Correctional Institution at Alderson, West Virginia.

Table 2  
Adult Population in Halfway Houses/Community Programs

State	Total Offender Population In Halfway Houses/ Community Programs	Female Offender Population In Halfway Houses/ Community Programs
Alabama	991	32
Arizona	80	-
California	2,289	193
Connecticut	2,029	0
Florida	3,449	100
Georgia	453	41
Indiana	610	60
Iowa	138	2
Kansas	71	1
Kentucky	114	28
Maryland	121	32
Massachusetts	685	38
Michigan	1,821	200
Minnesota	100	15
Missouri	90	6
Montana	49	8
Nebraska	195	8
Nevada	-	0
New Jersey	55	15
New York	1,478	175
Oklahoma	587	69
Pennsylvania	828	-
Rhode Island	0	0
South Dakota	75	-
Utah	454	31
Washington	-	33
Total:	16,762	1,087
Range:	0-3,449	0-200
Mean:	698.42	47.26

Table 3  
Number of Prisons and Halfway Houses/Community Programs

State	Prisons for Females Only	Co-Correctional Prisons	Halfway Houses/Community Programs for Females Only	Co-Correctional Halfway Houses/Community Programs
Alabama	1	0	1	0
Alaska	1	0	1	-
Arizona	1	0	0	0
Arkansas	1	0	0	-
California	1	1	4	-
Colorado	1	0	1	-
Connecticut	1	0	-	0
Delaware	1	0	0	0
Florida	2	0	9	0
Georgia	2	0	1	1
Illinois	1	0	-	-
Indiana	1	0	-	-
Iowa	1	0	0	1
Kansas	0	1	0	1
Kentucky	1	0	-	-
Louisiana	1	0	-	-
Maine	0	1	-	-
Maryland	1	0	1	-
Massachusetts	1	0	0	-
Michigan	1	0	-	-
Minnesota	1	0	-	-
Mississippi	1	0	-	-
Missouri	2	0	-	-
Montana	1	0	1	-
Nebraska	1	0	0	-
Nevada	1	0	0	1
New Hampshire*	0	0	0	0

State.	Prisons for Females Only	Co-Correctional Prisons	Halfway Houses/Community Programs for Females Only	Co-Correctional Halfway Houses/Community Programs
New Jersey	0	1	1	-
New Mexico	1	0	0	0
New York	2	0	1	0
North Carolina	1	0	-	-
North Dakota	1	0	0	1
Ohio	1	0	3	-
Oklahoma	1	0	1	0
Oregon	1	0	0	0
Pennsylvania	1	0	-	0
Rhode Island	1	0	-	-
South Carolina	1	0	3	-
South Dakota	0	1	0	1
Texas	2	0	-	-
Utah	1	0	1	-
Vermont	0	1	0	-
Washington	1	0	0	-
West Virginia**	0	0	0	0
Wisconsin	1	0	1	0
Total:	43	6	30	6
Range:	0-2	0-1	0-9	0-1
Mean:	.93	.14	1.04	.38
Mode:	1	0	0	0

\*Female offenders are transferred to state or Federal institutions outside New Hampshire.  
\*\*Female offenders are sent to the Federal Correctional Institution at Alderson, West Virginia.



Table 4  
Age of Adult Female Offender Population (%)

State	Under 20 Years	20-30 Years	31-40 Years	41-50 Years	Over 50 Years
Arizona	3.4	51.3	32.8	8.0	4.5
Arkansas	23.0	46.0	19.0	9.0	3.0
California	1.0	49.0	37.0	10.0	3.0
Colorado	0.0	45.3	35.3	16.8	2.6
Connecticut	14.7	55.9	26.5	2.9	0.0
Delaware	1.0	71.0	21.0	7.0	0.0
Florida	6.5	59.5	24.5	7.2	2.3
Georgia	13.0	72.0	0.0	13.0	2.0
Indiana	6.7	63.4	24.1	3.2	2.6
Iowa	2.0	65.0	26.0	5.0	2.0
Kansas	3.4	54.1	30.6	10.4	1.5
Kentucky	1.9	57.8	26.9	9.5	3.9
Maine	4.0	27.0	35.0	23.0	11.0
Maryland	3.9	57.7	28.0	8.0	2.4
Massachusetts	18.0	46.0	22.0	13.0	1.0
Michigan	5.0	53.0	33.3	0.0	8.7
Minnesota	4.0	55.0	30.0	4.0	7.0
Mississippi	6.0	49.0	25.0	15.0	5.0
Missouri	3.0	61.0	25.0	7.5	3.5
Montana	6.0	53.0	24.0	17.0	0.0
Nebraska	9.7	44.4	27.8	13.9	4.2
Nevada	5.6	59.1	24.9	8.0	2.4
New Jersey	11.0	57.0	25.0	4.0	3.0
New Mexico	2.5	64.5	23.5	5.5	4.0
New York	6.5	44.9	35.1	10.4	3.1
North Carolina	10.0	75.0	8.0	6.0	1.0
North Dakota	0.0	50.0	0.0	50.0	0.0
Ohio	6.4	57.5	26.5	7.1	2.5
Oregon	5.0	53.0	34.0	7.0	1.0
Pennsylvania	2.6	71.4	23.4	2.6	0.0
South Carolina	7.8	55.8	25.2	7.3	3.9
South Dakota	14.0	52.0	16.0	16.0	2.0
Texas	4.1	64.2	22.7	6.2	2.8
Vermont	10.0	70.0	20.0	0.0	0.0
Washington	15.8	9.2	40.0	32.0	3.0
West Virginia	2.0	59.0	29.0	8.0	2.0
Wisconsin	4.0	61.0	25.0	7.0	3.0
Range:	0-23.0	9.2-75.0	0-40.0	0-50.0	0-11.0
Mean:	6.6	55.3	25.0	10.3	2.8
Mode:	5.0	53.0	25.0	8.0	3.0

Table 5  
Ethnicity of Adult Female Offender Population (%)

