the journal of the American Probation and Parole Association

PERSPECTIVES

www.appa-net.org

Volume 30 Number 4 Fall 2006

Women in Community Corrections

Avoid drug screening issues

Think Outside the Cup®

- **Eliminate Gender Issues**
- **Eliminate Test Adulteration**
- **Eliminate Urine Collection**

Swab

Snap

Seal

Intercept® is appropriate for all testing situations with high accuracy, reliability and defensibility.

For more information and a <u>FREE</u> demonstration device contact us at:

1-800-869-3538 · www.4intercept.com/parole

Laboratory Confidence
Oral Fluid Convenience℠

Intercept®
Oral Fluid Drug Screening

President's Message

by Mark E. **Carey**

Professionalism is an area I have strong opinions about. Over the years, I have seen the best and worst examples of this in our field. Among the best I have seen are agencies that are true learning centers, where staff are hungry for knowledge, push for personal growth, and who consistently put the interests of their clients first, sacrificing their own personal interests in doing so. In these environments, the staff recognizes that they are always students and that arrogance has no position in a field where there is much more that can be learned and improved upon. I have had the good fortune of working in a few correctional agencies where this attitude was prevalent, and I witnessed individuals flourish and clients improve.

However, upon reading Jeffrey Pfeffer and Robert Sutton's book, *Hard Facts, Dangerous Half-Truths & Total Nonsense, Profiting From Evidence-Based Management*, I feel compelled to change course and write about our obligation to integrate knowledge into what we do. This idea of integrating knowledge may seem an obvious truism, but all too often we are either unaware of the research, ignore facts, chase trends, or stubbornly stick to our ideology. The result of this is ineffective service at best, or increased harm (such as increased recidivism, more victims, and waste of resources) at worse. As Pfeffer puts it, "Instead of being interested in what is *new*, we ought to be interested in what is *true.*"

Pfeffer and Sutton describe the business world as one in which decisions are frequently based on hope or fear, what others are doing, deeply held ideologies or, "in short, on lots of things other than the facts." What I found most compelling was their assertion that businesses are being seduced by half-truths. These are particularly dangerous because there is an element of truth in them but they are applied to circumstances where they are not relevant but are nonetheless given sacrosanct credence whereby anyone who dares to challenge their veracity is viewed as an iconoclast and someone who should be shunned.

The corrections field has its own version of dangerous half-truths. If the definition of evidence-based practices (a progressive, organizational use of direct, current scientific evidence to guide and inform efficient and effective correctional services.) is applied to what we do, then we might be appropriately challenged particularly when it comes to our work with offenders. Here are four examples of half-truths:

1. It is the sentencing conditions that determine whether an offender succeeds
2. It is the offender's fear of the justice system's power that matters and when an offender does not respond, we just have to turn up the heat
3. Compliance during probation means offenders have internalized change and non-compliance means they haven't learned
4. Relapse is a sign of a failed intervention

These are half-truths because there is a part of the assumption that is correct but at least half of it does not line up with research. We know that sentencing conditions contribute toward an offender's success or failure, but when it comes to offender change it is even more important that the corrections profession engage the offender in an alliance that incites motivation, support, and a desire to change. This engagement contributes more toward success than a treatment modality or court-ordered activity.

While the justice system's power can be a way to bring an offender to a realization that change is necessary, fear is an inferior and short-term motivator. In fact, many offenders neither fear nor respect the system or its power. Many have already experienced the worst that the system can offer.

Compliance does not automatically mean that a person has changed. Psychopathic and highly manipulative individuals can be the most compliant offenders on an officer's caseload but that does not mean that they are ready for early discharge just because they have met all of the conditions of supervision. It is what happens inside the individual especially on a cognitive and attitudinal level that counts as that is a precursor to what follows behaviorally.

And, we know that relapse is a part of the recovery process and is to be expected. While we might be disappointed in setbacks, it is a normal pathway to long term success, with five to seven relapses qualifying as the norm. ▷▷▷

A similar set of half-truths can apply to our work with victims. One of the most dangerous is the one that says that it is not corrections job to deal with victims. Actually, I would assert that this is not even a half-truth, but rather it falls into Pfeffer and Sutton's category of "total nonsense."

Certainly, armed with this knowledge, the community corrections system must be improving? Correct? Yes and no. Look at the State of California as an example. Local California probation systems are replete with talented professionals. Chief Probation Officers and their staff have implemented many evidence-based practice changes and are at the forefront of a number of innovative endeavors. At the same time, local adult probation departments are woefully under-funded, with many counties banking seventy percent or more of their felons on unsupervised caseloads. On the State level, a number of class action lawsuits for neglect and malfeasance within the state run system have been filed. They are under threat of federal injunctions and are constantly facing a major media event that documents leadership turnover, dysfunction and disarray. The State is likewise led by a cadre of highly informed, hard working corrections professionals who know what the problems are and what needs to be done. Correctional leadership is working diligently to change the status quo, in an environment that is often counter-intuitive to effective practices.

Yet, once again the State is proposing the building of yet two more prisons despite the lack of significant progress on institutional reforms. The connection between local corrections and use of institutions is undeniably linked. The lack of intermediate sanctions or effective programs leads to an over-reliance on institutions. Thirty to forty percent of prison admissions are due to violations of community supervision. One local chief described the corrections state of affairs in California as being "out of control."

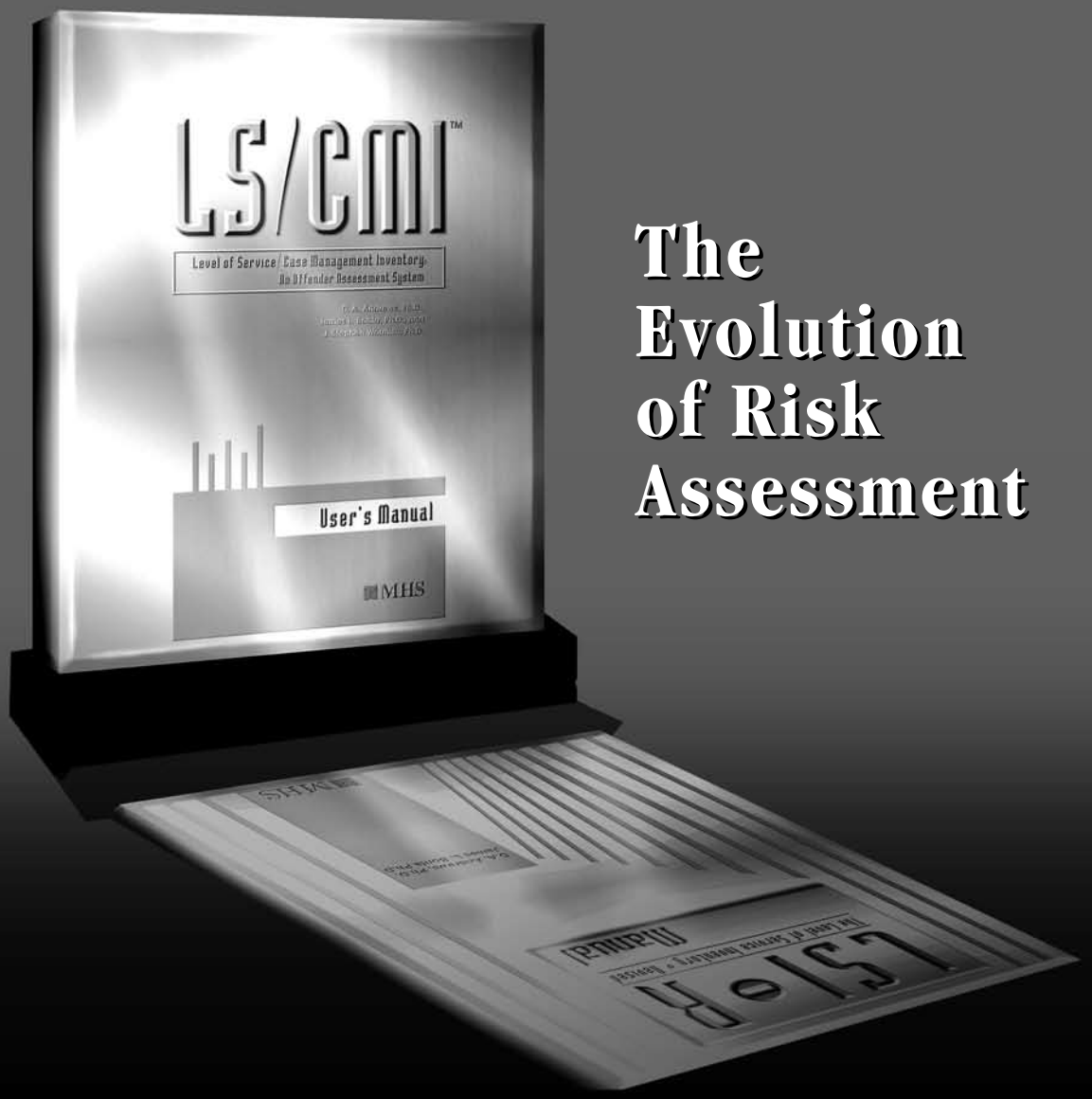
How is it that the State of California, with all of its talent and knowledge about evidence-based practices, is facing such difficulty in implementing what it knows? It is not alone: it is a combination of stubborn organizational culture and history, misplaced resources, systems that don't understand their symbiotic relationship, political ideology, and a crisis mentality to name a few. As Edward Deming, the intellectual godfather of the modern Japanese automobile industry argued over and over again, the problem with ineffective and inefficient production does not lie with the people doing the jobs, but with the system within which they work.

From any rationale point of view we can only scratch our heads at the failure of correctional policy to align with evidence-based practice and management. How can it be acceptable that community corrections agencies are consistently under-funded in light of the research supported promise of realizing sharp reductions in offender recidivism (thirty percent on average)? While punishment is an understandable response to hurtful and illegal behavior and often provides *short-term* public safety, we know that punishment by itself is an ineffective response if our goal is to reduce recidivism and realize *long-term* public safety. Yet we continue to build prison after prison and jail after jail while tolerating unacceptably high caseloads in probation and parole where the goal of helping individuals to become law abiding is realistic. And, too many prison facilities lack proper treatment capacity to reach the many that would benefit from such an intervention. As a high ranking California corrections official told me, "For this state to make progress, though, policy makers (legislators, state/local officials) need to come to the table and be driven more by what is good sentencing policy and correctional practice--not just funding formulas." I couldn't agree more. And, evidence-based practices provide us with the building blocks for this policy and practice.

Imagine what the public's reaction would be if they knew that a cancer treatment that reduced mortality by thirty percent was readily available but that clinics were not administering it because as one doctor puts it, "That is just a trend or fad. It will go away." Or, if clinics and hospitals chose instead to build a new wing for plastic surgery because Medicare funded breast implants but not treatments for breast cancer? There would be a sharp and deafening demand for an alignment of dollars toward the effective treatment. Medical staff would be professionally obligated to respond to this treatment knowledge. Funders would be pressed to align resources to effective practice. That is what a professional does. That is what a policy maker is elected to do.

Research-based knowledge is and should be making us more effective. But knowledge is not enough. There must be successful implementation by committed and talented staff, skill training, courageous leadership to make the tough decisions, and resource allocations. It requires an openness and a drive to apply the information to day-to-day activities be it those of an executive director or a line officer. It requires a "yearning for learning." That is what a professional is, and what is expected of us. ▷▷▲

MHS
PUBLIC SAFETY



The Evolution of Risk Assessment

The **Level of Service/Case Management Inventory (LS/CMI™)** is the evolution of the well-known **Level of Service Inventory–Revised (LSI–R™)** from MHS. With the LS/CMI, you benefit from the same evidence-based risk assessment while gaining a built-in case management system.

To complete this suite of assessments, we also offer the **Youth Level of Service/Case Management Inventory (YLS/CMI™)**—a trusted risk/needs case management system for offenders between the age of 12 and 17.

To learn more about how the LS/CMI and YLS/CMI can address your assessment needs, speak to an MHS representative.

Phone: 1.800.456.3003 or +1.416.492.2627 • www.mhs.com • customerservice@mhs.com

Editor's Notes

by William **Burrell**

Welcome to the Fall issue of ***Perspectives***. We devote this issue to a series of articles addressing some of the challenges and issues facing females in the community corrections system. This issue was developed by the members of APPA's Gender Issues Committee, chaired by Francine Perretta of New York. Thanks to Francine, her co-authors and committee members for conceiving the idea of a special issue and carrying it through to fruition.

The history of the progressive era in the nineteenth century shows that women played key roles in the development of probation, parole and the juvenile court, as well as the field of social work. As Ann Ferguson's article notes, women were often leaders in these reform movements. It is ironic that despite playing key roles in the early days of community corrections, women have had to struggle to move up in the field and gain leadership positions. Ann's interviews with accomplished women in the field provide poignant testimony to these challenges.

Over the last decade or so, there have been significant advances in knowledge concerning female offenders. The National Institute of Corrections has played a lead role in supporting work on gender-specific strategies for understanding and treating female offenders. Linda Sydney's article is the latest NIC-supported work in this area, focusing on strategies and practices for supervising women offenders in the community. The gender-specific work sponsored by NIC and others demonstrates that there are important differences between the genders when it comes to female offending and the justice system's response. If we are to be effective, these differences must be recognized, understood and incorporated into practice.

Unfortunately, the justice system does not always respond to these differences in the right way. Women, both staff and offenders, are treated in unequal, unfair and discriminatory ways. The challenge is to respond to gender-based differences in appropriate and effective ways.

In their essay on working as probation/parole officers in rural Iowa, Robin Allbee and Tenette Carlson describe some of the challenges that routinely face female officers in a system that is dominated by males in the agency staff, key decision-makers and offender population.

Responding to the gender challenges requires that our leaders and organizations take a multi-faceted approach. One challenge is the growing female offender population in probation and parole. The number of female offenders doubled between 1990 and 2003. While the female proportion of the total population is still relatively small, it is growing. The article by Barbara Broderick and Kathy Waters on Arizona's efforts with female offenders shows how one jurisdiction stepped up to the challenge.

The second challenge is how our leaders and agencies deal with the female staff. Francine Perretta and Jacqui Sheehey's article on training priorities for female officers is drawn from focus groups of women officers at two recent APPA Institutes. While many of the issues are gender-specific, others are more generic and applicable to all staff. These would form a good blueprint for any community corrections executive looking to address training and policy needs of staff.

Our leaders and agencies also must be looking to the future and to the challenges of workforce planning and development. With the retirement of large numbers of baby boomers and the increased competition for replacement workers, we must be vigilant in creating and maintaining our organizations as attractive places to work. This means addressing the workplace concerns of women. The undergraduate college population is primarily female, and this is where many agencies draw their entry level workers. Savvy organizations will strive to make themselves attractive to women. One very effective strategy to expose students to our work and attract them to a career is internships. The article on internships by Randolph McVey and Catherine McVey, while not ▷▷▷

developed by the committee, provides an excellent review of the benefits of internships to agencies.

Surviving and thriving in this challenging environment requires a great deal of us all. It is clear that our female colleagues have indeed, to paraphrase an old advertising tag line, "come a long way, baby." But all of us in community corrections still have a long way to go to achieve true gender equality for employees, offenders and organizations. We hope this special issue will stimulate your thinking and move you to take action towards this goal.

With this issue, we say farewell to Susan Meeks. As the production coordinator for *Perspectives*, Susan is responsible for taking the pile of manuscripts, announcements and advertising and transforming it (with the help of graphic artist John R. Higgins) into a polished professional journal. Susan has done this job since 1995 and produced by my count 45 issues. Looking back over the journal during that period, the growth and improvements are astounding. It is truly a publication of which we can be proud, and much of the credit must go to Susan. I have worked with Susan since 2000, and she has been patient, persistent, polite, thoughtful, creative and generously tolerant of my flexible view of deadlines. I know that I speak for my predecessor, Ron Corbett, the present and former members of the Editorial Committee, and indeed for all readers of *Perspectives* when I say a profound and heartfelt thank you to Susan for all she has done. We wish her continued success in her new career.

As always, we welcome your feedback on this, your professional journal.

Oops!

APPA would like to express our apologies for a mistake that appeared in the article entitled, "Importance, Confidence and Readiness to Change: Motivational Interviewing for Probation and Parole," which appeared in the Summer 2006 issue. One of the authors articles should have been listed as:

Melissa L. Meltzer, MA *is a Graduate Student at the University of Texas, School of Public Health in Houston, Texas.*

the journal of the American Probation and Parole Association

PERSPECTIVES

www.appa-net.org

Volume 30 Number 4 Fall 2006

FEATURES

DEPARTMENTS

PLUS!

Instructions to Authors

Perspectives disseminates information to the American Probation and Parole Association's members on relevant policy and program issues and provides updates on activities of the Association. The membership represents adult and juvenile probation, parole and community corrections agencies throughout the United States and Canada. Articles submitted for publication are screened by an editorial committee and, on occasion, selected reviewers, to determine acceptability based on relevance to the field of criminal justice, clarity of presentation, or research methodology. *Perspectives* does not reflect unsupported personal opinions. Submissions are encouraged following these procedures:

Articles should be submitted in MS Word or WordPerfect format on an IBM-compatible computer disk, along with a hard copy, to Production Coordinator, *Perspectives* Magazine, P.O. Box 11910, Lexington, KY, 40578-1910, or can be emailed to kmucci@csg.org in accordance with the following deadlines:

Spring 2007 Issue – November 11, 2006 • Summer 2007 Issue – February 17, 2007 • Fall 2007 Issue – May 20, 2007 • Winter 2008 Issue – August 21, 2007

Unless previously discussed with the editors, submissions should not exceed 10 typed pages, numbered consecutively and double-spaced. All charts, graphs, tables and photographs must be of reproduction quality. Optional titles may be submitted and selected after review with the editors.

All submissions must be in English. Notes should be used only for clarification or substantive comments, and should appear at the end of the text. References to source documents should appear in the body of the text with the author's surname and the year of publication in parentheses, e.g., (Jackson, 1985: 162-165). Alphabetize each reference at the end of the text using the following format:

Anderson, Paul J. "Salary Survey of Juvenile Probation Officers." Criminal Justice Center, University of Michigan (1982).

Jackson, D.J. "Electronic Monitoring Devices." *Probation Quarterly* (Spring, 1985): 86-101.

While the editors of *Perspectives* reserve the right to suggest modifications to any contribution, all authors will be responsible for, and given credit for, final versions of articles selected for publication. Submissions will not be returned to contributors.

the journal of the American Probation and Parole Association
PERSPECTIVES
www.appa-net.org

Services Directory

General	(859) 244-8000
General Institute	(859) 244-8204
Resource Expo	(859) 244-8205
Information Clearinghouse	(859) 244-8196
Membership	(859) 244-8207
Perspectives Advertising	(859) 244-8205
Publication Orders	(859) 244-8207
Request for Training	(859) 244-8211

Communications should be addressed to:
American Probation and Parole Association
c/o The Council of State Governments
P.O. Box 11910, Lexington, KY 40578-1910
Fax: (859) 244-8001, E-mail: appa@csg.org
Website: www.appa-net.org

Perspectives is published four times annually by the Amernican Probation and Parole Association through its secretariat office in Lexington, Kentucky. ISSN 0821-1507

Reprints and back issues. To order back issues, single copies of articles or reprints of articles in quantities of 100 or more, please call Carla Bradford at (859) 244-8207.
Reprint permission. Direct requests for permission to use material published in *Perspectives* in writing to Anita Threet.

APPA *We see a fair, just and safe society*

vision

where community partnerships are restoring hope by embracing a balance of prevention, intervention and advocacy.

We seek to create a system of Community Justice where:

A full range of sanctions and services provides public safety by insuring humane, effective, and individualized sentences for offenders, and support and protection for victims;
Primary prevention initiatives are cultivated through our leadership and guidance;
Our communities are empowered to own and participate in solutions;
Results are measured and direct our service delivery;
Dignity and respect describe how each person is treated;
Staff are empowered and supported in an environment of honesty, inclusion, and respect for differences; and
Partnerships with stakeholders lead to shared ownership of our vision.

The American Probation and Parole Association is an affiliate of and receives its secretariat services from the Council of State Governments (CSG). CSG, the multibranch association of the states and U.S. territories, works with state leaders across the nation and through its regions to put the best ideas and solutions into practice.

APPA Affiliate Members

AZ Chief Probation Officers Assn.
Assn. of Paroling Authorities Int'l.
Assn. of Women Executives in Corrections
CA Probation, Parole & Corrections Assn.
Canadian Training Institute
Chief Probation Officer's Assn. of NJ
Chief Probation Officers of CA
Conference Permanente
Crime Prevention Coalition of America
Dismas Charities, Inc.
Federal Probation and Pretrial Officers Assn.
FL Assn. of Community Corrections
GA Probation Assn.
IA Correctional Assn.
IL Probation & Court Services Assn.
International Community Corrections
International Corrections & Prisons Assn.
Insterstate Commission on Adult Offender Supervision
KS Assn. of Court Services Officers
KY State Parole Officers Assn.
MA Parole Officers Assn.
MN Assn. of Community Corrections Act Counties
MN Assn. of County Probation Officers
MN Corrections Assn.
MO Probation & Parole Officers Assn.
Middle Atlantic States Corrections Assn.
NC Probation & Parole Assn.
NJ State Parole Officers' PBA #326
NYS Council/Prob. Administrators
NYS Probation Officers' Assoc.
Nat'l Assn. of Drug Court Professionals
Nat. Assn. of Probation Executives
New Eng. Council on Crime & Delinquency
New Zealand Assn. of Probation Officers
OH Chief Probation Officers Assn.
OR Assn. of Community Corrections
PA Assn. of Probation,Parole & Correction
President/Probation Assn. of NJ
Probation & Comm Corr Assn. of Australia
Probation & Parole Compact Admin. Assn.
Probation Officers Assn. of Ontario
SC Probation & Parole Assn.
TX Corrections Assn.
TX Probation Assn.
UT Correctional Association
VA Community Criminal Justice Assn.
VA Probation & Parole Assn.
Volunteers of America
WV Assn. of Probation Officers
Western Correctional Assn.

American Probation and Parole Association

Corporate Members

Corporations with an interest in the field of probation, parole and community corrections are invited to become APPA corporate members. Corporate members receive benefits such as enhanced visibility among APPA's nationwide network of community corrections professionals, as well as shared information on the latest trends and issues that specifically affect community corrections.

American Bio Medica Corporation
Carol Hall
Marketing Administrative Assistant
122 Smith Road
Kinderhook, NY 12106
Phone: (800) 227-1243
Fax: (518) 758-8172
Email: chall@abmc.com
Website: www.abmc.com

BI Incorporated
Monica Hook
MarketingCommunications Manager
6400 Lookout Road, Suite 101
Boulder, CO 80301
Phone: (800) 241-2911
Fax: (303) 218-1250
Email: monica.hook@bi.com
Website: www.bi.com

G4S Justice Services, Inc.
Michelle Klein
Marketing and Communications Specialist
30201 Adventura
Rancho Santa Margarita, CA 92688
Phone: (800) 589-6003
Fax: (800) 327-1178
Email: michelle.klein@us.gs4.com
Website: www.g4s.com

Hythiam, Inc.
Arlandis Rush
V.P. of Government Affairs
11150 Santa Monica Blvd. #1500
Los Angeles, CA 90025
Phone: (310) 444-3456
Fax: (310) 444-5300
Email: arush@hythiam.com
Website: www.hythiam.com

iSecuretrac Corporation
Mark Trampe
Marketing Coordinator
5078 S. 11th Street
Omaha, NE 68137
Phone: (402) 537-0022
Fax: (402) 537-9847
Email: mtrampe@isecuretrac.com
Website: www.isecuretrac.com

Kroll/Scientific Testing Laboratories
Lisa Tarnai
Laboratory Director
450 Southlake Blvd.
Richmond, VA 23236
Phone: (804) 378-9130
Fax: (804) 379-5919
Email: Harnai@aol.com
Website: www.scitest.com

Loryx Systems
Robert Schwab
395 Oyster Point Blvd
South San Francisco, CA 94080
Phone: (650) 872-5000
Fax: (650) 873-7194
Email: rob@loryxsystems.com
Website: www.loryxsystems.com

National Curriculum and Training Institute
Gary Bushkin
President
319 East McDowell Road
Suite 200
Phoenix, AZ 85004-1534
Phone: (602) 252-3100
Fax: (602) 252-4736
Email: gbushkin@NCTI.org
Website: www.ncti.org

roboCUFF℠
Andrew Cohen
V.P. Business Development
344 Maple Avenue West
Suite 250
Vienna, VA 22180
Phone: (703) 242-9400
Fax: (703) 941-2152
Email: acohen@anytransactions.com
Website: www.anytransactions.com

Varian, Inc.
Keith Galloway
Marketing Manager
13000 Weston Parkway
Cary, NC 27513
Phone: (800) 737-9667
Email: keith.galloway@varian.com
Website: www.varian-onsite.com

For more information on corporate membership, please contact:
Karen Mucci, APPA, c/o The Council of State Governments, P.O. Box 11910 Lexington, KY 40578-1910 (859) 244-8205 Fax (859) 244-8001 Email: kmucci@csg.org

American Probation and Parole Association
www.appa-net.org

2007 WINTER TRAINING INSTITUTE

February 11-14, 2007 - Atlanta, Georgia

Attend the leading conference for community corrections designed to stimulate the discussion of new ideas, identify innovative research and best practices and encourage communication between participants from diverse jurisdictions and backgrounds!

Participate in over 40 workshops!

Network with your peers!

Explore the Resource Expo for new products and services!

Register before January 16 to save $50 on each registration!

$315 – Member rate
$375 – Non-member rate

Hotel Information

All Institute activities will be held in the Sheraton Atlanta Hotel. This recently renovated hotel features a refreshing twist on the contemporary with its ultramodern design and art-deco interior. APPA has secured a reduced rate of $118 single/double occupancy for Institute attendees. To make lodging reservations call the Sheraton Atlanta directly at (800) 833-8624. Please state that you are attending the APPA Institute to receive the group rate. The deadline for receiving these special rates is January 12, 2007. **The hotel will begin taking reservations on September 1, 2006.**

For Further Information

Phone: (859) 244-8204 or
Email kchappell@csg.org
Website: www.appa-net.org

Call for Presenters

American Probation and Parole Association
32nd Annual Training Institute
Philadelphia, Pennslyvania ● July 8-11, 2007

The American Probation and Parole Association is pleased to issue a call for presenters for the 32nd Annual Training Institute scheduled to be held in Philadelphia. Institute participants include community supervision and corrections personnel, the judiciary, treatment providers, criminal justice researchers and others who are interested in the field of community justice. Presentations should relate to the following topics:

- Local Issues
- Staff Health & Safety
- International Issues
- Staff Development/Training
- Juvenile Justice
- Victims
- Direct Supervision/Line Staff Issues
- Evidenced - Based Practices
- Diversity
- Judicial
- Collaborative Effort
- Technology
- Intensive Workshops
- Federal Initiatives and Corporate Sponsors
- Leadership
- Offender Programs
- Restorative Justice
- Organizational Development

The above-suggested topics are not all-inclusive. Other topics related to the field of community supervision and corrections are acceptable.

Submission Guidelines

Persons interested in submitting a proposal for consideration should provide the following information needed to comply with APPA training accreditation requirements and to apply for permission to grant continuing education units to a variety of professions (i.e., Social Workers, Substance Abuse Counselors, Continuing Legal Education, etc).

Workshop proposals should provide the following information:

1. **Length of Workshop**: Indicate session length.
   - Workshop, 90 minutes (workshops held on Monday, July 9 and Tuesday, July 10)
   - Intensive sessions, 4 to 8 hours (intensive sessions held on Sunday, July 8)
2. **Workshop Title**: A snappy title that catches the attention of participants and identifies the primary focus of the workshop.
3. **Workshop Description**: A clear, concise, accurate description of the workshop as it will appear in the program (average length is 30 words; submissions in Microsoft Word are preferable).
4. **Training/Learning Objectives**: Describe the measurable skills, knowledge, and/or new capacity the participant will gain as a result of workshop (i.e., at the end of the training, participants will be able to list five of 10 causes of suicide.) List a minimum of three training/learning objectives.
5. **Faculty Information**: Provide name, title, agency, address, phone, and email for all proposed faculty. Panel presentation should consist of no more than two or three persons; however, a fourth can be added as a moderator.
6. **Resume or Vitae**: Include brief resume or vitae of each faculty member.
7. **Primary Contact**: Submit name and complete contact information for person submitting workshop proposal.

Presentation summaries may be emailed **by October 27, 2006** to rgrant@ppp.state.sc.us. Questions regarding submissions should be directed to the National Program Chair:

Rhonda Grant
Dept. of Probation, Parole and Pardon Services
P.O. Box 50666, Columbia, SC, 29250-0666
Phone: (803) 734-9241

Workshop proposals should be received no later than October 27, 2006 and must be received in electronic format in order to be considered. Annual Institute program committee members will contact the person who nominated the workshops(s) to indicate their selection for the Institute. Please note that it is APPA's policy that, regrettably, expenses and fees associated with participation cannot be reimbursed by APPA.

by Joe **Russo**

NIJ Funded Research on GPS Offender Monitoring Programs

In March 2005, nine-year old Jessica Lunsford was murdered by a convicted sex offender living nearby. Since that tragic case in Florida at least 17 states, according to the National Conference of State Legislatures, have introduced legislation that will mandate the use of GPS-based monitoring technology on sex offenders. Some states such as Florida, Oklahoma and Ohio will use this technology to monitor certain offenders for life.

The obvious and immediate impact of this legislation is that more offenders will be monitored through GPS technology. The technology was first piloted in 1997 but the Journal of Offender Monitoring (JOM) estimates that there are currently only about 3,000 offenders on GPS nationwide. Due to legislative initiatives, JOM predicts that this number may increase to 15,000 or more by 2007. The obvious question that comes to mind is whether supervision agencies are prepared to deal with the implications of these mandates. While GPS-based monitoring has been an important innovation in community corrections that provides unprecedented surveillance capabilities and, it is theorized, an accompanying deterrent value, the fact of the matter is that we still don't know very much about how to properly implement this technology or whether this approach is even effective. The wave of legislation is not likely to stop and as more and more states pass these laws more and more supervision agencies are being put in the unenviable position of having to scrape all other priorities to scramble to set up a GPS program when, in some cases, they were not even considering it. Well, ready or not, good idea or not, agencies are now required to implement these programs. Because of these pressures, agencies are in need of assistance in this area more than ever before.

With this in mind, the National Institute of Justice (NIJ) is funding Mitretek Systems' Center for Criminal Justice Technology (CCJT) to perform a study to analyze existing GPS monitoring programs and document the best ways to implement and manage them. The overall goal will be to identify lessons learned and share them with the field of community corrections so that agencies are better prepared to implement GPS programs.