State	Caucasian	Black	Hispanic	Native American Indian	Asian	Other
Arizona	59.3	16.5	17.4	6.4	0.0	.4
Arkansas	46.4	53.0	.6	0.0	0.0	0.0
California	41.0	35.0	17.0	0.0	0.0	7.0
Colorado	48.6	25.8	21.6	1.0	0.0	3.0
Connecticut	44.9	49.3	5.7	0.0	0.0	.1
Delaware	17.0	83.0	0.0	0.0	0.0	0.0
Florida	41.0	58.8	0.0	0.0	0.0	.2
Georgia	45.0	55.0	0.0	0.0	0.0	0.0
Illinois	33.0	61.0	4.0	2.0	0.0	0.0
Indiana	61.6	37.5	0.0	0.0	0.0	.9
Iowa	71.0	26.0	0.0	3.0	0.0	0.0
Kansas	51.3	42.5	1.2	5.0	0.0	0.0
Kentucky	64.5	35.5	0.0	0.0	0.0	0.0
Louisiana	33.0	67.0	0.0	0.0	0.0	0.0
Maine	96.0	0.0	0.0	4.0	0.0	0.0
Maryland	26.8	73.2	0.0	0.0	0.0	0.0
Massachusetts	60.0	30.0	10.0	0.0	0.0	0.0
Michigan	29.2	70.8	0.0	0.0	0.0	0.0
Minnesota	61.0	19.0	3.0	15.0	0.0	2.0
Mississippi	38.6	60.5	0.0	0.0	0.0	.9
Missouri	60.2	39.0	.4	.4	0.0	0.0
Montana	65.0	0.0	0.0	35.0	0.0	0.0
Nebraska	60.0	30.3	1.4	8.3	0.0	0.0
Nevada	50.0	45.0	1.8	1.8	0.0	1.4
New Jersey	21.0	75.0	4.0	0.0	0.0	0.0
New Mexico	30.5	13.5	50.5	5.5	0.0	0.0
New York	25.2	58.3	15.9	.5	.1	0.0
North Carolina	39.0	56.0	1.0	4.0	0.0	0.0
North Dakota	50.0	0.0	0.0	50.0	0.0	0.0
Ohio	40.9	58.6	.5	0.0	0.0	0.0
Oklahoma	65.6	27.0	0.0	7.0	0.0	.4
Oregon	74.0	22.0	0.0	4.0	0.0	0.0
Pennsylvania	54.0	45.0	0.0	1.0	0.0	0.0
South Carolina	41.2	58.6	0.0	0.0	.1	.1
South Dakota	61.0	0.0	0.0	39.0	0.0	0.0
Texas	37.8	52.0	10.0	0.0	0.0	.2
Vermont	90.0	10.0	0.0	0.0	0.0	0.0
Washington	56.0	31.0	3.0	5.0	0.0	5.0
West Virginia	73.5	24.0	0.0	2.5	0.0	0.0
Wisconsin	50.0	43.0	6.0	1.0	0.0	0.0
Range:	17.0-96.0	0-83.0	0-50.5	0-50.0	0-.1	0-7.0
Mean:	50.4	38.9	4.6	5.3	<.1	.7
Mode:	50.0	0.0	0.0	0.0	0.0	0.0

Table 6  
Prior Education of Adult Female Offenders (%)

State	Unre- ported/ None	1 - 8 Years Com- pleted	9 - 11 Years Com- pleted	High School/ GED	Some Col- lege	Bache- lor's Degree	Other
Arizona	26.2	12.2	32.1	15.7	11.0	1.6	1.2
Arkansas	.6	14.0	48.2	27.0	9.0	.6	.6
California	0.0	56.2	28.9	7.6	6.5	.8	0.0
Connecticut	0.0	14.3	73.0	4.9	0.0	0.0	7.8
Florida	.2	11.9	73.0	14.0	0.0	0.0	.9
Georgia	0.0	90.0	9.0	1.0	0.0	0.0	0.0
Illinois	0.0	0.0	68.0	30.0	1.0	1.0	0.0
Indiana	0.0	11.3	37.5	46.3	3.0	1.3	.6
Iowa	0.0	11.0	40.0	35.0	12.0	0.0	2.0
Kansas	0.0	12.5	22.5	46.3	8.7	0.0	10.0
Kentucky	0.0	20.3	39.7	32.2	7.8	0.0	0.0
Maine	0.0	8.0	11.0	66.0	11.0	4.0	0.0
Massachusetts	0.0	11.0	30.0	59.0	0.0	0.0	0.0
Minnesota	0.0	4.0	28.0	52.0	13.0	3.0	0.0
Mississippi	3.3	39.7	19.3	24.3	12.6	0.0	.8
Missouri	0.0	8.8	52.7	27.5	10.0	1.0	0.0
Montana	0.0	4.0	10.0	70.0	15.0	1.0	0.0
Nebraska	0.0	7.5	29.9	56.6	6.0	0.0	0.0
New Jersey	5.0	20.0	21.0	48.0	5.0	1.0	0.0
New Mexico	0.0	1.5	31.1	50.7	16.7	0.0	0.0
New York	0.0	18.5	52.0	24.0	0.0	3.7	1.8
North Carolina	1.0	74.0	15.0	5.0	3.0	2.0	0.0
North Dakota	0.0	50.0	25.0	25.0	0.0	0.0	0.0
Ohio	0.0	48.2	33.3	16.0	2.0	.5	0.0
Oklahoma	0.0	0.0	33.5	51.0	10.0	.5	5.0
Oregon	8.1	11.6	33.5	31.5	11.6	1.2	2.5
Pennsylvania	0.0	47.0	30.0	10.0	10.0	3.0	0.0
South Carolina	.4	20.6	53.2	18.9	6.0	.6	.3
South Dakota	0.0	9.0	7.0	80.0	4.0	0.0	0.0
Texas	26.4	14.9	31.2	21.6	5.5	.4	0.0
Vermont	0.0	20.0	60.0	20.0	0.0	0.0	0.0
West Virginia	0.0	7.0	22.0	61.0	10.0	0.0	0.0
Range: (High)	26.4	90.0	73.0	80.0	16.7	4.0	10.0
(Low)	0.0	0.0	7.0	1.0	0.0	0.0	0.0
Mean:	2.2	21.3	34.4	33.7	6.5	.8	1.1

Table 7  
Crime Classification of Adult Female Offenders (%)