NIJ and the CCJT will conduct this study with assistance from an Advisory Team that has been established to provide guidance, domain knowledge and agency referrals. This Advisory Team consists of APPA's executive director, Carl Wicklund, individuals from APPA's technology committee and other individuals with extensive experience in community corrections. One of the first and most important tasks for the Advisory Team was to identify agencies to be included in the study and the team strove to pick sites that: have substantial experience operating a GPS program, represent the different levels of government (federal, state, local), are of varying sizes and geographic area and supervise pre-trial, probation and/or parole populations.

Each agency will provide multiple levels of staff to be available for interviews about their experiences in implementing and managing a GPS offender monitoring program and any resulting operational impacts to staffing, policies, procedures, etc. The report will capture such things as how the participating agencies are incorporating GPS into their overall community supervision program; how they are using GPS in conjunction with other monitoring technology; the strengths and weaknesses are of applying GPS technology to community supervision; their lessons learned; the best practices developed in applying GPS technology to community supervision; and what standards or evaluation criteria should be considered when choosing a GPS tracking product/service. Additionally, vendors of GPS offender monitoring technology will be surveyed to provide insight into their existing and future location and tracking product options.

A final report is planned for publication in early 2007 and will be publicly available through NIJ to practitioners.

For further information about this project or the APPA Technology Committee please feel free to contact Joe Russo at (800) 416-8086 or jrusso@du.edu. ▷▷▲

Joe Russo *is Corrections Program Manager for the National Law Enforcement and Corrections Technology Center in Denver, Colorado and is a chair of the APPA Technology Committee.*

Spotlight on Safety

by Robert **Thornton**

Safety Tips for Female Officers

While all officers are increasingly exposed to hazardous duty situations, female officers face unique risks as probation, parole, pretrial and community corrections officers. A study of officers feloniously killed in the line of duty found that while male officers are most likely to be killed by a firearm, female officers are most likely to be stabbed to death, with death by physical attack the second most common method (Schweer, Thornton 2005).

In a study of assaults on community corrections officers between 1980 and 1992 conducted by the Federal Probation Officers Association (now the Federal Probation and Pretrial Officers Association) they found that over 100 rapes and sexual assaults had occurred during that time span. The same study found that while there had been the indicated high number of actual rapes and sexual assaults, there were only six (6) attempted rapes and sexual assaults reported. One can glean from these statistics that the assailants have a very high success rate when they decide to sexually attack officers. This needs to change!

A change in the rates of victimization of our female officers can only be accomplished through increased mental awareness on the part of our officers and participation in dynamic safety training supported by administration.

The following is a checklist of safety issues female officers should consider to enhance their safety.

At work

- Have knowledge of the area in which you work and potential dangers.
- Maintain knowledge of the offender's home, associates and background.
- Go with a partner – we reduce our chances of attack by 70 percent with one partner.
- Wear appropriate clothing – rubber soled shoes and clothes you can move in.
- Utilize a field interview stance.
- Wear hair short or up (beware of French braid style-makes it easy to grab and hold on).
- Utilize radio or cell phone so people know where you are and who you are contacting.
- Keep radio/cell phone charged.
- Know where you are at all times and the safety related issues to the area.

- Who else is in the home?
- Be aware of your surroundings.
- Constantly scan the area.
- Utilize verbal de-escalation skills.
- Outnumbered? Consider leaving.
- Be ready to run or defend yourself.
- Keep jewelry low-key. If it will hurt if someone pulls it off you, don't wear it!
- Make eye contact, look confident.
- Keep up on self-defense skills.
- Always have all your safety equipment with you.
- Know how to effectively use weapons of opportunity-flashlight, keys, pen, etc.

End of shift

- Leave with someone else for security, especially at night.
- Scan area around your car before approaching.
- Walk with confidence.
- Have keys in hand – little or nothing in arms.
- If you have safety equipment keep that hand free.
- Check interior of vehicle before entering.
- Lock doors once safely inside.

Personal Safety

- Be confident and make eye contact.
- Don't place purse on front seat.
- If asked for purse/wallet/keys, throw it and run.
- Always have a "plan B."
- Practice observation skills.
- When walking upstairs, look up.
- In the office, keep pictures of family out of sight of offenders.
- Don't discuss your personal life with offenders.
- Arrange office so you are not trapped behind desk.
- Don't interview offenders when you are alone in the office, especially after normal work hours.

It is far better to prevent the attack than have to win the fight. ▷▷▲

Robert L. Thornton *is the chair of the APPA Health and Safety Committee and the Director of Community Corrections Institute in Springdale, WA.* ***Leslie Anderson*** *is a Juvenile Defensive Tactics Instructor at Maricopa County Probation in Phoenix, AZ.*

Thank you sponsors!

The American Probation and Parole Association expresses its deepest gratitude to the following companies for their generous support of the APPA 31st Annual Training Institute held in Chicago on July 23-26, 2006. Their contributions have truly enhanced the quality of the Institute. Only through this support can APPA maintain its high standards of Institute Training. Please convey your appreciation to these sponsors!

Platinum Sponsors

Anheuser-Busch Companies

Anheuser-Busch is America's leading brewer and one of the largest theme park operators in the United States. The St. Louis-based company is also a major manufacturer of aluminum cans and the world's largest recycler of aluminum beverage containers and actively promotes the responsible consumption of its products.

Corrections Software Solutions

Software Solutions, based in Austin, Texas provides a case management system utilized by community supervision departments. This web browser based system allows the department to control their case management costs, improve efficiency, and benefit from our experience and proven success. You will find it easy to use, flexible and utilizing the latest technologies.

Syscon Justice Systems

With more than twenty-five years of specialized experience, Syscon is now the world's largest company dedicated exclusively to the development and implementation of corrections information and case management software systems. Our signature product, TAG, is the most widely-implemented large-scale COTS offender management package available in the marketplace.

Varian Inc.

When public safety is under your influence, test SMARTER with Varian, Inc. As a leading drug testing manufacturer with the highest rate of accuracy in the industry, our SMARTesting™ program offers integrated data management that gives you outcomes for selecting the most cost effective test for each situation. Our patented manufacturing process uses advanced latex technology to deliver immediate, accurate, and consistent results with legally defensible findings. Count the true cost of getting the right answer the first time with Varian's OnSite® and OnTrak products.

Gold Sponsor

National Curriculum & Training Institute®, Inc.

Silver Sponsors

AMMON ANALYTICAL

MHS

SECURE ALERT

Smart Start®

Research Update

by David R. **Karp**, Rebecca **Herman**, Tamara **McEwan,** Tiffany **Schaen** and Caitlin **Bannon**

Recent Research on Community Policing

While probation and parole officers have long defined themselves as part of community corrections, it is only in the last two decades that police officers have adopted the "community" label. This movement has swept the nation and, now, most departments have embraced the community policing philosophy which emphasizes a service orientation, police-citizen partnerships and problem-solving. This update reviews four studies of community policing from California, Washington, Pennsylvania and North Carolina. What has recent research said about this trend? See below.

Problem-Oriented Policing in Practice

Gary Cordner and Elizabeth Perkins Biebel

Criminology & Public Policy. **2005. 4:155-88**

Problem-Oriented Policing (POP) was introduced by Herman Goldstein in 1979 as an alternative method to traditional policing; POP focuses more attention on proactive problem solving rather than reactive responses to specific incidents. The authors of this study measured the extent to which the San Diego Police Department has implemented POP. San Diego was chosen as a research site because of its strong history with Problem-Oriented Policing; it had been implemented in the San Diego Police Department (SDPD) for 10 years prior to the start of the present study.

The study included 320 interviews and 267 surveys of patrol officers and focused on opinions and attitudes about POP. Notably, the results showed that officers believed higher ranking officials in the department were generally supportive of POP and facilitated the implementation of POP practices. The research showed that POP was used to respond to drugs, homelessness and public order crimes, while more traditional practices of policing were still used in response to traffic, property and personal crimes. Although problem-solving approaches go beyond the reactive responses to individual incidents, the researchers found that the scope of the problems which yielded POP practices tended to be relatively small — dealing with one person, one building, one block, etc., rather than beat, service area or city-wide initiatives.

The most surprising finding was the high level of support for POP practices despite the increased demand for analysis, effort and time from officers. After over ten years of POP implementation, 46 percent of the officers felt that POP was "essential or very important" and another 45 percent found it to be "somewhat important." Cordner and Biebel also found that 70 percent of the interviewees could describe a recent use of POP practice in their daily duties.

This study found that although there is high support for POP, there still needs to be more work on its implementation. The authors argue that although officers are commendably engaged in routine problem solving, they saw little evidence of true problem-oriented policing that would involve sustained, collective efforts in problem analysis, targeted responses and evaluation of effectiveness. This would be the next leap forward for a department already committed to the principles of POP.

Linking Confidence in the Police with the Performance of the Police: Community Policing Can Make a Difference.

Ling Ren, Liqun Cao, Nicholas Lovrich, and Michael Gaffney

Journal of Criminal Justice. **2005. 33:55-66.**

With the emergence of community policing, both police departments and researchers argued that new measures were needed to assess the effectiveness of police performance. This study sought to provide police departments with an alternative method of measuring the effectiveness by examining public support and confidence in the police. Data for this study was collected from two evaluation studies in a mid-sized northwestern city in 1997. One study was a random survey of household residents and the other was a volunteer survey conducted with people who work with the city's Community Oriented Policing Services (C.O.P.S). There were a total of 838 usable surveys (69 percent were from the random household sample and 31 percent from the volunteer group).

The researchers highlight three significant findings. First, the number of voluntary contacts with the police increased the respondents' level of confidence. Voluntary community involvement with the police increased confidence and support for the police department. Second, citizens who lived in areas with higher levels of informal social control, social cohesion and interpersonal trust expressed more confidence in the police where as community disorder decrease residents' confidence. Third, the authors found that residents who had experienced victimization or received traffic tickets were least likely to feel confident in the police. Although ▷▷▷

the study did not examine the nature of the police-citizen interactions in these situations, they speculated that specialized training may offset this negative effect.

The authors conclude that community policing can make significant inroads into public confidence by efforts to involve citizens in police-community partnerships and working to address issues of local disorder.

Awareness of Community–Oriented Policing and Neighborhood Perceptions in Five Small to Mid-Sized Cities. Richard E. Adams, William M. Rohe, and Thomas A. Arcury *Journal of Criminal Justice*. 2005. 33: 43-54.

This study is similar to the previous in its concern with the effect of community policing on citizen attitudes. However, it goes one step further by also examining whether community policing increases citizens' actions toward self-protection, reduces their fear of crime, and increases their sense of community.

The data used in the study came from resident surveys that were conducted as part of an evaluation of community policing in five North Carolina police departments: Asheville, Greensboro, Lumberton, Whiteville and Morehead City. The survey data was obtained between November 1995 and June 1996 through face-to-face interviews with adults. The areas chosen were low income communities with significant crime problems and community policing efforts had been in place for at least one year. A total of 524 surveys were completed.

Residents indicated that the implementation of COP was a well-received change. Those who were aware of the COP activities "held positive views of police activities, engaged in more self-protection strategies, reported lower fear of crime, and had a greater sense of community integration compared to people with less awareness." But, the authors found that the police departments had not adequately informed the citizens of their community about the COP activities and recommended that the departments identify ways to increase citizen awareness. Over 95 percent of the respondents said that they have witnessed a police car drive down their block during the previous month; however, only 51 percent of the respondents reported seeing an officer having a friendly conversation with someone in the previous month. These findings demonstrate that despite interviewing people in areas where COP practices were implemented, respondents were more likely to witness police engaging in "traditional" police activity than community-based efforts.

The study indicated that "COP had the potential to empower residents and improve their perception of the neighborhood's social and physical environment, especially when compared to more traditional policing strategies like random patrolling or high visibility tactic." For that reason, it was considered valuable especially in minority communities.

The Inchoate Nature of Community Policing: Differences between Community Policing and Traditional Police Officers. William V. Pelfrey Jr. *Justice Quarterly*. 2004. 21:578-601

Now that community policing has been around for a while, it is reasonable to ask if community police officers have a different experience with their jobs than traditional police officers. Proponents of community policing have argued that the creativity, autonomy and positive community relationships offered to community police officers will change their attitudes about police work and improve their job satisfaction. Many previous studies have shown that traditional police officers tend to become more cynical and dissatisfied with each additional year on the job. One strong hope in the community policing movement is that this trend will be reversed among community police officers.

Pelfrey surveyed police officers in Philadelphia. Some were traditional police officers assigned to motorized patrol. Others were community police officers assigned to stable, foot beats and worked closely with the local community to develop proactive responses to crime and public disorder problems. Pelfrey found that, in contrast to traditional police officers, community police officers were more likely to make use of departmental information resources, employ (not surprisingly) the tactics of community policing, and to identify the positive impacts of their efforts. While traditional officers expressed less support or endorsement of community policing, the community police officers voice equal support of key goals of traditional policing — quick response time and making arrests. Pelfrey found no differences in the numbers of arrests made between the two groups, and that in important ways, "community policing officers and traditional police officers are more alike than most policing literature indicates" (p.593).

The findings of this study also found that the community policing officers reported higher levels of job satisfaction. It was also found that those officers who reported higher job satisfaction ratings were more likely to take on varying tasks and responsibilities as well as use more departmental resources. The author concludes by noting that most departments are divided between a larger core of traditional officers and a smaller group of community policing officers, and suggests that by reversing these proportions will not reduce productivity on important dimensions, like arrests, but will improve job satisfaction in its work force. ▷▷▲

David R. Karp *is Associate Professor of Sociology at Skidmore College in Saratoga Springs, New York.* ***Rebecca Herman, Tamara McEwan, Tiffany Schaen,*** *and* ***Caitlin Bannon*** *are students at Skidmore College.*

APPA Professional Development Training

Each highly interactive and skill-based training topic will be open for registration nationally; but may be limited to 30 participants – REGISTER EARLY!!

Needed: Agency or affiliate to host an APPA Selected Training

- **Each sponsoring group agreeing to provide the appropriate training space and assist with registration will receive one free registration.**
- **Each group attending the training and registering ten or more participants will receive one free registration.**

Current Trainings Open for Registration

Survival Skills for Managers and Supervisors

- December 5-6, 2006 - Georgetown, TX (Austin Area)

Facilitator Training for Delivering Cognitive Behavioral Curricula

- October 23-27, 2006 - Oklahoma City, OK
- November 6-10, 2006 - Lexington, KY
- January 22-26, 2007 - San Diego, CA
- March 5 - 9, 2007 - Georgetown (Austin Area), TX
- April 30 - May 4, 2007 - Fairfield, CA
- May 7 - 11, 2007 - Chicago, Illinois

Motivational Interviewing

Part 1: Motivation and Human Behavior Change: Increasing the Change Conditions of Desire, Ability, Reason & Need

- February 13 – 14, 2007 - Martinez, CA (Sacramento Area)

Part 2: Motivational Interviewing & Change Talk: Increasing Importance, Confidence and Readiness to Change

- February 15 – 16, 2007 - Martinez, CA (Sacramento Area)

Register online or for a complete list of available topics, please visit our website at www.appa-net.org - click on the button "Professional Development Training Opportunities."

For additional information regarding APPA Professional Development Program, Selected Trainings contact:

Karen L. Dunlap, Training and Technical Assistance Coordinator
American Probation and Parole Association
PO Box 11910, Lexington, KY 40511
Phone: (859) 244-8211, Email: kdunlap@csg.org

MHS
PUBLIC SAFETY

More than just juvenile delinquents

Despite the use of the label juvenile delinquent as a catch-all term, each juvenile has unique motivations and influences, and each delinquent incident may differ from the next.

To address this diversity, the **Jesness Inventory–Revised (JI–R™)** employs over 20 subscales to give you a precise picture of each respondent's unique personality and behavior. The JI–R evaluates each youth using an innovative subtype system that has been widely endorsed by youth psychologists, counselors, and social workers. With the help of these subtypes, youth are further classified in relation to nine separate behavioral categories, and suggestions are provided for their treatment.

Rehabilitation requires understanding the juvenile behind the delinquent. Contact an MHS Client Service Specialist today to learn more about the JI–R.

Phone: 1.800.456.3003 or +1.416.492.2627 • www.mhs.com • customerservice@mhs.com

GUEST EDITORIAL

I am honored to be writing this editorial for this very special issue of *Perspectives.* In 2000, under the leadership of outgoing President Kathy Waters, APPA created the Gender Issues Committee. I was asked to chair this committee, and accepted. APPA realized, as did many of its female members, that the association needed to look at issues in the justice field that particularly affected women. At its inaugural meeting, the Gender Issues Committee determined its purpose to be promoting and fostering positive gender responsive training and programming for APPA members, victims and offenders. This special issue of *Perspectives* is a reflection of that vision.

We are presenting a number of relevant issues that the committee felt would be of interest to our readers. Our feature article is reprinted from the National Institute of Corrections October 2005 issue entitled "Gender-Responsive Strategies for Women Offenders." Linda Sydney, the author, is a founding member of the Gender Issues Committee, as are many of the other authors of the articles in this issue. We believe the article on the history of women in community corrections, "Social Reformers to Senior Executives," written by Ann Ferguson helps us remember where we have been so we appreciate where we are and where we are going. Also we asked for a female line officer to write an article from her perspective. We received a bonus when two line officers from Iowa, Robin Allbee and Tenette Carlson, submitted an article, "Perspectives from Rural Iowa." Kathy Waters and Barbara Broderick have detailed a special project in Arizona, "Arizona's Approach to Addressing the Needs of Female Offenders." Jacquie Sheehey and I authored "Training Priorities for Women in Community Corrections in the 21st Century" which outlines a research project underway by the Gender Issues Committee of APPA.

As the title indicates, this issue has many articles written specifically for women, but we know many of our male colleagues will find the information enlightening and relevant. To all who made this issue possible, the Gender Issues Committee, on behalf of all the women in community corrections, is grateful. We hope that you read this issue from cover to cover and share it with others. We look forward to your comments. May we all continue to work diligently to ensure a well trained, productive, safe and satisfied workforce. Be assured the Gender issues Committee will continue to do so. ▷▷▲

Francine Perretta *is the Director of the St. Lawrence County Probation Department and Chair of the APPA Gender Issues Committee.*

Priorities for Women in Community Corrections in the 21st Century

The APPA Gender Issues Committee believes there is a need for specific training for female probation and parole officers. Over the past two APPA Training Institutes, the Gender Issues Committee has facilitated a workshop, which assisted us in the development of a comprehensive list of training issues that will be used for future APPA institutes and regional trainings. It also allowed female officers an opportunity to discuss issues specifically relevant to their duties with other female line officers and female administrators.

The workshops were well attended and a great deal of information was collected. This article will outline some of the major issues discussed and some of the recommendations being made by line officers for specific training workshops. We asked the participants four basic questions.

1. Are there specific issues effecting women officers that you would like supervisors/managers to consider?
2. What are the most challenging parts of your job as a woman in community corrections?
3. If you could change one thing in your current position, what would it be?
4. What issues do you need specific training on?

Participant Responses

The following summarizes the responses to each specific question.

Question #1: What specific issues effecting women officers that you would like supervisors/mangers to consider?

- Staggered work hours-for both women and men. "I work four days. I get Monday off and I can run all the family errands."
- Specific defensive tactics classes taught by women for women
- Accommodations for pregnant officers- "I think there needs to be more accommodations for females during their pregnancy. They are expected to be in the field up until the last month and I think if a female does not want to do any field work at all when pregnant women should have the right to do so and not catch flack from others in the department."
- More mentoring and networking- "It is really tough to break into the old boy network."
- More respect for female officers from judges-"I believe there needs to be more respect from county and district judges towards females. Some judges just look down their noses at everybody and some judges look down their nose and then back up the legs of the officers."
- More women in management positions that make decisions -"There are a lot of women supervisors but they are not the ones called to the table to make decisions." "Women are seen as social workers and men are seen as law enforcement and therefore when women are promoted they get promoted to be administrators and men get promoted to action jobs."

by Francine **Perretta** and Jacquie **Sheehey**

- More women participating in arrests - "Often times folks go around and rally up the guys to come and help with an arrest. In many cases, I will have difficulty in getting the necessary experience that I would need in order to make an arrest."
- Acknowledging differences between men and women - "I think that for women if we show our emotions it is seen as a weakness, rather than a strength. We are not in the business that traditionally nurtures people, but there is a place and time for that. I think it needs to be acknowledged and encouraged." "I think women have been trained to use their intellect and verbal skills. If we can polish those things we can do as much as a big brawny man can do with force. We may not be able to knock someone down by force, but you can always do it with your words."

Question #2: What are the most challenging parts of your job as a woman in community corrections?

- Time Management- "Our jobs are not 8-5, they are 24/7. So time management can be a problem with raising a family." " I think we need to look at job sharing."
- Men understanding the victim side of domestic violence- "It is hard to have my male supervisor understand the victim aspect. It is not just because she deserved it." "We should encourage our male counterparts to discuss their female probationers with us. A lot of men do not realize when a woman says I don't have money because of the kids, because of diapers etc."
- Maternity leave- "We should be allowed sufficient maternity leave without having to worry about the amount of work piling up when we are not there." "Men should be allowed to take maternity leave too."
- Caretaker roles- "I think many times our male counterparts look down on the fact that we have the responsibility of children and parents. There should be nothing wrong with that." "Women feel the need to apologize for taking time to care children or parents."
- Being forceful and assertive- "When women are forceful and doing their job and being good probation/parole officers, we are told that we are "bitches." But when men behave the same way, they are doing a good job. We are not cranky; we are just doing a good job."

Question #3: If you could change one thing in your current position, what would it be?

- Flexible work schedule- " Doctor appointments, childcare management, appointments with guidance counselors and teachers all come into play and they have to be put on the back burner because of a set schedule."
- Caseload size- too large
- More staff
- Safety in the field
- Mandatory safety training for all officers
- Stress relief
- More alternatives for offenders
- Specific equipment made for women: vest, guns, holsters etc.
- Clarity about boundaries and professionalism: appropriate dress for court, field and office and for safety; how body language can be misinterpreted.
- Developing and maintaining mentoring programs fro women

Question #4: What other issues do you need specific training on?

- Incorporate non-physical approaches to situations
- Orientation for new officers about proper dress, conduct, etc
- Leadership training
- Team building training
- Learning to balance work and home
- Safety training specifically for women
- Best practice for women offenders
- Generational issues that can effect staff and offenders
- Communication skills

It is no surprise that the women attending the APPA 30th Training Institute in New York City and the women attending the APPA Winter Training Institute in Texas had many of the same concerns. The Gender Issues Committee will hold similar discussions at the next several APPA training institutes. Not only does it give us valuable feedback about training issues, it also allows female officers an opportunity to discuss issues affecting them with each other. We have heard from the participants that "just hearing other women sharing their issues" has been a learning experience in itself.

We all know that we are facing retirements in record numbers in our field. Providing quality training for our staff will help ensure the future workforce in community corrections. Women play a critical role in that workforce and we must acknowledge that there are specific issues affecting them. If you have not been able to attend this workshop and would like to offer your input, please feel free to do so. The Gender Issues Committee looks forward to developing future meaningful trainings to address these issues. ▷▷▲

Francine Perretta *is the Director of the St. Lawrence County Probation Department and Chair of the APPA Gender Issues Committee.* ***Jacquie Sheehey*** *is the former Marketing Manager for Varian, Inc.*

PERSPECTIVES from Rural Iowa:

Female Line Staff Facing Rewards and Challenges

As two female probation/parole officers (PPO) working in the trenches of rural Iowa, we're confident that we've "come a long way baby." The fact that we started our careers in the Department of Corrections in 1998 working in medium custody correctional facility counseling male youthful offenders suggests that yes, we've come a long way! We're breaking through the barriers that other readers may recognize.

Working in rural Iowa as a female officer brings with it many challenges and rewards. We face many unique situations. Working in small town Iowa, we must be a jack-of-all-trades. Other larger communities have specialized PPO's who just write pre-sentence investigations and officers who are assigned specific cases such as low-risk or intensive supervision clients. Larger communities may also have special community treatment coordinators who facilitate groups and complete assessment work.

Working in rural Iowa brings with it all of those duties. We work with every type of offender from high-risk to low-risk and also complete pre-sentence investigations. We function as pretrial officers and conduct assessments. In addition, we facilitate groups with offenders. Many times we are the only resource available for offenders in rural areas. Don't get us wrong, we are thankful for the well-rounded experience and feel it benefits us on a daily basis.

We face the challenges of the traditionally male dominated field of corrections and believe we've made quite an impact. In addition to the challenges of having very diverse duties, we face the difficult challenges of working in the small community. In most cases we provide services to a predominantly male caseload. The

by Robin **Allbee** and Tenette **Carlson**

cases are investigated by typically male police officers and prosecuted by male county attorneys.

The challenge for the female PPO becomes being accepted for the work we do. It is not just generally accepted that we know our job because of our gender, we have to work at demonstrating it. We have to be consistent, network and prove our work and establish respect. Our job means being ever vigilant of the follow through with paper work, communication and networking. This career takes cooperation, leadership qualities and the confidence to believe in yourself.

Being a female supervising officer brings special issues with it when it comes to doing casework. As previously mentioned, we have primarily male caseloads and we must collect samples for urinalysis and conduct home visits as part of our duties. Between our two caseloads, 75-90 percent of the offenders are male. It's difficult at best to find a male to supervise a urinalysis at 6:00 pm on any given night, so we have switched to saliva tests. When you come from working in a male dominated prison to being the lone PPO, you become quite creative. We were both fortunate to attend an intensive, month-long pre-service/orientation training session that the state of Iowa provided to us. We believe the comprehensive training that we received has been beneficial in enhancing our personal safety. We don't take risks, period.

Our training has taught us to use common sense. For example, you don't close any door which could potentially place you and an offender alone behind it. Local law enforcement has always assisted with home visits when we've asked for help. Again, using the tools we've been taught, we've taken steps to ensure our safety.

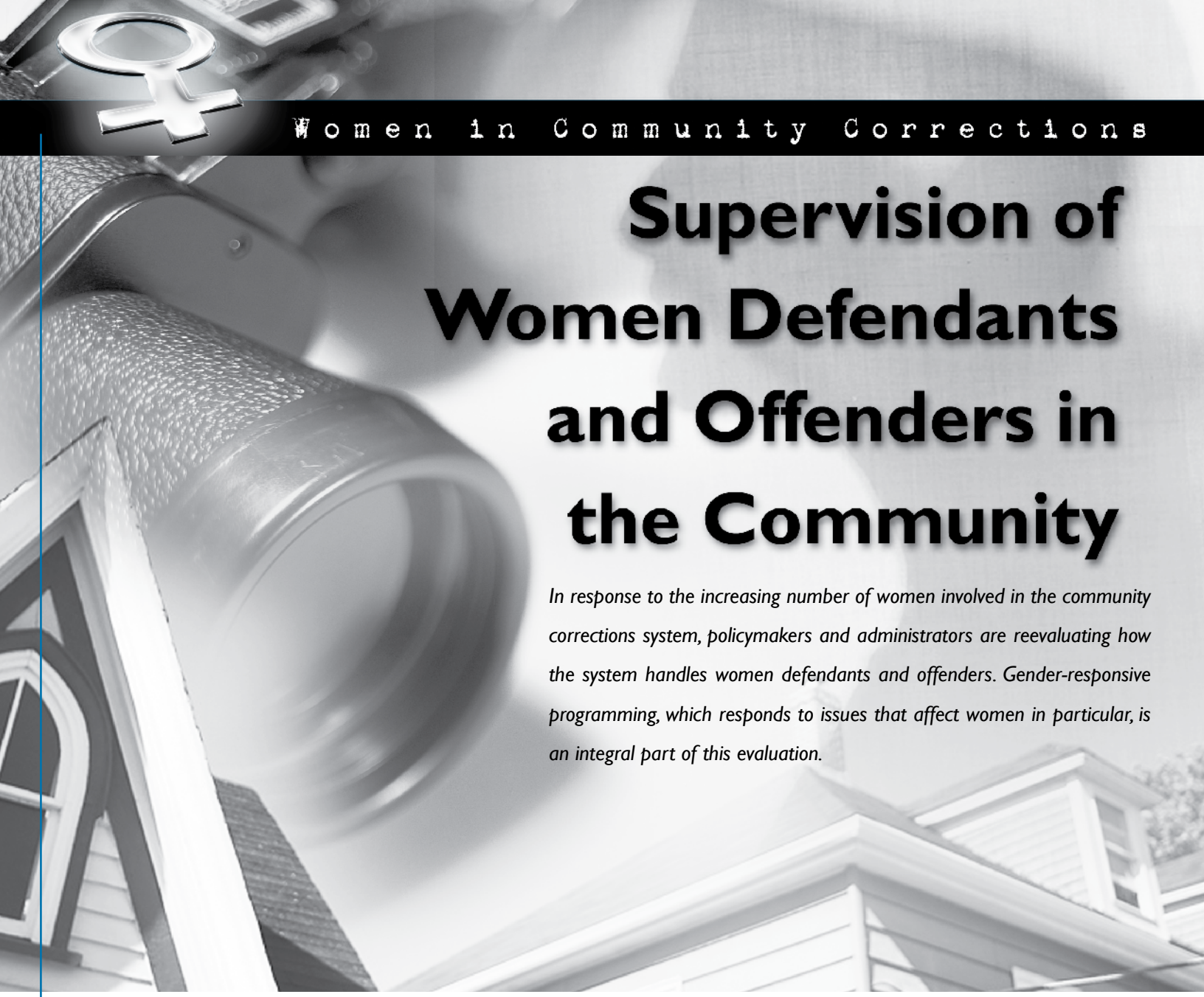
Perhaps offenders may be taken aback to have a female as their officer. We tackle this issue by utilizing skills we have learned through departmental training. Motivational Interviewing has assisted us with reducing resistance from offenders. Offenders' families have also struggled with a female supervising their loved ones. Once again, it's important to be firm, fair and consistent, and those challenges seem to fade away over time.

Some of the best things in our careers have come to us when we really did not know it was happening. Throughout our careers, we have had many opportunities to network with other women in positions of power along the way. It was not until years later that we have come to realize how important those relationships would be to us and our future. Having a good working relationship with other women who were in the field assisted us in getting where we are today. What we thought was good rapport and good working relationships was in fact mentoring, which became invaluable to our careers. Now we are able to return the favor. We can be role models for other women who are new to the field. Young females in the community can see they are able to step out of their traditional gender roles and excel in the corrections field. Compensation for women in rural Iowa is often limited. Most small farming communities have Kmarts, Walmarts and convenience stores but not a lot of opportunities to make a decent living. We make a good salary for our area of Iowa and we carry a professional title. Many of these things would have not been thought possible by women in our area of Iowa in the not-so-recent-past.

Would we change anything? Absolutely not. We believe treatment works. There has been a change in our era. We don't believe that locking up an individual and throwing away the key is an effective means of dealing with the problem. We're focusing on the idea of treating offender problems that lead them to crime instead of just plain punishment through jail or prison.