State	Murder	Manslaughter	Sexual Assault	Robbery	Kidnapping	Assault	Sex Offenses	Property Crime	Morals/ Safety	Drug/Alcohol Abuse	Other
Arizona	11.1	0.0	.8	14.8	1.6	4.9	1.2	35.7	5.7	24.2	0.0
Arkansas	21.4	3.0	.6	16.0	3.0	5.0	1.0	28.0	10.0	12.0	0.0
California	11.0	7.5	.5	16.0	1.0	.8	.5	26.0	5.0	12.0	19.7
Colorado	10.0	6.1	0.0	9.1	2.0	7.1	0.0	53.5	0.0	12.2	0.0
Connecticut	3.6	5.2	0.0	8.7	.4	6.6	0.0	41.1	5.3	7.9	21.2
Delaware	14.0	10.0	0.0	10.0	2.0	16.0	0.0	29.0	8.0	11.0	0.0
Florida	32.1	4.8	.5	13.2	2.4	1.4	.2	35.3	0.0	3.8	6.3
Georgia	12.0	13.0	0.0	4.0	1.0	6.0	0.0	38.0	1.0	13.0	12.0
Iowa	11.0	4.0	0.0	34.0	0.0	7.0	7.0	23.0	9.0	5.0	0.0
Kansas	3.7	2.5	0.0	8.7	0.0	3.7	1.2	75.2	0.0	5.0	0.0
Kentucky	13.1	10.5	1.3	13.4	0.0	3.9	0.0	44.7	1.3	11.8	0.0
Louisiana	0.0	0.0	0.0	17.0	1.0	0.0	2.0	49.0	0.0	25.0	6.0
Maine	27.0	23.0	0.0	8.0	0.0	11.0	0.0	31.0	0.0	0.0	0.0
Massachusetts	7.0	12.0	.9	12.0	1.0	12.0	1.0	31.1	6.0	17.0	0.0
Minnesota	14.0	3.0	0.0	15.0	1.0	9.0	5.0	38.0	0.0	5.0	10.0
Mississippi	11.6	16.2	0.0	19.3	0.0	7.7	1.5	34.1	.7	8.5	.4
Missouri	17.5	5.0	1.0	8.0	0.0	1.5	.5	56.5	0.0	10.0	0.0
Montana	6.0	6.0	0.0	12.0	0.0	18.0	0.0	52.0	0.0	6.0	0.0
Nebraska	10.3	0.0	0.0	8.8	0.0	7.4	1.5	51.4	1.5	8.8	10.3
Nevada	11.2	4.6	0.0	8.7	0.0	0.0	.6	54.0	0.0	0.0	20.9
New Jersey	28.0	17.0	1.0	14.0	1.0	8.0	1.0	6.0	7.0	17.0	0.0
New Mexico	9.7	1.5	0.0	12.7	0.0	5.0	0.0	37.2	1.8	29.1	3.0
New York	9.4	19.6	.1	21.7	6.9	6.5	.4	11.0	2.5	15.3	6.6
North Carolina	10.0	10.0	1.0	15.0	0.0	10.0	0.0	29.0	0.0	25.0	0.0
North Dakota	0.0	25.0	0.0	25.0	0.0	0.0	0.0	50.0	0.0	0.0	0.0
Ohio	10.0	10.0	.4	11.3	1.5	6.0	.9	31.1	6.9	13.8	8.1
Oklahoma	11.0	6.0	3.0	15.0	.5	4.5	1.5	41.0	5.5	12.0	0.0
Oregon	10.0	7.0	3.0	24.0	1.0	9.0	1.0	32.0	3.0	6.0	4.0
Pennsylvania	23.0	3.0	0.0	9.0	1.0	4.0	1.0	31.0	0.0	7.0	21.0
South Carolina	27.4	0.0	0.0	10.4	.5	6.7	.5	42.9	0.0	11.6	0.0
South Dakota	7.0	2.0	0.0	2.0	0.0	9.0	0.0	58.0	0.0	19.0	3.0
Texas	18.0	0.0	.4	17.0	.4	3.1	.4	26.8	0.0	12.0	21.9
Vermont	0.0	0.0	0.0	0.0	0.0	20.0	0.0	30.0	0.0	50.0	0.0
Washington	13.0	5.5	0.0	18.5	2.5	11.5	2.0	33.0	5.0	9.0	0.0
West Virginia	16.0	8.0	0.0	20.0	2.0	6.0	0.0	36.0	0.0	12.0	0.0
Wisconsin	8.4	8.1	.9	13.2	1.0	7.4	0.0	53.0	0.0	8.0	0.0
Range: (High)	32.1	25.0	3.0	34.0	6.9	20.0	7.0	75.2	10.0	50.0	21.9
(Low)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.0	0.0	0.0	0.0
Mean:	12.9	8.1	.9	13.2	1.0	7.4	.9	35.6	2.5	12.9	4.6

Table 8  
Average Sentence Length for Adult Female Offenders (%)

State	Less Than 1 Year	1 Year	2-5 Years	6-10 Years	11-15 Years	16-20 Years	Life
Arizona	2.9	7.4	51.6	26.6	1.6	4.2	5.7
Arkansas	0.0	0.0	45.0	26.0	9.0	9.0	11.0
Colorado	0.0	5.1	57.6	22.2	6.1	3.0	6.0
Delaware	29.0	0.0	40.0	9.0	0.0	18.0	4.0
Florida	.7	4.6	31.6	14.6	13.2	6.2	29.1
Indiana	7.9	0.0	66.7	19.0	2.0	.8	3.6
Iowa	0.0	6.0	28.0	44.0	2.0	1.0	19.0
Kentucky	0.0	10.5	39.2	27.3	6.5	10.0	6.5
Maine	15.0	4.0	50.0	8.0	4.0	19.0	0.0
Massachusetts	35.0	5.0	18.5	15.5	13.0	7.0	6.0
Minnesota	0.0	34.0	41.0	14.0	3.0	5.0	3.0
Mississippi	.7	2.6	31.3	28.4	14.5	13.1	9.4
Missouri	0.0	0.0	42.5	25.0	12.5	7.5	12.5
Montana	0.0	0.0	24.0	59.0	8.0	9.0	0.0
Nebraska	0.0	18.1	56.9	16.7	6.9	1.4	0.0
Nevada	0.0	0.0	62.5	20.0	5.3	6.0	6.2
New Jersey	0.0	1.0	48.0	24.0	8.0	14.0	5.0
New Mexico	5.6	15.4	55.4	14.3	4.3	1.5	2.5
New York	0.0	26.7	39.7	12.7	7.1	5.2	8.6
North Carolina	10.0	25.0	30.0	25.0	5.0	4.0	1.0
North Dakota	0.0	0.0	100.0	0.0	0.0	0.0	0.0
Ohio	8.0	25.2	45.8	9.2	.9	.9	10.0
Oklahoma	.5	1.5	40.5	22.0	9.0	14.5	12.0
Oregon	0.0	0.0	38.0	34.0	5.0	14.0	9.0
South Carolina	17.0	4.2	33.4	16.5	5.9	14.1	8.9
South Dakota	0.0	30.0	47.0	12.0	3.0	4.0	4.0
Texas	0.0	1.0	39.7	34.4	16.1	6.0	2.8
Vermont	40.0	30.0	30.0	0.0	0.0	0.0	0.0
Wisconsin	0.0	10.0	63.0	10.0	5.0	6.0	6.0
Range: (High)	40.0	34.0	100.0	59.0	16.1	19.0	29.1
(Low)	0.0	0.0	18.5	0.0	0.0	0.0	0.0
Mean:	6.1	9.4	44.5	20.2	6.1	7.0	6.7