Day by day, we continue to gain respect from judges, law enforcement officers, county attorneys, defense attorneys and offenders. We strive to consistently send the message that as a female in our line of work we are responsible, timely and follow through on our word. Perhaps we may see things from a different vantage point being female, but it doesn't affect the outcome. We're thankful for the ability to serve the state of Iowa as female line staff, facing both the challenges and the abundance of daily rewards. ▷▷▲

Robin Allbee *is Probation and Parole Officer III and* ***Tenette Carlson*** *is a Probation and Parole Officer II at the Second Judicial District Department of Correctional Services in Iowa*



Supervision of Women Defendants and Offenders in the Community

In response to the increasing number of women involved in the community corrections system, policymakers and administrators are reevaluating how the system handles women defendants and offenders. Gender-responsive programming, which responds to issues that affect women in particular, is an integral part of this evaluation.

As shown in table 1, the number of women on probation and parole nearly doubled from 1990 to 2003. This increase has sparked research examining areas that can significantly influence women offenders' potential for success within the community corrections system. Administrators, managers, and supervisors are working to oversee a growing population of women, to become familiar with what has been learned about issues for women offenders and to make appropriate decisions about the best methods for applying that information. To help community corrections policymakers better understand gender-responsive programming, this bulletin –

- Summarizes what has been learned about women offenders and their issues. Gender-Responsive Strategies: Research, Practice, and Guiding Principles for Women Offenders[1], a report that examines the characteristics of women in the criminal justice system and the effects of current practices and policies on women offenders, forms the basis for this summary.
- Reviews the theoretical perspectives and six guiding principles for managing, supervising, and treating women offenders presented in that report.
- Discusses the application of the guiding principles in community corrections, including steps for implementation.

by Linda M. **Sydney**

Table 1: Women Offenders on Probation and Parole				
	Probation		Parole	
Year	**Women as a percentage of total population**	**Number of women**	**Women as a percentage of total population**	**Number of Women**
1990	18% of 2,670,234	480,642	8% of 531,407	42,513
1995	21% of 3,077,861	646,351	10% of 679,421	67,492
2000	22% of 3,826,209	841,766	12% of 723,898	86,868
2003	23% of 4,073,987	937,017	13% of 774,588	100,696

Bureau of Justice Statistics. 2002b. Probation and Parole in the United States, 2001. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics.
Bureau of Justice Statistics. 2003. Probation and Parole in the United States, 2002. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics.
Bureau of Justice Statistics. 2004b. Probation and Parole in the United States, 2003. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics.

What is Community Corrections?

The phrase "community corrections" encompasses a range of activities, from pretrial diversions to intermediate sanctions. The community corrections system enforces court orders (or release orders) mandating the investigation or supervision of individuals released into the community—either at pretrial, after trial but before sentencing, after sentencing, or after incarceration. In various jurisdictions, community corrections includes day treatment, residential programs, community service programs, and other noncustodial interventions in addition to probation and parole supervision. Regardless of when it occurs, community corrections seeks to reduce the risk of reoffending, respond to victims' needs, and help those under supervision obey the law. Women in the community corrections system may be defendants (not yet adjudicated) or offenders (having pled or been found guilty of a crime).[2]

Often, women's issues conflict with traditional community corrections practices, which are designed largely for the majority of the corrections population—that is, men. Typical community corrections interventions[3] often have unanticipated consequences for women. For example, women who are required to report to an officer as directed, complete community service, or attend treatment or counseling sessions may have to make childcare arrangements or bring their children with them (a practice that is strongly discouraged in many agencies and is prohibited in others). As a result, complying with these requirements may be more difficult for women than for men, who are less likely to have primary childcare responsibilities. Similarly, financial requirements often are a greater burden to women offenders because they typically have fewer financial resources than men. To incorporate community corrections practices effectively, administrators must do more than simply examine existing practices; they must assess whether those practices are fairly applied and beneficial to both men and women.

A focus group of community corrections practitioners and administrators (the Focus Group) was convened in 2003 to (1) review current community corrections strategies and assess their applicability and relevance for women offenders; (2) discuss issues particular to women offenders and examine how those issues affect women's engagement with and response to community corrections interventions; and (3) identify changes in community corrections practices, policies, and programs required to make them gender responsive for women offenders. Specifically, the Focus Group was asked to—

- Develop a definition of gender-responsiveness for women offenders in community corrections.
- Describe the degree to which current practices reflect gender-responsive principles.
- Propose strategies for implementing gender-responsive practices, policies, and programs for women offenders in community corrections.
- Identify challenges to implementation.
- Suggest methods for overcoming the identified challenges.

What Is Gender-Responsiveness for Women Offenders in Community Corrections?

Gender-responsiveness for women offenders in community corrections involves creating a corrections environment that reflects an understanding of the realities of women's lives. (See the sidebar below). Gender-responsive strategies address unique issues that have a significant impact on women. In addition to examining community corrections policies, procedures, philosophies, and attitudes to determine whether they promote successful outcomes for women offenders, gender-responsiveness requires intervention processes that—

- Acknowledge and accommodate differences between men and women. ▷▷▷

Definition of Gender-Responsiveness for Women Offenders in the Criminal Justice System

Gender-responsiveness involves creating an environment through site and staff selection and program development, content, and material that responds to the realities of women's lives and addresses participants' issues. Gender-responsive approaches are multidimensional and based on theoretical perspectives that acknowledge women's pathways into the criminal justice system. These approaches address social and cultural factors (e.g., poverty, race, class, and gender) and therapeutic interventions involving issues such as abuse, violence, family relationships, substance abuse, and co-occurring disorders. These interventions provide a strength-based approach to treatment and skills building, with an emphasis on self-efficacy.

Bloom, B., and Covington, S. 2000. Gendered justice: Programming for women in correctional settings. Paper presented to the American Society of Criminology, San Francisco, CA.

- Assess women's risk levels, needs, and strengths and construct supervision case plans accordingly.
- Acknowledge the different pathways through which women enter the community corrections system.
- Recognize the likelihood that women offenders have a significant history of victimization.
- Build on women's strengths and values, including recognizing that relationships are important to women.
- Acknowledge and accommodate the likelihood that women are primary caregivers to a child or other dependent.

Because the community corrections system has focused historically on the majority population (men) and on those who pose the greatest risk (also men), research on the efficacy of community corrections also has focused primarily on men. Implementing gender-responsiveness for women offenders is thus a new direction for many community corrections agencies, requiring the thoughtful attention of agencies and individuals to achieve desired changes.

Summary of Gender-Responsive Research

Recent research reveals specific findings about women in the criminal justice system. Although much more information exists about incarcerated women offenders, many more women offenders are in community corrections. In 2003, roughly 10 times as many women were under probation and parole supervision as were incarcerated in prison (1,037,713 versus 100,102, respectively). Women made up 23 percent of the population on probation and 13 percent of the population on parole (Bureau of Justice Statistics, 2004a and 2004b).

In this bulletin, information specific to women offenders in community corrections has been identified as such; otherwise, the term "women offenders" includes women defendants, those in custody, and those being supervised in community corrections. Applying the knowledge gleaned from studying women offenders in other areas of the criminal justice system can and should inform the development of gender-responsive programming for women in community corrections. However, community corrections personnel should actively acquire information particular to their female populations.

Characteristics of Women Offenders in the Criminal Justice System

Types of Offenses

Offenses resulting in arrests. Arrests of women accounted for less than one-fourth of all arrests in 2002, a percentage that equates to 2,260,066 arrests. Most women were arrested for property offenses (almost 31 percent), a category that includes burglary, larceny, and motor vehicle theft. Additionally, women accounted for 18 percent of arrests for drug offenses and 17 percent of arrests for driving under the influence (Maguire and Pastore, 2003).

Although women constituted 23 percent of all arrestees, they accounted for only 17 percent of violent offenders—those convicted of sexual assault, robbery, aggravated assault, and simple assault (Maguire and Pastore, 2003).[4] For the period 1993 to 1997, victims of violent crimes attributed their victimization to women in only one in seven offenses, a rate of 14 percent (Bureau of Justice Statistics, 1999b). (See table 2, Violent Crimes Committed by Females and Males.)

Offenses resulting in probation and parole. Women on probation differ somewhat from female arrestees. Only 9 percent of women on probation committed violent offenses. The majority, 43 percent, were convicted for property crimes, 20 percent were committed for drug offenses, and 27 percent were committed for public order offenses (Bureau of Justice Statistics, 1997). Of the

Table 2: Violent Crimes Committed by Females and Males			
	Average annual number of offenders reported by victims, 1993-97		Women as a percentage of violent offenders
Offense	Female	Male	
All	2,135,000	13,098,000	14
Sexual assault	10,000	442,000	2
Robbery	157,000	2,051,000	7
Aggravated assault	435,000	3,419,000	11
Simple assault	1,533,000	7,187,000	18

women first released on parole in 1999, 16 percent committed violent offenses, 35 percent committed property offenses, 42 percent committed drug offenses, and 7 percent committed public order offenses (Bureau of Justice Statistics, 2001).

Substance Abuse

Several findings show that women offenders are more likely than male offenders to use drugs, to use more serious drugs, and to use them more frequently (Kassebaum, 1999). Women offenders in prison are more likely than their male counterparts to be under the influence of drugs at the time they commit crimes, to have used drugs in the month before the current offense, to have used drugs regularly (i.e., once a week or more for at least 1 month), and to have committed the offense to get money to buy drugs. Alcohol use differs by gender, too: male offenders are more likely than women to have drunk alcohol regularly and to have used alcohol at the time of the offense (31 percent of men versus 22 percent of women) (Bureauof Justice Statistics, 1994). Women who use alcohol and other drugs often suffer health consequences in the following areas (Crowe and Reeves, 1994):

- Physical effects, including malnutrition; damage to the liver, brain, heart, lungs, and other organs; and impairment of reproductive health.
- Accidental injuries and death.
- Infectious diseases, as a direct result of sharing drug injection equipment and lifestyle behaviors associated with drug use (e.g., crowded and unhealthy living conditions and unsafe sexual activities).

Many women commit crimes, particularly property offenses and prostitution, to support their alcohol and other drug dependencies. Thus, alcohol and other drug use, criminality, and the many health risks associated with prostitution are interconnected critical issues for women offenders.

Health

Physical. Women have unique health issues, such as those related to reproduction and reproductive health. For women offenders, poverty, substance abuse, and lack of access to adequate health care significantly inhibit healthy pregnancy outcomes and successful parenting. Additionally, women offenders' reproductive health often is jeopardized by other factors, such as sexual abuse, substance abuse, and unprotected sex. Almost 4 percent of women offenders in state prisons are HIV positive, compared with slightly more than 2 percent of male inmates.

From 1991 to 1995, the number of HIV-positive female inmates increased 88 percent, whereas the increase for male inmates was 28 percent (Bureau of Justice Statistics, 2002a). In general, women are at greater risk than men for contracting sexually transmitted diseases and are more likely to suffer complications from such diseases, often the result of belated diagnoses.

Women offenders have a higher incidence of physical health problems than male offenders, and they are affected by certain diseases at greater rates than are men—for example, osteoporosis, eating disorders, and sexually transmitted diseases. Only recently has research focused on how medical conditions specifically affect women or how women's responses to medications and treatment may be different from those of men.

Mental. Both women and men suffer mental disorders at about the same rate, but they do not experience the same illnesses. Women are much more likely than men to suffer from mood and anxiety disorders, and men are more likely than women to be diagnosed with substance abuse disorders and antisocial personality disorders (Kessler, 1998). Women are significantly more likely than men to seek professional help for their psychiatric problems, yet only one-fourth of them receive treatment (England, 1998). Complicating treatment for women is that not enough is known about female psychological development and ▷▷▷

psychological health or the effects of gender on diagnosis and treatment, including appropriate dosages of many psychotropic drugs.

Women offenders' likely co-occurrence of substance abuse, trauma, and mental health issues makes treatment more challenging. Effective mental health, substance abuse, and trauma treatments must recognize and address the intersection of these problems and provide a comprehensive approach rather than addressing each as a separate entity.

Children and Marital Status

An estimated 72 percent of women offenders in community corrections have a child or children younger than 18 years old, and almost three out of four women on probation are single—that is, widowed, separated, divorced, or never married (Bureau of Justice Statistics, 1999b). These data imply that a significant number of women offenders are rearing children alone. This single parent status likely places greater demands on women offenders than on their male counterparts, and it probably involves women in other systems that make demands on them, such as welfare, education, and children's services systems.

Education and Employment

Most women offenders in community corrections have at least a high school diploma, and between 30 and 40 percent have attended some college (Bureau of Justice statistics, 1999b). Women are less likely than men to have received vocational training, and the training they have received is in what has been viewed traditionally as women's work—cosmetology, clerical assistance, food service, or health assistance. In a survey conducted by the American Correctional Association in 1990, almost 67 percent of women inmates reported that they had never earned more than $6.50 per hour at any job (Conly, 1998). As such, the women's ability to earn a living wage through legitimate employment is reduced, and they are more likely to commit criminal acts.[6]

Victimization and Trauma

Women offenders have experienced violence at a rate that exceeds the rate for women in the general population. Although prevalence estimates vary, a review of 16 studies estimated that 12 to 17 percent of females in the general adult population were abused as children (Bureau of Justice Statistics, 1999a). A 1995 survey of adults on probation found that more than 40 percent of women probationers self-reported physical or sexual abuse during their lives (Bureau of Justice Statistics, 1997). For female state and federal prison populations, the segments reporting prior physical and sexual abuse were 57 percent and 40 percent, respectively (Bureau of Justice Statistics, 1999a). Although parolees were not included in the survey, the incidence of prior abuse most likely would be about the same for women on parole as it is for inmates.

Of the 40 percent of women probationers who reported prior physical or sexual abuse, more than half reported abuse by an intimate partner (spouse, ex-spouse, boyfriend, girlfriend) (Bureau of Justice Statistics, 1999a). Applying that percentage to the 937,017 women offenders on probation in 2003, approximately 375,000 of the women were victims of prior physical or sexual abuse and about 187,000 of those had been abused by an intimate partner. In other words, roughly one in five women offenders on probation in 2003 was a victim of intimate partner domestic violence (Bureau of Justice Statistics, 1999b and 2004b).

Theoretical Perspectives on Women's Criminal Behavior

The life experiences of women offenders, and the issues particular to them, form the basis for theoretical perspectives on working with women in community corrections. Theories that explain the unique factors and influences in women's lives can guide the development of appropriate interventions and programming for women offenders. Bloom, Owen, and Covington (2003) highlight the following theoretical perspectives as considerations for developing gender-responsive strategies for women offenders.

Pathways Theory

Women commit different crimes than men and for different reasons. Most of women's crimes are property or drug related, and fewer than one in seven violent crimes is committed by a woman (Bureau of Justice Statistics, 1999b). A woman's pathway into crime is most often influenced by an attempt to survive poverty or abuse, or it is related to substance abuse.

A woman offender often must contend with events that exacerbate her economic instability; for example, she may have to care for a child or other dependent even though she has little ability to adequately support herself. Other factors in the pathways theory include the following:

- Women offenders' histories of abuse influence their subsequent crimes, which often are committed as attempts to escape the abuse and may lead to continued criminality (e.g., prostitution, property crimes, and drug related offenses).
- Because of a strong need for a connection with others, many women's offenses and substance abuse are influenced by partners or other significant people in their lives.

Relational Theory

Relational theory stems from the belief that men and women have different notions of maturity: men approach maturity as a route to independence, to being self-sufficient, whereas women seek to build a sense of connection with others. These divergent goals are played out

in different ways of relating to others, distinct communication styles, and varied types of responses when valued connections are disrupted or broken.

Assuming that independence (separation and self-sufficiency) is a universal primary motivation for both men and women results in underestimating the role of connectedness in women's offending behavior and rehabilitation. Forming and keeping relationships are fundamental elements in women's lives and thus influence their criminality; choice of peers; relationships with children and others; need to create "family," even in prison; substance use and efforts to regain sobriety; and response to community corrections interventions. Past experiences, including a history of abuse, may inhibit a woman's ability to form and sustain appropriate, meaningful relationships. However, community corrections is more likely to succeed if it offers interventions that increase women's opportunities to come together, establish trust, speak about personal issues, bond with others, and promote healthy relationships.[8]

Trauma Theory

Trauma encompasses physical, emotional, and psychological harm resulting from direct violence and abuse. It also includes the harm engendered by witnessing violence and by being discriminated against because of gender, gender identity, race, class, or any other attribute that results in marginalization. Not all women who experience violence, witness violence, or are marginalized suffer trauma. Some have coping skills and support networks that allow them to respond to singular or cumulative traumatic events without long-term effects; others can cope initially but exhibit symptoms later.

Trauma theory posits that the effect of trauma and violence on women offenders is substantial and influences their criminality and response to justice system interventions. It does not suggest that women who have committed crimes should not be held accountable. Rather, trauma theory contends that understanding the role that trauma and violence play in a female offender's life can inform the implementation of services that will best address her issues and have the greatest potential to support resiliency and increase prosocial behavior.

Bloom, Owen, and Covington (2003) note that providing effective services to survivors of trauma should be trauma informed and include—

- Acknowledging the trauma.
- Avoiding triggering trauma reactions or retraumatizing the victim.
- Supporting the survivor's coping capacity.
- Helping survivors manage their symptoms successfully.

Addressing issues associated with trauma and violence will enhance the potential for successful outcomes—both for women offenders and the community corrections system.

Addiction Theory

Many women are arrested for drug offenses and crimes committed to support their drug use, including theft and prostitution. Women offenders' use of drugs is a complex issue, influenced by many factors, including—

- Psychological stressors (e.g., sexual and physical abuse, violence, and victimization).
- Social and cultural issues that define women's roles (e.g., those that relate to self-esteem and educational and socioeconomic limitations).
- The importance of relationships, particularly with children and family. ▷▷▷

Comprehensive Treatment Model for Issues Critical to Women[9]

Within the treatment program, counselors should address the following issues:

- The etiology of addiction, especially gender-specific issues related to addiction (e.g., social, physiological, and psychological consequences of addiction and factors related to the onset of addiction).
- Low self-esteem.
- Race, ethnicity, and cultural issues.
- Gender discrimination and harassment.
- Disability-related issues, where relevant.
- Relationships with family and significant others.
- Attachments to unhealthy interpersonal relationships.
- Interpersonal violence, including incest, rape, battery, and other abuse.
- Eating disorders.
- Sexuality, including sexual functioning and sexual orientation.
- Parenting.
- Grief related to loss (e.g., loss of the substance that was being abused and emotional losses related to the woman's children, family members, or partner).
- Work.
- Appearance and overall health and hygiene.
- Isolation related to a lack of support systems (which may or may not include family members and partners) and other resources.
- Life plan development.
- Childcare and child custody.

Center for Substance Abuse Treatment. 1994. Practical Approaches in the Treatment of Women Who Abuse Alcohol and Other Drugs, reprinted in Substance Abuse Treatment for Women Offenders: Guide to Promising Practices, 1999. Washington, DC: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, p. 40.

Guiding Principles for Implementing Gender-Responsive Strategies for Women Offenders

Principle 1: Gender.

Acknowledge that gender makes a difference.

Principle 2: Environment.

Create an environment based on safety, respect, and dignity.

Principle 3: Relationships.

Develop policies, practices, and programs that are relational and promote healthy connections to children, family, significant others, and the community.

Principle 4: Services and supervision.

Address substance abuse, trauma, and mental health issues through comprehensive, integrated, and culturally relevant services and appropriate supervision.

Principle 5: Socioeconomic status.

Provide women with opportunities to improve their socioeconomic conditions.

Principle 6: Community.

Establish a system of community supervision and reentry with comprehensive, collaborative services.

Bloom, B., Owen, B., and Covington, S. 2003. Gender-Responsive Strategies: Research, Practice, and Guiding Principles for Women Offenders. Washington, DC: U.S. Department of Justice, National Institute of Corrections, p. 76.

- Loss of self-image and disempowerment.
- Health risks, including high-risk behaviors resulting in frequent medical problems and a high rate of sexually transmitted diseases and HIV/AIDS (Kassebaum, 1999).

Research shows that what works best for women offenders is substance abuse treatment framed in a holistic (treating a broad range of needs) perspective that is humanizing, long-term, and child friendly (Covington, 2000). Most often, however, women offenders enter treatment systems that have been used by and tested mainly on men. In contrast, gender-responsive treatment that takes into account what is known about women offenders recognizes their different pathways into crime, acknowledges and treats trauma and victimization issues, and accommodates women's need for connection with others. In 1994, the Center for Substance Abuse Treatment (CSAT) defined 17 critical issues that should be addressed within a drug treatment program for women (see "Comprehensive Treatment Model for Issues Critical to Women"), and in 1999, Patricia Kassebaum reiterated those 17 areas as critical issues in a comprehensive treatment model for women offenders (Kassebaum, 1999).

Guiding Principles

The theoretical perspectives previously discussed suggest that certain significant factors can affect women's outcomes in the criminal justice system. These theories, along with other research from a variety of disciplines, form the foundation for the guiding principles that were developed to address concerns about managing, supervising, and treating women offenders throughout the criminal justice system (Bloom, Owen, and Covington, 2003). (See "Guiding Principles for Implementing Gender-Responsive Strategies for Women Offenders). The Focus Group evaluated current community corrections policies, programs, and practices for congruency with the guidelines. The Focus Group also identified changes needed to implement gender-responsive programming for women offenders in community corrections. The results of their efforts, organized around each of the guiding principles, are presented in the following section.

Acknowledge That Gender Makes a Difference

The first step in implementing gender-responsive programming is to sincerely adopt the belief that women offenders are significantly different from men offenders. Community corrections programs have been applied to and evaluated on the majority population—men—with little assessment of their benefit for women. Community corrections personnel need to understand the characteristics of women offenders and the theoretical perspectives related to their behavior and criminality, and embrace the goal of providing services that are responsive to women's risks and needs. Such agency buy-in should occur at all levels. Acknowledging gender differences should result in a rigorous analysis of current community corrections policies, programs and practices as they pertain to women.

For example, most community corrections agencies use some sort of risk and needs assessment to determine case classification and services provision (Jones et al., 1999). The assessment tool provides a standardized method for decisionmaking and case planning, but it can overlook specific populations (e.g., women offenders) if relevant issues are not explored. Assessment information maps the course for subsequent individualized interventions and should therefore address issues relevant to women offenders. Such gender-responsive

assessment includes attention to the characteristics and life events that affect women offenders' potential for successful outcomes in community corrections (see "The Three R's of Case Planning").

Applying this principle in community corrections –

- Allocate sufficient staff and other resources to address gender-responsiveness.
- Strive for policies, programs and procedures that are gender responsive (addressing the unique needs of women offenders), not gender specific (made available only to women). For example, a substance abuse treatment group may be gender specific (designed for women) but fail to be gender responsive if it does not address the critical issues that affect women's substance abuse and addiction.
- Learn about gender differences and issues particular to gender and share this information with others.
- Conduct internal and external strategic planning, including goals for specific employment positions, to develop and implement appropriate gender-responsive policies and procedures.
- Offer training to staff at all levels that provides information, builds skills, and addresses attitudinal change.
- Ensure that staff working with women understand and appreciate gender differences and act accordingly.
- Share information internally and externally with criminal and noncriminal justice system entities to increase gender-responsiveness.

Create an Environment Based on Safety, Respect, and Dignity

Based on their past experiences, many women offenders enter the community corrections system with a great deal of apprehension. Many come from abusive or violent backgrounds, have been victimized by intimate partners, and suffer from trauma as a result of victimization. Community corrections professionals must be aware of the abuse and trauma that women offenders have experienced and make every effort not to repeat that pattern of victimization. To increase the potential for behavior change, these women need to feel safe and respected and be treated with dignity. Although providing a safe environment for women offenders might seem to contradict objectives of surveillance and enforcement, recognizing the importance of personal safety to behavior change is essential.

Creating a safe physical and psychological environment entails helping offenders acquire safe housing; supplying accurate, complete and timely information to offenders; stating expectations clearly; applying the least intervention that meets the supervision objective; and addressing issues of violence in offenders' lives proactively. Women offenders should be safe from inappropriate actions from community corrections staff. Administrators must be aware of and address issues of staff sexual misconduct.

Additionally, care must be taken to avoid inappropriate nonverbal (body language, facial expressions and gestures) and paraverbal (tone and volume of voice) messages. Publications, posters, and other materials displayed in corrections offices should be supportive and reflective of women where possible, or at minimum be neutral, neither supporting nor reflecting either gender.

In addition to being cognizant ▷▷▷of personal safety issues, community

The Three R's of Case Planning

As officers develop case plans for individual offenders, they should test each plan against the three R's:

Relevancy

Is the case plan for supervision pertinent to this woman? Does it take into account the circumstances and issues that affect women's criminal behavior and potential for successful outcomes under supervision?

Research based

Have the goals, objectives, and activities of the supervision plan been developed using current research and literature on best practices for implementing gender-responsive strategies?

Realistic

Can the woman offender reasonably be expected to achieve the goals and objectives outlined in the case plan within the time allotted? Has appropriate information been included about the woman's involvement in other systems and those systems' requirements for her? Has a plan for collaboration and coordination with the other systems been developed?

Focus Group, October 2003

corrections officers should treat women offenders with respect and dignity. As previously discussed, women offenders often have issues of victimization and trauma that, coupled with their status in a male-dominated culture, can result in their being too submissive to authority. Community corrections personnel should exercise authority properly, and agencies should monitor and enforce an organizational culture that provides offenders with an equal opportunity to be successful.

Addressing safety issues may suggest protocols that are contrary to departmental practices. For instance, safety dictates that officers place themselves closest to the exit when meeting with offenders. Yet for women offenders, this practice may provoke feelings of being trapped and endangered. To formulate sound protocols, administrators should consider gender-responsive practices in the context of other, possibly competing, agency practices. To resolve the example given, the officer and the offender might be situated with equal access to the exit.

Applying this principle in community corrections –

- Examine the organizational culture to elicit practice and attitudes— are women offenders treated with respect and dignity? Address both verbal interaction with women offenders and the nuances of nonverbal and paraverbal communication, including the materials (posters, brochures, documents) used in the agency.
- Conduct surveys of women offenders to determine their perceptions of the organization and their experiences with staff.
- Establish policies and protocols that recognize the importance of women offenders' personal safety yet hold women accountable for their offenses.
- Ask questions about women offenders' personal safety in their homes, neighborhoods, and work environments and formulate supervision plans to resolve safety issues.
- Conduct gender-responsive assessments to respond to the risk (or lack of risk) posed and to formulate gender-responsive, individualized case planning.
- Identify and address trauma and victimization issues among women offenders proactively.
- Develop policies for staff-offender interactions that clearly define and prohibit inappropriate conduct, and establish procedures for reporting and investigating misconduct.

Develop Policies, Practices, and Programs That Are Relational and Promote Healthy Connections to Children, Family, Significant Others, and the Community

Understanding the importance of women's relationships and connectedness and using that understanding to develop gender-responsive strategies are key to providing successful interventions for women offenders in community corrections. Although relationships with others (family, friends, partners) are often the impetus to criminal involvement, these relationships may also support offenders' success in community corrections. Thus, relationships cannot be ignored when planning intervention strategies and developing programming. For example, a standard condition of release often mandates that the person on supervision refrain from associating with other offenders. For women offenders, who likely have significant others in their lives with a criminal history, this prohibition may distance them from people who are important to them and who can offer physical and emotional support.

Programming for women offenders should take into account their parenting responsibilities. When possible, connections with their children should be reinforced and strengthened, not jeopardized by community corrections' requirements or lack of attention to the offenders' childcare responsibilities and the children's needs. Women's positive peer, family, and significant other relationships should be encouraged, and ties to the community should be promoted.

Applying this principle in community corrections –

- Hire or assign staff who recognize and respect the importance of relationships to women offenders.
- Recognize the importance of relationships and connectedness to women offenders by creating opportunities (e.g., group supervision) where women offenders can learn from, connect to, and support each other.
- Identify women offenders' family connections to understand the context of the offenders' lives, build on family interactions, and identify and access the strengths of the offenders, families, and communities.
- Define family broadly to recognize the importance of nonbiological connections.
- Train staff to establish a supportive, empathetic relationship with women offenders while maintaining appropriate professional boundaries.
- Consider women offenders and their children as programming participants and, in most cases, work to support the mother-child relationship by recognizing the effect that activities mandated for the mother have on the children and by providing developmentally appropriate services to children.

Address Substance Abuse, Trauma, and Mental Health Issues Through Comprehensive, Integrated, and Culturally Relevant Services and Appropriate Supervision

The interconnectedness of substance abuse, trauma, and mental health issues for women offenders indicates that each issue should be considered in concert with the other two to develop appropriate

intervention strategies. The Center for Substance Abuse Treatment (CSAT) recommends that substance abuse treatment address the many complicated physical, emotional, and social factors that affect women offenders' substance use and recovery. Treatment programs in local correctional facilities need to be part of a comprehensive continuum of care that continues after release from custody. CSAT recommends that comprehensive substance abuse treatment programs for women offenders include ten essential services, which are summarized in the accompanying sidebar, "Essential Services of Comprehensive Treatment Programs for Women Offenders" (Kassebaum, 1999).

Community corrections personnel must address the triad of substance abuse, mental health, and trauma issues as part of intervention strategies developed for women offenders. They also must refer these offenders to service providers whose personnel are knowledgeable and skilled in providing integrated treatment programs and who can provide all the services needed or make appropriate referrals for concurrent treatment. Integration, not separation, of substance abuse, trauma, and mental health treatment provides the best potential for successful outcomes for women offenders.

Community corrections strategies and treatment services must be culturally relevant. Gender differences are significant, as are race and ethnicity, but recognizing the influence of other aspects of culture (e.g., sexuality, religion, environment, education, and socioeconomic level) is also important. Understanding the context of a woman offender's life can inform the provision of appropriate treatment and support a supervision process with the greatest potential for achieving desired outcomes.

Applying this principle in community corrections –

- Train community corrections personnel in issues related to women offenders' substance abuse, trauma, and mental health and how each influences the other.
- Develop tools (e.g., strengths-based approaches, motivational interviews, supportive inquiries) to identify offender and family attributes that can contribute to successful outcomes.
- Provide women offenders with the safety and comfort of same gender groups and treatment.
- Monitor and work with community referral sources to provide culturally relevant, gender-responsive treatment.

Provide Women With Opportunities To Improve Their Socioeconomic Conditions

Women's offending is closely tied to their socioeconomic status, and rehabilitation often depends on their ability to become economically independent. Without the ability to support themselves and their children, women offenders may feel economically or socially bound to partners or others in unhealthy or even abusive relationships.

Most women offenders are heads of households and responsible for children. If employed, they likely earn less than their male counterparts. If they previously relied on public assistance and Medicaid, they may be ineligible for some types of assistance as a result of their conviction or community supervision sentence. They also may be restricted from public or federally subsidized housing.