Table 9  
Adult Basic Education

State/Facility	No. Women Enrolled	Average No. Hours/Week/Inmate	Co-Educational		Location		
			Yes	No	Corrections	Community	Com- munity
Alabama	98	20		X	X		
Alaska	4	15	X		X		
Arizona (Perryville)	10	8		X	X		
Arkansas	17	16.25		X	X		
California							
-Frontera	66	15		X	X		
-Norco	7	20		X	X		
Colorado	0	35		X	X		
Connecticut	69	30	X		X		
Delaware	5	20		X	X		
Florida							
-Lowell	96	10		X	X		
-Pembroke Pines	60	15		X	X		
Georgia							
-Atlanta*	18	6		X	X		
-Atlanta**	7	3		X	X		
-Hardwick	46	15		X	X		
-Macon	7	4	X		X		
Indiana	12	20		X	X		
Illinois	29	27.5		X	X		
Iowa	5	12.5		X	X		
Kansas	2	5	X		-	-	
Kentucky	32	2		X	X		
Maine	2	5	X		X		
Maryland	26	30		X	X		
Massachusetts	15	4		X	X		
Michigan	67	-	-	-	-	-	
Minnesota	6	30	-	-	X		
Mississippi	24	20	-	-	X		
Missouri							
-Cedar City	14	25	X		X		
-Chillicothe	27	15		X	X		

State/Facility	No. Women Enrolled	Average No. Hours/Week/Inmate	Co-Educational		Location		
			Yes	No	Corrections	Community	Com- munity
Montana	2	10		X	X		
Nebraska	6	30		X	X		
Nevada	5	16		X	X		
New Jersey	60	12.5	X		X		
New York	120	15		X	X		
North Carolina	26	10		X	X		
North Dakota	1	5	-	-	X		
Ohio	339	20		X	X		
Oklahoma***	4	15		X	X		
Oregon	3	25		X	X		
Pennsylvania	45	8	X		X		
Rhode Island	8	10		X	X		
South Carolina	39	20		X	X		
South Dakota	7	5.4	X		X		
Texas	166	20		X	X		
Vermont	1	4		X			X
Washington	37	10		X	X		
West Virginia	4	10		X	X		
Wisconsin							
-Milwaukee	2	8		X			X
-Taycheedah	35	10		X	X		
Total:	1,681		9	35	44	1	1
Range: (High)	339	35					
(Low)	0	2					
Mean:	35.77	14.73					
Mode:	2,4	20					

\*New Horizons Treatment Center  
 \*\*Metro Transitional Center  
 \*\*\*Mabel Bassett Correctional Center

Table 10  
General Educational Development Preparatory

State/Facility	No. Women Enrolled	Average No. Hours/Week/ Inmate	Co-Educational		Location		
			Yes	No	Correc-tions	Com-mun-ity	Corrections/Community
Alabama	34	4		X	X		
Alaska	12	15	X		X		
Arizona							
-Phoenix	10	4.5		X	X		
-Perryville	35	10		X	X		
Arkansas	37	18.75		X	X		
California							
-Frontera	41	15		X	X		
-Norco	20	30		X	X		
Colorado	0	35		X	X		
Connecticut	11	30	X		X		
Delaware	2	15		X	X		
Florida							
-Lowell	64	10		X	X		
-Pembroke Pines	27	15		X	X		
Georgia							
-Atlanta*	25	6		X	X		
-Atlanta**	27	3		X	X		
-Hardwick	31	15		X	X		
-Macon	10	4	X		X		
Indiana	32	20		X	X		
Illinois	37	27.5		X	X		
Iowa	12	12.5		X	X		
Kansas	10	5	X		-	-	-
Kentucky	12	2		X	X		
Louisiana	16	20		X	X		
Maine	3	5	X		X		
Maryland	48	30		X	X		
Massachusetts	14	16		X	X		
Michigan	102	-	-	-	-	-	-
Minnesota	5	30	-	-	X		
Missouri							
-Cedar City	26	25	X		X		
-Chillicothe	28	15		X	X		

State/Facility	No. Women Enrolled	Average No. Hours/Week/ Inmate	Co-Educational		Location		
			Yes	No	Correc-tions	Com-mun-ity	Corrections/Community
Montana	7	10		X	X		
Nebraska	10	30		X	X		
Nevada	21	16		X	X		
New Jersey	20	12.5	X		X		
New Mexico							
-Santa Fe	10	4		X	X		
-Las Cruces	7	10		X	X		
New York	175	15		X	X		
North Carolina	49	30		X	X		
North Dakota	1	-	-	-	X		
Ohio	115	20		X	X		
Oklahoma***	29	15		X	X		
Oregon	3	25		X	X		
Pennsylvania	40	11	X		X		
Rhode Island	8	10		X	X		
South Carolina	7	20		X	X		
South Dakota	5	6.5	X		X		
Texas	44	20		X	X		
Vermont	2	4		X	X		
Washington	10	10		X	X		
West Virginia	6	10		X	X		
Wisconsin							
-Milwaukee	4	8	X			X	
-Taycheedah	20	10		X	X		
Total:	1,324		10	38	48	1	0
Range:	1-175	2-35					
Mean:	25.88	15.01					
Mode:	10	20,30					

\*New Horizons Treatment Center  
 \*\*Metro Transitional Center  
 \*\*\*Mabel Bassett Correctional Center

Table 11  
High School Diploma

State	No. Women Enrolled	Average No. Hours/Week/ Inmate	Co-Educational		Location	
			Yes	No	Correc- tions	Commun- ity
Maine	0	5	X		X	
Texas	15	20		X	X	
Washington	2	20		X	X	
<b>Total:</b>	17		1	2	3	0
<b>Range:</b>	0-15	5-20				
<b>Mean:</b>	5.65	15				
<b>Mode:</b>	0,15,2	20				

Table 12  
College Programs

State/Facility	No. Women Enrolled	Average No. Hours/Week/Inmate	Co-Educational		Location		
			Yes	No	Correc-tions	Com-mun-ity	Correc-tions/Community
Alabama	25	-		X	X		
Alaska	52	3	X		X		
Arizona (Perryville)	166	6		X	X		
Arkansas	0	0	X			X	
California (Frontera)	159	9		X	X		
Connecticut	20	3	X		X		
Florida (Pembroke Pines)	90	2.5		X	X		
Georgia							
-Atlanta*	2	8.5	X			X	
-Atlanta**	0	-	X			X	
-Hardwick	35	12.5	X		X		
Illinois	40	27.5		X	X		
Iowa	63	2.5		X	X		
Kansas	6	30	X		X		
Kentucky	22	12		X			X
Louisiana	-	-		X	X		
Maine	0	16	X			X	
Maryland	36	12		X	X		
Massachusetts	37	3		X	X		
Michigan	59	-	-	-	-	-	-
Minnesota	18	4	X		X		
Mississippi	9	16	X		X		
Missouri							
-Cedar City	10	12.5	X		X		
-Chillicothe	22	12.5		X	X		
Montana	12	18		X	X		
New Jersey	43	4	X		X		