Women's socioeconomic status may prevent them from accessing treatment or other resources because they may not be able to pay fees or afford transportation. They also may be unable to pay for childcare. ▷▷▷

Essential Services of Comprehensive Treatment Programs for Women Offenders

- Thorough assessment of the offender's needs that is female specific and culturally relevant.
- An individualized treatment plan that addresses the range of medical, substance abuse, criminal justice, and psychosocial problems.
- Testing for HIV/AIDS along with appropriate precounseling and postcounseling.
- Procurement of medical care through arrangements with community-based health-care service providers.
- Substance abuse education counseling, psychological counseling, and other women-specific and culturally appropriate therapeutic activities throughout the continuum of care and within the context of family and other interpersonal relationships.
- Family planning counseling, including information on prenatal care, birth control options, and sexually transmitted diseases.
- Training in parenting skills and encouraging mothers to participate in programs for their children.
- Interagency cooperation with other relevant agencies, particularly child welfare and community service providers, to collaborate in securing all necessary services.
- Linkages with community providers to secure needed services such as food, clothing, housing, mental and physical health care, finances, legal assistance, family planning, vocational and educational needs, and transportation.
- Inclusion of children and other family members in the prevention, treatment, and recovery process, including childcare and specialized services for children.

Center for Substance Abuse Treatment. 1999. Substance Abuse Treatment for Women Offenders: Guide to Promising Practices. Washington, DC: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, p. 24.

Like other resources, vocational training and employment-readiness programs have targeted a predominantly male offender population. When offered to women offenders, vocational training has been used to prepare them for jobs traditionally considered women's work—occupations unlikely to provide a sufficient income to support a family. Women offenders should not be trained for occupations that their convictions make them ineligible for, such as for jobs in the cosmetology or health-care fields in some states. To increase their economic potential, women offenders should be given appropriate vocational counseling with skilled counselors, followed by education, training, and other skill-development opportunities.

Applying this principle in community corrections –

- As part of case planning for women, consider women offenders' financial capabilities, limitations, and obligations and how these may be different from those of male offenders and structure payments toward restitution, court fees, or fines accordingly.
- Provide vocational training, education, and skill-building opportunities that meet women offenders' needs.
- Recognize that training in occupations considered traditional for women will be appropriate for some women offenders; others will want to explore occupations traditionally considered for men.
- Recognize women offenders' childcare responsibilities and schedule vocational services accordingly; provide programming for children at the same time.

Establish a System of Community Supervision and Reentry With Comprehensive, Collaborative Services

Developing and implementing successful gender-responsive programming for women offenders requires collaborating and coordinating with other entities. Women offenders and their children likely are engaged in or directly affected by a number of other systems or organizations; for example, victim advocacy; civil, juvenile, or family courts; child and adult protective services; welfare; health and mental health; substance abuse; transportation; education; faith communities; self-help groups; employment; vocational training; housing; and emergency shelters. Each of these entities is a possible partner for collaboration and cooperation in the provision of services, whether at a program or agency level or on a case-by-case basis. Individualized case assessment and planning facilitate comprehensive, collaborative services for women offenders by providing information that community corrections staff can use to identify and provide needed resources and services. As part of case planning and supervision, consider using an "ecomap"—a tool used more widely in other human services disciplines for mapping offender and family connections to systems and individuals.

The ecomap should disclose connections and identify the strength, impact and quality of each connection. Such an assessment can reveal whether women offenders and their families are obligated to multiple service providers, expose conflicts, identify sources of support that might be tapped in new ways, and suggest avenues for coordinating multiple services. It sets the stage for coordinated case management, a process in which service providers work together to form a continuum of support and treatment for women offenders and their children that maximizes each component's resources and contributions. Women's connections with community resources can remain and be sustaining long after the corrections contact has ended.

Use case planning information to accumulate and aggregate data on women offenders. The information can then be used to justify the development of new resources, enhance existing resources, identify areas for agency cooperation and collaboration, and plan staff training and skill development.

Applying this principle in community corrections –

- Create a comprehensive, individualized, gender-responsive supervision plan and ecomap for each woman offender.
- Use the supervision plan and the ecomap to identify other individuals, agencies, and systems that offenders are involved with, and cooperate and collaborate with those entities to coordinate services for women and their children.
- Recognize that the providers (including community corrections) of services to women offenders and their children should be interdependent and interrelated, not singular.
- Take an administrative leadership role to bring together representatives from the multiple systems and agencies providing services to women offenders and their children to coordinate case management.

Challenges in Implementing Gender-Responsive Strategies

Several forces sustain the generally inadequate practices and strategies for working with women offenders in the community corrections system. These forces are present within the criminal justice and community corrections systems and within the larger public community. As in other organizations and systems, generalized resistance to change may exist because of inability to see that it is needed, budgetary concerns, or a belief that change is difficult. This organizational resistance may produce an inertia that challenges the implementation of gender-responsive programming for women. Some probation and parole officers say that working with women is difficult and that they would prefer to supervise men, despite the higher risk levels, lengthier criminal histories, and greater incidence of violent

offenses among men (Bureau of Justice Statistics, 1999b). Focus Group participants noted the following perceptions as contributing to the view that supervising women in community corrections is more difficult:

- Women often pose a lower risk in a system that is designed to target high-risk offenders for increased levels of supervision and services. Consequently, the demands made by women offenders are sometimes viewed as burdensome, inconvenient, and distracting to officers who are trying to apportion time to the higher risk cases.
- Women may view the officers and agents as sources of potential support or help. Officers who define their primary duty as one of monitoring compliance may be frustrated with the expectation of providing support or helping women find appropriate community resources.
- Women face demands that most men do not, including child or other dependent care, mandates from providers of public assistance benefits, and, in many cases, child protective system involvement. These demands may compete with or even contradict community corrections directives.
- Women offenders often suffer from trauma and victimization, and officers may feel uncomfortable with or incapable of dealing with these issues and unsure of their ability to secure appropriate resources in the community. Often, community corrections officers have not received training in how to respond to offenders as victims.
- Women substance abusers' needs differ significantly from those of men, yet women are often placed in treatment programs that have treated only men. The unavailability of gender-appropriate treatment resources virtually ensures a lengthier and more difficult recovery process for women.
- Most women make less money than men but often have the same court fees and fines and the same responsibility for complying with court or agency directives. Women's lack of financial resources can be a serious impediment not only to complying with payment schedules, but to myriad other events (e.g., paying for mandated treatment and acquiring transportation to report as directed and keep appointments at referral agencies).
- Women's need to connect with others and establish trust predisposes them to form attachments to the community corrections officer. Women may want more of the officer's time, share more details about their lives, and relay more intimate information yet be indirect in asking for what they need. Officers may find this burdensome and time consuming, and they may feel uncomfortable with this level of intimacy.

Addressing attitudes and stereotypes with accurate information and training should be a primary objective when administrators implement gender-responsive strategies. Addressing a belief system that maintains the current less-than-effective status is crucial to making positive changes. Administrators should also be prepared to respond to the argument that "we do not do this for men, why should we do it for women?" In response to that query, individualizing case planning has long been an accepted practice in community corrections; responding to gender differences is an important part of making that case plan individual and can secure better outcomes.

Criminal Justice and Community Corrections Systems Challenges

Other challenges to implementing gender-responsive strategies for women offenders include the following:

- Because women constitute a smaller percentage of the population, they may receive less attention and fewer services.
- Minority women are disproportionately represented in the criminal justice and community corrections systems. Black and Hispanic women constitute only 37 percent of the women under community corrections supervision, yet they represent 59 percent of the women in jails and 63 percent of the women in state prisons (Bloom, Owen, and Covington, 2003).
- Women often are not determined to be at high risk of reoffending, so they do not receive the support or resources reserved for high-risk offenders.
- Meeting the demands of day-to-day workloads leaves little time or energy to thoughtfully address any new issues, including women offenders' issues.
- System complexity precludes quick, easy programming changes.
- Systems may lack or have poorly defined missions and goals.
- Systems have inadequate knowledge of women offenders' issues and continue to treat women like men.
- All women are not alike, and gender should not be used as the sole criterion for determining community corrections interventions with women offenders. Among other things to consider are differences in age, sexual preference, and culture. Thus, a one-size-fits-all approach to developing gender-responsive strategies will not be sufficient.
- Tough-on-crime stances and lack of discretion in sentencing (e.g., "three strikes" laws and mandated sentences for drug offenses) have reduced options for responding to offenders by requiring severe sentences, even though underlying circumstances of the offenses suggest lesser interventions could suffice.

Public and Community Challenges

Forces outside the community corrections system that impede the development of gender-responsive strategies include institutionalized gender bias—the gender-related dynamics inherent in any ▷▷▷

society or institution. Institutionalized gender bias is evidenced by the male-dominant culture's greater influence and females' reduced influence, which is reflected in reduced social, political, and economic opportunities.

Gender stereotypes that result from gender bias define roles for women and men but are more limiting for women because they incorporate the values, behaviors, and ethics generally ascribed to men. For example, women are ascribed roles of nurturers and caretakers, and women offenders are not only offenders, with the accompanying stigma attached to that stereotype, but also bad mothers (Covington, 2002). Rarely do male offenders receive labels as bad fathers because of their offenses. Racism, classism, sexism, and gender stereotypes combine to create a societal perception of women offenders as contributing less value and therefore being less deserving of resources. They also reduce women's ability to effect change.

Additionally, public perceptions of the criminal justice and community corrections systems present challenges. Often, the public expects easy answers, but the systems are far too complex to provide them. In other cases, a disconnect exists between what the public wants and what the criminal justice and community corrections systems believe the public wants. Assuming the public wants offenders to be dealt with punitively may dictate harsher sentencing. Yet, there is evidence of public support for rehabilitation over incarceration, such as the passage of Proposition 36 in California, which enacted a treatment instead-of-prison program for certain offenders and was approved by 61 percent of the voters (Drug Policy Alliance, n.d.).

Public attention involving women offenders most often focuses on providing for the needs of the affected children. The women's needs can be easily subsumed by the attention and consideration given to the children, when both the women's needs and the children's needs should be identified and addressed.

A major challenge to implementing gender-responsive programming is the scope of the needed changes; so many areas within community corrections and in the larger culture need to be addressed that implementation appears overwhelming. The complexity of the undertaking is further compounded by a dearth of evaluative research on gender-specific interventions; however, research is ongoing. Anecdotal evidence indicates that gender-responsive programming will better address women offenders' needs and result in improved outcomes for women offenders, the community corrections system, and communities.

Overcoming Challenges

Implementing gender-responsive programming for women offenders requires agency and individual changes. It also requires cooperation with justice and nonjustice agencies and organizations at the management and staff levels. To help community corrections agencies and staff address the needs of women offenders, the following steps are suggested:

Envision the future. Be forward thinking and proactive in anticipating and planning gender-responsive programming for women offenders. Practitioners should approach the concept of gender-responsive programming with an open mind and should believe that each woman will succeed.

Encourage and support agency buy-in. Fully embracing the goal of gender-responsive programming includes garnering support from administrators and individual staff. Develop education and ongoing training to secure support.

Find a champion. Someone with skills, enthusiasm, and passion will help overcome inertia and propel the development of gender-responsive strategies. Empower and support the champion.

Gather information. Develop a body of quantitative and qualitative information about women offenders, their characteristics and attributes, and what works to increase their potential for success in community corrections.

Assess current policies and practices. Objectively evaluate each current policy and practice in the context of gender-responsiveness: was it designed to meet the needs of women as well as men; does it offer parity for women; has its effectiveness been evaluated with women offenders?

Develop a strategic plan. Figure out what can be done immediately, what can be done in the next 6 months, and what can be implemented within 1 year, 2 years and in the future to achieve programming that is fully gender responsive.

Allocate resources. Make gender-responsive programming a priority by allocating sufficient funds for needs assessment and to develop system resources. Identify gender-responsive strategies that can be implemented with limited or no increased funding. Women offenders are already being supervised on caseloads. Individual officers' thoughtfully considered modifications of their supervision protocols can increase gender-responsiveness.

Collaborate with other criminal and noncriminal justice agencies. Community corrections agencies and personnel should be proactive and creative in forming multisystem linkages to provide a comprehensive array of services for women offenders and their children. Strive to include as many partner areas as possible—e.g., schools, employment, health care and treatment (including mental health and substance abuse), child protection, public assistance, housing, recreation, faith-based, advocacy—and work from a strengths-based perspective, believing that solutions can be achieved.

Provide training. Training should be provided to all levels of staff and should encompass the application of gender-responsive strategies

for women in all areas of community corrections programming and administration.

Developing gender-responsive policies and programs is not an event; it is a process. As such, it takes place over time with input from various sources. Practitioners and agencies should view the criminal behavior of women offenders within the context of the women's lives and plan interactions and interventions that take that context into account. If addressing all aspects of community corrections practices is impossible, agencies may want to begin with any one of the following steps:

- Implement gender-responsive assessments.
- Enhance presentence investigations and reports to include information about offenders' victimization and trauma.
- Screen women offenders under supervision for issues of domestic violence and victimization and refer them for appropriate services.
- Consider women offenders' responsibilities for childcare or other dependent care when scheduling appointments or making referrals for treatment or other services.
- Once the mindset of implementing gender-responsive strategies for women offenders is adopted, agencies and officers can identify many opportunities for developing gender-appropriate community corrections responses.

Community Corrections' Responsibility to Women Offenders

As more women are sentenced or released to community corrections supervision, the community corrections system has an obligation to develop appropriate interventions and strategies for promoting successful outcomes. Data on women offenders show that specific issues significantly affect their pathways into the system and the strategies that will lead to their successful release. Histories of physical or sexual abuse, substance abuse, and physical and mental health issues dictate the need for the community corrections system to review its responses to women offenders, to develop appropriate assessment protocols, and to secure appropriate gender-responsive treatment services. Additionally, as women offenders' relationship needs and their obligations to children and family become better understood, community corrections can develop intervention strategies that more appropriately address offenders' needs and the needs of their children.

The guiding principles and strategies outlined in this bulletin can provide a foundation for improving the community corrections system's responses to women offenders. Building on that foundation will result in an increased measure of success for women offenders, a brighter future for their children, a more responsive community corrections system, and safer communities.

References

Bloom, B., and Covington, S. 2000. Gendered Justice: Programming for women in correctional settings. Paper presented to the American Society of Criminology, San Francisco, CA.

Bloom, B., Owen, B., and Covington, S. 2003. *Gender-Responsive Strategies: Research, Practice, and Guiding Principles for Women Offenders.* Washington, DC: U.S. Department of Justice, National Institute of Corrections.

Bureau of Justice Statistics. 1994. *Women in Prison.* Washington, DC: U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics.

Bureau of Justice Statistics. 1997. *Characteristics of Adults on Probation, 1995.* Washington, DC: U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics.

Bureau of Justice Statistics. 1999a. *Prior Abuse Reported by Inmates and Probationers.* Washington, DC: U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics.

Bureau of Justice Statistics. 1999b. *Women Offenders.* Washington, DC: U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics.

Bureau of Justice Statistics. 2001. *Trends in State Parole, 1990–2000.* Washington, DC: U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics.

Bureau of Justice Statistics. 2002a. *HIV in Prisons, 2000.* Washington, DC: U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics.

Bureau of Justice Statistics. 2002b. *Probation and Parole in the United States, 2001.* Washington, DC: U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics.

Bureau of Justice Statistics. 2003. *Probation and Parole in the United States, 2002.* Washington, DC: U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics.

Bureau of Justice Statistics. 2004a. *Prisoners in 2003.* Washington, DC: U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics.