State/Facility	No. Women Enrolled	Average No. Hours/Week/Inmate	Co-Educational		Location		
			Yes	No	Correc-tions	Com-mun-ity	Correc-tions/Community
New Mexico							
-Santa Fe	6	4	X			X	
-Las Cruces	2	40	X			X	
New York	115	15		X		X	
North Carolina	9	3		X		X	
North Dakota	1	12	-	-		X	
Ohio	72	35		X		X	
Oklahoma***	20	12		X		X	
Oregon	19	14	X				X
Pennsylvania	4	-	X				X
Rhode Island	-	-		X		X	
South Dakota	1	3	-	-		X	
Texas	198	-	-	-		-	-
Utah	6	30	X			X	
Washington	20	5		X		X	
West Virginia	15	3		X		X	
Wisconsin							
-Milwaukee	3	7.5	X				X
-Taycheedah	18	15		X		X	
Total:	1,435		18	20	32	5	3
Range:	0-198	0-40					
Mean:	35.88	11.80					
Mode:	20	3					

\*New Horizons Treatment Center  
 \*\*Metro Transitional Center  
 \*\*\*Mabel Bassett Correctional Center



Table 13  
Prison Industries

State/Facility	Programs	No. Women Assigned	Average No. Hours/Week/ Inmate	Co-Educational	
				Yes	No
Alabama	Data Processing	17	8	X	
	Sewing Factory	75	40	X	
Alaska	Commissary	1	20		X
	Housekeeping	8	10		X
	Laundry	1	5		X
Arkansas	Graphic Arts	-	40		X
	Sewing	-	40		X
California*	Sewing Center	354	35	-	X
	Textiles Factory	103	32.5		X
Connecticut	Data Processing	20	30		X
	Motor Vehicle Project	11	15		X
Florida**	Garment Factory	106	32		X
	Optical Laboratory	17	35		X
Georgia***	Garment Factory	74	30	X	
Illinois	Drapery Shop	6	32.5		X
	Garment Shop	38	32.5		X
Indiana	Commercial Laundry	25	20	-	-
Iowa	Garment Factory	10	40		X
	Printing & Binding	10	40	X	
Louisiana	Garment Factory	46	32.5		X
Maryland	Optical Shop	3	30		X
	Sewing Shop	32	25		X
	Upholstery Shop	16	25		X
Massachusetts	Cost Office	3	32		X
	Flag Shop	6	32		X
	Microfilm/Silk Screen	10	32		X
Minnesota	Key Punch	14	30	-	-
	Small Assembly	4	30	-	-

\*Frontera, Textiles; Norco, Sewing.  
\*\*Lowell, Garment Factory; Pembroke Pines, Optical.  
\*\*\*Hardwick, Garment Factory.

State/Facility	Programs	No. Women Assigned	Average No. Hours/Week Inmate	Co-Educational	
				Yes	No
Missouri (Cedar City)	Data Entry	16	25	X	
	Printing	10	25		X
Nebraska	Garment Shop	20	31		X
Nevada	Key Punch	31	8		X
New Jersey	Sewing	55	35	X	
New Mexico*	Upholstery/Woodworking	5	30		X
Ohio	Sewing	53	35		X
Oklahoma**	Data Entry	27	-	-	-
	Microfilm	44	-	-	-
	Typing Class	11	-	-	-
Oregon	Storm Window	12	27.5		X
Pennsylvania	Farming	9	30	-	-
Rhode Island	Garment Shop	12	20		X
South Carolina	Apparel Plant (Full-time)	68	30		X
	Apparel Plant (Part-time)	12	15		X
Texas	Braille Records Conversion	-	-	-	-
Vermont	Work Crew	3	40	X	
Washington	Sewing	20	40		X
West Virginia	Garment Factory	17	37.5	-	-
<b>Total:</b>		<b>1,435</b>		<b>7</b>	<b>31</b>
<b>Range:</b>		<b>1-354</b>	<b>5-40</b>		
<b>Mean:</b>		<b>32.61</b>	<b>28.72</b>		
<b>Mode:</b>		<b>10</b>	<b>30</b>		

\*Santa Fe.  
\*\*Oklahoma City.

Table 14  
Instruments Used in Testing and Counseling

Name of Test	AK	AL	AR	AZ	CA	CO	CT	DE	FL	GA	IA	IL	IN	KS	KY	LA	MA	MD	ME
American College Testing				X															X
Army BETA Intelligence Test	X		X		X			X						X	X				
Bender Visual Motor Gestalt Test	X						X												
Bipolar Test																			
Brigance Inventory																		X	
California Achievement Test for Adults				X	X												X		
California Occupational Preference System								X											
California Test of Basic Skills																			
Career Ability Placement Survey																			
Career Assessment Inventory	X										X								
Career Development Interest Survey														X					
Career Guidance Inventory										X									
Career Maturity Inventory																			
Career Occupational Preference System																			
Cattell Culture Fair Intelligence System	X	X			X					X									
Chemeketa Community College Entrance Test																			

	MI	MN	MO	MS	MT	NC	ND	NE	NH	NJ	NM	NV	NY	OH	OK	OR	PA	RI	SC	SD	TX	UT	VT	WA	WI	WV	
											X																
			X			X				X			X			X								X	X		
			X								X															X	
													X											X			
														X												X	

Name of Test	AK	AL	AR	AZ	CA	CO	CT	DE	FL	GA	IA	IL	IN	KS	KY	LA	MA	MD	ME
--------------	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

Client Management  
Classification Test

Clinical Analysis  
Questionnaire

College Grade  
Placement

Differential  
Aptitude Test

Draw A Person Test

Edwards Personality  
Preference Schedule

Employability  
Aptitude Test

English as a Second  
Language Oral  
Assessment

General Aptitude  
Test Battery

General Educational  
Development

Gordon Occupational  
Checklist

Harrington O'Shea  
Career Decision-  
Making System

High School Diploma  
Competency Test

HOLD Math Placement Test

House Tree Person

Incomplete Sentences  
Blank

Individual Learning  
for Adults

MI	MN	MO	MS	MT	NC	ND	NE	NH	NJ	NM	NV	NY	OH	OK	OR	PA	RI	SC	SD	TX	UT	VT	WA	WI	WV
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

X

X

X

X

X

X X X X X X X X X X X

X X X X X X X X X X X X X

X

X

X

X

X X

X

X

Name of Test      AK AL AR AZ CA CO CT DE FL GA IA IL IN KS KY LA MA MD ME

Individual Reading Assessment

Iowa Achievement Test      X

Job-Match      X

John's Informal Reading Inventory      X

Key Math      X      X

Kratzer Math Skills Inventory      X

Kuder Interest Inventory      X

Manson      X

Mechanical Reasoning and Space Relationships Subtest      X

Mental Status Examination      X

Metropolitan Achievement Test      X

Mind Work Sample Series      X

Minnesota Multiphasic Personality Inventory      X X X      X X X X      X      X      X X X      X X      X      X X      X      X

Motivational Analysis Test      X      X      X

Myers-Briggs Type Indicator      X

Nelson Reading Test      X

New Jersey Basic Skills Test      X

MI MN MO MS MT NC ND NE NH NJ NM NV NY OH OK OR PA RI SC SD TX UT VT WA WI WV

X

X

X

X

X

X

X

Name of Test	AK	AL	AR	AZ	CA	CO	CT	DE	FL	GA	IA	IL	IN	KS	KY	LA	MA	MD	ME	
NOT Reading Placement Test																				
O'Donnell Word Inventory																				X
Otis Mental Ability Test											X									
Otis-Lennon School Ability Test																				
PIAT Aptitude Test																				X
Placement/Screening Tests																				
Pre-General Educational Development					X															
Projective Drawing																				
Psychodiagnostic Interview																				
Psychological Screening Inventory																				
Raven Progressive Matrices																				
Rorschach		X											X							
Selectable Test																				
Sentence Completion Test		X																		X
Shipley Test																				
Sixteen Personality Factor Questionnaire		X			X															X
Spache Diagnostic Reading Scales																				X

Name of Test	MI	MN	MO	MS	MT	NC	ND	NE	NH	NJ	NM	NV	NY	OH	OK	OR	PA	RI	SC	SD	TX	UT	VT	WA	WI	WV	
NOT Reading Placement Test																											
O'Donnell Word Inventory																											
Otis Mental Ability Test																											
Otis-Lennon School Ability Test																											
PIAT Aptitude Test																											
Placement/Screening Tests																											
Pre-General Educational Development																											
Projective Drawing																											
Psychodiagnostic Interview																											
Psychological Screening Inventory																											
Raven Progressive Matrices																											
Rorschach																											
Selectable Test																											
Sentence Completion Test																											
Shipley Test																											
Sixteen Personality Factor Questionnaire																											
Spache Diagnostic Reading Scales																											

Name of Test	AK	AL	AR	AZ	CA	CO	CT	DE	FL	GA	IA	IL	IN	KS	KY	LA	MA	MD	ME	
Stanford Achievement Test																				
Street Survival Skills Questionnaire										X										
Strong-Campbell Interest Inventory							X													
Substance Interview Screening Survey						X														
Suicide Probability Scale										X										
Tennessee Self-Concept Scale																				
Test of Adult Basic Education				X			X	X	X	X			X	X	X	X		X	X	
Test Rapido Baranquillo							X													
Thematic Apperception Test												X								
Teacher Prepared Diagnostic/Evaluation Tests																				
Vocational Interest Measure				X		X														
Wechsler Adult Intelligence Scale	X	X					X		X	X						X				
Wide Range Achievement Test		X	X				X			X	X					X				
Wide Range Interest Opinion Test									X			X								
Woodcock Reading Mastery																				X

	MI	MN	MO	MS	MT	NC	ND	NE	NH	NJ	NM	NV	NY	OH	OK	OR	PA	RI	SC	SD	TX	UT	VT	WA	WI	WV	
Stanford Achievement Test																								X		X	X
Street Survival Skills Questionnaire																											
Strong-Campbell Interest Inventory																									X		X
Substance Interview Screening Survey																											
Suicide Probability Scale																											
Tennessee Self-Concept Scale																											
Test of Adult Basic Education																											
Test Rapido Baranquillo																											
Thematic Apperception Test																											
Teacher Prepared Diagnostic/Evaluation Tests																											
Vocational Interest Measure																											
Wechsler Adult Intelligence Scale																											
Wide Range Achievement Test																											
Wide Range Interest Opinion Test																											
Woodcock Reading Mastery																											

Table 15  
 Position Responsible for Testing and Counseling

Title of Person Responsible for Testing/Counseling	AK	AL	AR	AZ	CA	CO	CT	DE	FL	GA	IA	IL	IN	KS	KY	LA	MA	MD	ME	
Academic Counselor																				
Case Manager/Classification Specialist	X				X															
Cottage Director																				
Counselor		X			X			X						X						
Educational Counselor				X	X		X											X		
Educational Supervisor/Director							X				X									
Principal											X		X							
Program Coordinator/Director	X									X	X						X			
Psychologist												X								
Social Worker		X												X		X				
Teacher						X										X				
Vocational Counselor		X	X			X					X		X			X				
Vocational Training Supervisor			X																	
Vocational Training Instructor																		X		

Arizona, Delaware, Rhode Island, and Utah reported having a testing and counseling program, but did not report who was responsible for testing and counseling.

MI MN MO MS MT NC ND NE NH NJ NM NV NY OH OK OR PA RI SC SD TX UT VT WA WI WV

																X																						
	X																																					
	X																																					
															X		X										X		X					X	X			
	X	X																								X							X					
															X																					X		
															X																							



Table 16  
Intake Screening/Health Appraisal

State	Staff			Location		
	Full-time	Part-time	Full-time/Part-time	Corrections	Community	Corrections/Community
Alabama	X			X		
Alaska	X			X		
Arkansas	X			X		
California	X			X		
Colorado	X			X		
Connecticut			X			X
Delaware	X			X		
Florida	X			X		
Georgia			X	X		
Illinois	X			X		
Indiana	X			X		
Iowa	X			X		
Kansas			X	X		
Kentucky			X	X		
Louisiana	X			X		
Maine	X			X		
Maryland	X			X		
Massachusetts			X	X		
Michigan	X			X		
Minnesota			X	X		
Mississippi	X			X		
Missouri	X			X		
Montana	X			X		
Nebraska	X			X		
Nevada			X	X		
New Jersey			X	X		
New Mexico	X			X		
New York	X			X		
North Carolina	X			X		
North Dakota	X					X
Ohio			X	X		
Oklahoma			X			X
Oregon			X	X		
Pennsylvania	X			X		
Rhode Island	X					X
South Carolina	X			X		
South Dakota			X	X		
Utah	X			X		
Vermont	X			X		
Washington			X	X		
West Virginia	X			-	-	-
Wisconsin	*	*	*			X
Total:	28	0	13	36	0	5

\*Local hospital contract for medical care as needed by female offenders.

Table 17  
Yearly Checkups

State	Staff			Location		
	Full-time	Part-time	Full-time/Part-time	Corrections	Community	Corrections/Community
Alabama	X			X		
Alaska	X			X		
Arkansas	X			X		
California	X			X		
Colorado	X			X		
Connecticut			X	X		
Delaware		X		X		
Florida	X			X		
Georgia	X					X
Illinois	*	*	*	X		
Indiana	X			X		
Iowa		X		X		
Kentucky			X	X		
Louisiana	X			X		
Maine	X			-	-	-
Maryland		X		X		
Massachusetts		X		X		
Minnesota		X		X		
Mississippi		X		X		
Missouri			X	X		
Montana	X			X		
Nebraska			X	X		
Nevada			X	X		
New Jersey			X			X
New Mexico	X			X		
New York			X	X		
North Carolina	X			X		
North Dakota	X					X
Ohio			X	X		
Oklahoma			X	X		
Oregon			X	X		
Pennsylvania	X			X		
Rhode Island	X			X		
South Carolina	X			X		
South Dakota	X			X		
Texas	X			X		
Utah		X		X		
Vermont		X		X		
Washington			X	X		
West Virginia	X			-	-	-
Wisconsin	X			X		
Total:	21	8	11	36	0	3

\*Every two years for women under 40 years old and annually for women 40 years and older.

Table 18  
Gynecological/Obstetrical Services

State	Staff			Location		
	Full-time	Part-time	Full-time/Part-time	Corrections	Community	Corrections/Community
Alabama	X			X		
Alaska		X				X
Arkansas	X			X		
California			X			X
Colorado		X			X	
Connecticut		X				X
Delaware		X				X
Florida			X			X
Georgia		X				X
Illinois		X		X		
Indiana		X		X		
Iowa		X				X
Kansas		X		X		
Kentucky			X			X
Louisiana		X				X
Maine	-	-	-		X	
Maryland		X		X		
Massachusetts		X				X
Michigan	X			X		
Minnesota		X				X
Mississippi	-	-	-		X	
Missouri		X				X
Montana	-	-	-		X	
Nebraska			X			X
Nevada	-	-	-			X
New Mexico	X			X		
New York			X	X		
North Carolina		X				X
North Dakota	X					X
Ohio		X				X
Oklahoma			X			X
Oregon		X				X
Pennsylvania	X			X		
Rhode Island		X				X
South Carolina	X					X
South Dakota		X		X		
Texas			X	X		
Utah		X			X	
Vermont	-	-	-		X	
Washington		X				X
West Virginia	X			-	-	-
Wisconsin		X				X
Total:	8	22	7	12	6	23

Table 19  
24-Hour Emergency Services

State	Staff			Location		
	Full-time	Part-time	Full-time/Part-time	Corrections	Community	Corrections/Community
Alabama	X			X		
Alaska	X					X
Arkansas	X					X
California	X					X
Colorado	X			X		
Connecticut			X			X
Delaware	X			X		
Florida	X					X
Georgia	X					X
Illinois	X					X
Indiana	X				X	
Iowa		X			X	
Kansas	-	-	-		X	
Kentucky			X			X
Louisiana			X			X
Maine	-	-	-		X	
Maryland		X		X		
Massachusetts			X			X
Michigan	X			X		
Minnesota	X					X
Mississippi	X			X		
Missouri	-	-	-		X	
Montana	X			X		
Nebraska			X			X
Nevada			X	X		
New Jersey	X			X		
New Mexico	X			X		
New York			X	X		
North Carolina	X			X		
North Dakota	X					X
Ohio	X			X		
Oklahoma			X	-	-	-
Oregon		X				X
Pennsylvania	X			X		
South Carolina	-	-	-			X
South Dakota	X			X		
Texas			X	X		
Utah	X			X		
Vermont		X				X
Washington			X			X
West Virginia	X			-	-	-
Wisconsin	X					X
Total:	24	4	10	17	5	18

Table 20  
Mental Health Services

State	Staff			Location		
	Full-time	Part-time	Full-time/Part-time	Corrections	Community	Corrections/Community
Alabama	X			X		
Alaska		X				X
Arkansas	X			X		
California	X					X
Colorado	X			X		
Connecticut	-	-	-		X	
Delaware		X		X		
Florida	X			X		
Georgia	X					X
Illinois	X			X		
Indiana		X		X		
Iowa		X				X
Kansas	X			X		
Kentucky			X			X
Louisiana	X			X		
Maine		X		X		
Maryland			X	X		
Massachusetts			X			X
Michigan		X				X
Minnesota		X		X		
Mississippi	-	-	-	X		
Missouri	X					X
Montana		X		X		
Nebraska			X	X		
Nevada		X		-	-	-
New Jersey			X	X		
New Mexico	X			X		
New York			X	X		
North Carolina	X			X		
North Dakota	X			X		
Ohio			X	X		
Oklahoma			X			X
Oregon		X		X		
Pennsylvania	X					X
Rhode Island		X		-	-	-
South Carolina	X			X		
South Dakota		X		X		
Texas			X	X		
Utah	X			X		
Vermont		X			X	
Washington	X			X		
West Virginia	X			X		
Wisconsin		X				X
<b>Total:</b>	<b>18</b>	<b>14</b>	<b>9</b>	<b>28</b>	<b>2</b>	<b>11</b>

Table 21  
Prenatal/Postpartum Medical Care

State	Staff			Location		
	Full-time	Part-time	Full-time/Part-time	Corrections	Community	Corrections/Community
Alabama	-	-	-	X		
Alaska	-	-	-		X	
Arkansas	X					X
California			X			X
Colorado		X			X	
Connecticut			X			X
Delaware		X				X
Florida	X					X
Georgia		X				X
Illinois	X			X		
Indiana	X			X		
Iowa			X			X
Kentucky			X			X
Louisiana	X					X
Maine	-	-	-		X	
Maryland		X		X		
Massachusetts		X				X
Michigan	X					X
Minnesota		X				X
Mississippi	-	-	-			X
Missouri	X					X
Nebraska			X			X
Nevada			X			X
New Jersey		X		X		
New Mexico	X			X		
New York			X	X		
North Carolina		X				X
North Dakota	X					X
Ohio	-	-	-			X
Oklahoma			X			X
Oregon		X				X
Pennsylvania	X					X
Rhode Island	X			-	-	-
South Carolina	-	-	-	X		
South Dakota		X		X		
Utah		X			X	
Vermont	-	-	-		X	
Washington			X			X
West Virginia	X			X		
Wisconsin	-	-	-		X	
<b>Total:</b>	<b>12</b>	<b>11</b>	<b>9</b>	<b>10</b>	<b>6</b>	<b>23</b>

Table 22  
Dental Services

State	Staff			Location		
	Full-time	Part-time	Full-time/Part-time	Corrections	Community	Corrections/Community
Alabama		X		X		
Alaska		X		X		
Arkansas		X		X		
California	X					X
Colorado	X			X		
Connecticut		X		X		
Delaware		X		X		
Florida	X					X
Georgia	X					X
Illinois	X			X		
Indiana				X		
Iowa		X				X
Kansas		X		X		
Kentucky			X			X
Louisiana		X		X		
Maine		X		X		
Maryland		X		-	-	-
Massachusetts		X				X
Michigan	X			X		
Minnesota		X				X
Mississippi	X			X		
Missouri			X	X		
Montana		X			X	
Nebraska		X		X		
Nevada		X				X
New Jersey		X				X
New Mexico			X	X		
New York			X	X		
North Carolina	X			X		
North Dakota		X		X		
Ohio		X		X		
Oklahoma			X			X
Oregon		X				X
Rhode Island		X		-	-	-
South Carolina		X		X		
South Dakota	X			X		
Texas			X	X		
Utah		X		X		
Vermont	-	-	-		X	
Washington		X		X		
West Virginia	X			X		
Wisconsin		X		X		
<b>Total:</b>	<b>10</b>	<b>25</b>	<b>6</b>	<b>27</b>	<b>2</b>	<b>11</b>

Table 23  
Psychological Services

State	Staff			Location		
	Full-time	Part-time	Full-time/Part-time	Corrections	Community	Corrections/Community
Alabama	X			X		
Alaska		X				X
Arkansas	X			X		
California	X			X		
Colorado	X			X		
Connecticut	X			X		
Delaware		X		X		
Florida	X			X		
Georgia		X				X
Illinois	X			X		
Iowa		X		X		
Kansas	X			X		
Kentucky			X			X
Louisiana		X		X		
Maine		X		X		
Maryland	-	-	-	X		
Massachusetts		X		X		
Michigan	X			X		
Minnesota		X		X		
Mississippi	X			X		
Missouri	X			X		
Montana		X		X		
Nebraska	X			X		
Nevada		X				X
New Jersey	X			X		
New Mexico	X			X		
New York			X	X		
North Carolina	X			X		
North Dakota		X		X		
Ohio	X			X		
Oklahoma	X					X
Oregon		X		X		
Pennsylvania	X			X		
Rhode Island		X		-	-	-
South Carolina		X		X		
South Dakota		X		X		
Texas			X	X		
Utah	X			X		
Vermont	-	-	-		X	
Washington	X			X		
West Virginia	X			X		
Wisconsin			X	X		
<b>Total:</b>	<b>21</b>	<b>15</b>	<b>4</b>	<b>35</b>	<b>1</b>	<b>5</b>

Table 24  
Psychiatric Services

State	Staff			Location		
	Full-time	Part-time	Full-time/Part-time	Corrections	Community	Corrections/Community
Alabama		X		X		
Alaska	-	-	-		X	
Arkansas		X				X
California	X			X		
Colorado	X			X		
Connecticut		X		X		
Delaware		X		X		
Florida	X			X		
Georgia			X			X
Illinois		X		X		
Indiana		X		X		
Iowa		X		X		
Kentucky		X				X
Louisiana		X		X		
Maine		X		X		
Maryland	-	-	-	X		
Massachusetts		X		-	-	-
Michigan		X				X
Minnesota		X		X		
Mississippi	X			X		
Missouri		X			X	
Montana		X		X		
Nebraska	-	-	-			X
Nevada		X				X
New Jersey		X		X		
New Mexico			X			X
New York			X	X		
North Carolina		X		X		
North Dakota		X		X		
Ohio		X		X		
Oklahoma		X				X
Oregon		X		X		
Pennsylvania	X					X
Rhode Island		X		-	-	-
South Carolina		X				X
South Dakota		X		X		
Texas		X		X		
Utah		X		X		
Vermont	-	-	-		X	
Washington		X		X		
West Virginia		X		X		
Wisconsin		X		X		
Total:	5	30	3	27	3	10

Table 25  
States Reporting Child Care Programs

Arizona	Nebraska	Pennsylvania
California	New Mexico	South Carolina
Connecticut	New York	South Dakota
Georgia	North Dakota	Utah
Iowa	Ohio	Washington
Louisiana	Oregon	Wisconsin

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Table 26  
States Reporting Innovative Programs and Services

Alabama	Louisiana	North Dakota
Alaska	Maine	Ohio
Arizona	Maryland	Oklahoma
Arkansas	Massachusetts	Oregon
California	Michigan	Pennsylvania
Colorado	Minnesota	South Carolina
Connecticut	Mississippi	South Dakota
Delaware	Missouri	Texas
Florida	Montana	Utah
Georgia	Nebraska	Vermont
Illinois	Nevada	Washington
Indiana	New Jersey	West Virginia
Iowa	New Mexico	Wisconsin
Kansas	New York	
Kentucky	North Carolina	

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Table 27  
Position Coordinating Female Programs

States with Central Office Position Coordinating Female Programs	Line Position	Staff Position
California		X
Georgia	X	
Illinois		X
Massachusetts		X
Minnesota		X
Pennsylvania		X
Rhode Island	X	
Total:	2	5

Table 28  
Budget for Adult Corrections and Adult Female Offenders (in millions)

State	Total Budget		% of Budget for Female Offenders
	Adult Corrections	Female Offenders	
Alabama	67.6	2.6	3.8
Arizona	73.7	4.0	5.4
Arkansas	24.5	1.2	4.8
California	548.8	21.3	3.8
Connecticut	63.7	4.0	6.2
Florida	119.1	10.4	8.7
Georgia	140.6	6.8	4.8
Illinois	92.8	7.6	8.1
Kansas	54.0	-	-
Kentucky	45.0	1.6	3.5
Louisiana	140.0	3.0	2.1
Maryland	110.0	3.8	3.4
Michigan	260.0	-	-
Minnesota	59.5	2.1	3.5
Missouri	72.7	1.1	1.5
Montana	19.1	.8	4.3
Nebraska	23.2	1.3	5.6
New Jersey	122.6	8.6	7.0
New Mexico	14.7	.2	1.3
New York	502.4	20.0	3.9
Ohio	139.9	9.7	6.9
Oklahoma	107.9	-	-
Oregon	60.7	7.5	12.3
Pennsylvania	123.5	6.5	5.2
Rhode Island	27.5	-	-
South Carolina	77.0	1.7	2.2
South Dakota	7.1	.3	3.9
Texas	155.0	-	-
Washington	110.5	9.6	8.6
West Virginia	16.2	1.0	6.1
Total:	3,379.3	136.7	
Range:	7.1-548.8	.2-21.3	1.3-12.3
Mean:	112.64	5.47	5.08

Table 29  
Litigation Issues Concerning Adult Female Offenders

State	Medical Services	Facilities	Educational Programs	Vocational Programs	Invasion of Privacy	Prison Industries	Mental Health	Child Care	Discrimination	Program Level System	Law Library	Lockdown/Segregation	Other
Alabama	X	X			X								
Connecticut	X	X	X		X		X	X			X		Drug Treatment Work Release
Delaware						X							Forced Release
Illinois	X											X	Sexual Mis- conduct
Indiana	X	X	X	X		X							
Iowa			X	X									
Kentucky	X	X		X		X			X	X			
Louisiana												X	Inmate Prop- erty Loss
Maryland	X	X	X	X				X					
Massachusetts	X	X	X		X			X					
Michigan			X	X		X							
Mississippi	X	X			X								
Missouri		X											
Montana							X						
New Jersey							X						
New Mexico	X	X	X	X		X	X		X	X			
New York	X	X			X								Disciplinary Practices Incarceration in Home State
North Carolina	X	X	X	X									
Oklahoma	X	X	X	X	X	X	X						
Oregon	X		X	X	X	X			X				
Pennsylvania	X		X	X	X	X		X			X		Maintenance /Safety
Rhode Island					X								
South Carolina								X					
Texas	X	X	X	X									
Vermont													Program Placement
West Virginia	X	X	X	X	X								
Wisconsin		X											
Total:	16	15	13	12	10	8	5	4	3	2	2	2	9

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