Bureau of Justice Statistics. 2004b. *Probation and Parole in the United States, 2003.* Washington, DC: U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics.

Conly, C. 1998. *The Women's Prison Association: Supporting Women Offenders and Their Families.* Washington, DC: U.S. Department of Justice, Office of Justice Programs, National Institute of Justice.

Covington, S. 2000. Helping Women Recover: Creating Gender-Specific Treatment for Substance-Abusing Women and Girls in Community Corrections. In *Assessment to Assistance: Programs for Women in Community Corrections*, edited by Maeve McMahon. Arlington, VA: American Correctional Association, pp. 171–234.

Covington, S. 2002. A Woman's Journey Home: Challenges for female offenders and their children. Paper presented at the From Prison to Home Conference, January 30–31, 2002.

Crowe, A.H., and Reeves, R. 1994. *Treatment for Alcohol and Other Drug Abuse: Opportunities for Coordination.* Washington, DC: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration.

Drug Policy Alliance. n.d. *California Proposition 36: The Substance Abuse and Crime Prevention Act of 2000.* Retrieved May 20, 2005, from *www.prop36.org.*

England, M.J. 1998. Women and Mental Health. *Journal of the American Medical Women's Association* 53 (4): 147.

Jones, D.A., Johnson, S., Latessa, E., and Travis, L.F. 1999. Case Classification in Community Corrections: Preliminary findings from a national survey. In *Topics in Community Corrections, Annual Issue 1999: Classification and Risk Assessment.* Washington, DC: U.S. Department of Justice, National Institute of Corrections.

▷▷▷

Kassebaum, P.A. 1999. *Substance Abuse Treatment for Women Offenders: Guide to Promising Practices.* Rockville, MD: U.S. Department of Health and Human Services, Center for Substance Abuse Treatment.

Kessler, R.C. 1998. Sex differences in DSM–III–R psychiatric disorders in the United States:Results from the National Co-Morbidity Survey. *Journal of the American Medical Women's Association* 53 (4): 148–158.

Maguire, K., and Pastore, A.L. (Eds.). 2003. *Sourcebook of Criminal Justice Statistics 2002.* Washington, DC: U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics.

Acknowledgments

The American Probation and Parole Association wishes to acknowledge and thank the staff at the National Institute of Corrections (NIC) who envisioned and guided this project: Maureen Buell and Phyllis Modley. Thanks are also extended to the community corrections professionals listed below who participated in a focus group and ably shared their expertise and insight with project staff. The assistance provided by NIC staff and the field experiences shared by the community corrections professionals were invaluable in developing the content for this bulletin.

Martha Fellerhoff
Hamilton County Adult Probation Department
Cincinnati, OH

Tracy Jenson
Washington County Community Corrections
Stillwater, MN

Linda LaBash
Clackamas County Community Corrections
Oregon City, OR

Georgia Lerner
Women's Prison Association
Brooklyn, NY

Marcia Morgan
Migima Designs
Portland, OR

Julie Boehm
Missouri Department of Corrections
Jefferson City, MO

Marsha Sutphin
Ontario County Probation Department
Canandaigua, NY

Ann Tandy
Oklahoma Department of Corrections
Tulsa, OK

Therese Wagner
Maricopa County Adult Probation
Mesa, AZ

Endnotes

[1] Bloom, Owen, and Covington, 2003. The report is available at http://nicic.org/pubs/2003/018017/pdf or by contacting the National Institute of Corrections Information Center at 1860 Industrial Circle, Suite A, Longmont, CO 80501; 1-800-877-1461 or 303-682-0213, or e-mail asknicic@nicic.org.

[2] Issues related to female juveniles are not addressed in this bulletin.

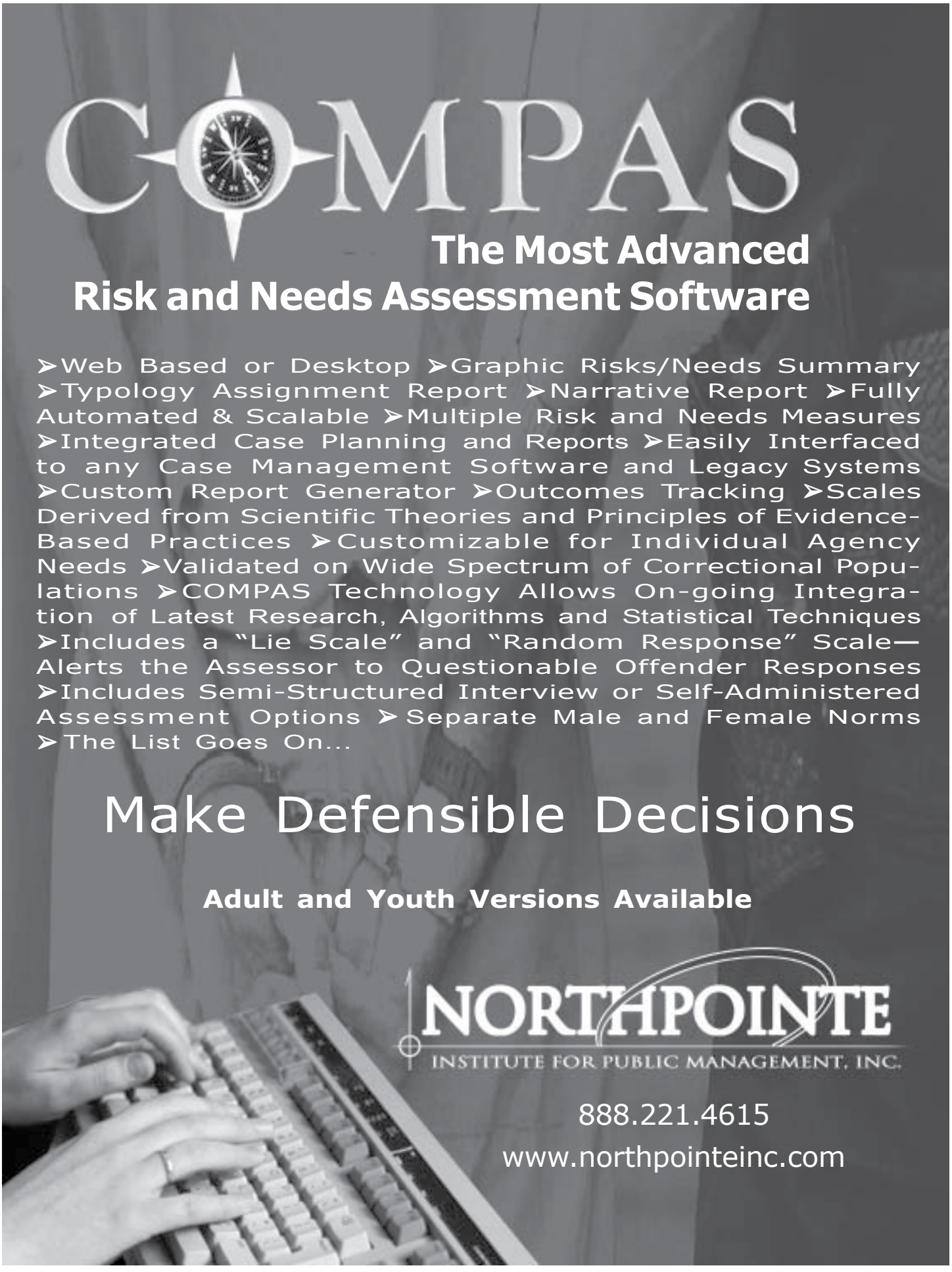
[3] For example, reporting schedules, mandated employment, urinalysis, electronic monitoring and other surveillance methods, community service, referrals to community resources, and fees, fines, and program costs.

[4] Please note that these statistics include both female juveniles (ages 10-17) and adult women (age 18 or older).

Editor's Note

This document was prepared under Cooperative Agreement Number 03S06GIY3 from the National Institute of Corrections, U.S. Department of Justice. Points of view or opinions in this document are those of the author and do not necessarily represent the official position of the U.S. Department of Justice. ▷▷▲

Linda M. Sydney *is a Senior Research Associate with the American Probation and Parole Association in Lexington, Kentucky.*


COMPAS
The Most Advanced
Risk and Needs Assessment Software
➢Web Based or Desktop ➢Graphic Risks/Needs Summary ➢Typology Assignment Report ➢Narrative Report ➢Fully Automated & Scalable ➢Multiple Risk and Needs Measures ➢Integrated Case Planning and Reports ➢Easily Interfaced to any Case Management Software and Legacy Systems ➢Custom Report Generator ➢Outcomes Tracking ➢Scales Derived from Scientific Theories and Principles of Evidence-Based Practices ➢Customizable for Individual Agency Needs ➢Validated on Wide Spectrum of Correctional Populations ➢COMPAS Technology Allows On-going Integration of Latest Research, Algorithms and Statistical Techniques ➢Includes a "Lie Scale" and "Random Response" Scale—Alerts the Assessor to Questionable Offender Responses ➢Includes Semi-Structured Interview or Self-Administered Assessment Options ➢Separate Male and Female Norms ➢The List Goes On...
Make Defensible Decisions
Adult and Youth Versions Available
NORTHPOINTE
INSTITUTE FOR PUBLIC MANAGEMENT, INC.
888.221.4615
www.northpointeinc.com

INTERNSHIPS

IN CRIMINAL JUSTICE

All too often criminal justice internships are undervalued, underutilized and under-recognized as a meaningful, practical tool for both academic institutions and criminal justice agencies that use interns. Internships are experiential educational opportunities enveloped in productive work for criminal justice agencies. Internships provide a "win-win" situation for academia and for the placement agencies, where the objectives of each can be accomplished through this experience.

A longstanding tradition of internships exists in many highly skilled, well-established professions. Psychiatry, medicine, law, nursing and social work are a few of the professions which require a high level of human and personal interaction, and that use internships to impart both technical and interactive skills. Other occupations that focus primarily on technical skills include masons, plumbers, and electricians. The skills of these professions are taught through extensive "hands on" experience. One can easily argue that the various jobs in criminal justice require a blend of the interactive and technical skill development, which is significantly advanced through the use of internships.

The 1960s saw the emergence of cross-cultural and service-learning programs, where students became participants, instead of being only observers. It was during this time that a sustained effort was made to establish criminal justice as an academic discipline and to link academia with practice. The major impetus for this was "The Challenge of Crime in a Free Society," the 1968 report by the President's Commission on Law Enforcement and the Administration of Justice. The report recommended that funds be made available "for sustained support for internships and field placement programs developed with correctional agencies" (1968). By setting forth the view that higher education was critical to the development of criminal justice, the recommendation became the foundation for developing internship programs in colleges and universities across the country. In support of internship programs, the Academy of Criminal Justice Sciences established and adopted minimum standards for criminal justice education in 2005, including the provision of internships as a useful mechanism for students to assess their professional interests and apply their classroom knowledge to an area of criminal justice.

The discussion that follows offers an argument for the continuation and enhancement of internships as an essential component of education, employee recruitment and succession planning. It also serves as encouragement for agencies to use interns as an economical strategy to supplement their workforce. To that extent, the term internship in this article refers generally to any temporary work experience, in a governmental or private setting, with the purpose of earning academic credit.

Further, practical information is provided which guides the development of new internship programs, and the enhancement of existing internship programs. The essential components of a successful internship program are identified and discussed, for both the academic entity and the placement agency.

While teaching institutions provide an invaluable academic, didactic educational environment, the critical experiential learning component is missing in the university setting. Universities must support students' exposure to the world of work, in which the students can experience the demands of political pressures, the limitations of budgetary constraints, the delicate balance of human interaction, and the requirement of high productivity. Internships afford students the valuable opportunity to apply what is learned in the classroom. They provide an opportunity to transition from the theoretical context to the

by Randolph T. **McVey**, Ph.D and Catherine C. **McVey**

reality of the workplace. It is in such a setting that theoretical information pertaining to management, communications, criminological theory, prison environment, community corrections and law enforcement can be experienced by the student in a controlled, secure environment. The exposure to the work environment results in the students' internalization of the rich labyrinth of issues and governance complexities confronting staff at all levels in public agencies.

Advantages to Recipient Agencies

For the criminal justice agency there are numerous advantages to using interns. What agency has a sufficient number of staff to complete all of the desired areas of research or work on special projects that need to be completed? Interns provide agencies with the unique opportunity of having, on a temporary basis, much needed assistance, with project quality assurance provided by the participating university or college.

Special projects, that would not otherwise be done, can be accomplished by interns. Interns don't have the dilemma of agency employees with many projects competing for their time. Student interns are not distracted by multiple tasks; therefore, they can focus on one large project and accomplish it more expeditiously than an employee with other work requirements. Projects, such as reviewing the literature on special topics, completing field surveys, collecting and analyzing data, conducting questionnaires and compiling research results are all examples of valuable special projects appropriately assigned to interns consistent with their skills. Agency supervisors can assign interns to lower priority projects which may otherwise not be completed. It is quite common for agencies to have numerous issues requiring research and programmatic or conceptual development. Such research projects are often an outgrowth of legislative areas of interest, agency program developmental needs or program expansion, or comparative research with other state's criminal justice systems. Inadequate funding for research and development in many governmental agencies is common, thus making it a challenge to respond to all of the research and program development needs. Interns, particularly those at the advanced degree level, can provide sorely needed support in these areas. Student interns become valuable assets for completing projects that other employees don't have the time to do.

Student Interns are Extensions of Their Professors

When interns are involved in research projects, statistical analysis and various special criminal justice research topics, typically they have continuous access to their professors who provide technical guidance, thus enhancing the quality of the product. Professors act as subject matter experts, and thereby can enrich and improve the quality of the research by directing the intern to additional sources of topical information and references. Additionally, the professors will provide valuable guidance regarding appropriate interpretation of data which will strengthen the conclusions of the research. Statistical analysis will be carefully reviewed by the professor to ensure the analysis meets the rigors of acceptable interpretation, and that the method of statistical analysis is appropriate to the situation.

Interns Provide Fresh Insight and Contemporary Perspectives

Internship programs can bridge the gap between criminal justice agencies and academia through communication, problem solving, resource sharing and research opportunities. It is common for seasoned, longstanding professionals working in law enforcement, probation, parole and corrections to be entrenched in their day to day work. Not surprisingly, some of them approach new issues, problems and challenges with a somewhat narrow perspective, heavily influenced by historical experience and personal biases. Most have long since left the academic environment in which they were confronted with different viewpoints, new criminological writings, theoretical interpretation and research; many instead have become entrenched in the day to day work world.

Interns bring a fresh perspective because they have been exposed to the latest in criminal justice research, legal concepts and procedures, criminological and organizational theories and management issues. Educational institutions whose internship programs are well managed will provide students with current skills and tools to introduce criminal justice agencies to contemporary issues.

Agencies Can Benefit From the Short-term and Inexpensive Labor Force Provided by Student Interns

Interns provide an inexpensive alternative to staff overtime, consultant costs or additional complement positions. Sometimes there is a need for part time or temporary assistance rather than a full time permanent position. Interns may readily fill this need, particularly given the often protracted process of hiring staff through lengthy civil service processes.

Students Serve as Historical and Technical Repositories of Knowledge and Skill Acquired by Agency Employees

Interns may be viewed as the legacy of today's professional career employees. Mentorship often imparts the subtle, yet critical skills associated with workplace performance. Such skills may include how to manage difficult employees, responding to politically sensitive media inquiries, addressing sub-performance in staff, marketing a new correctional concept and ensuring all legislative concerns on a variety of issues are considered as new policy is developed. These are the skills that are not easily taught in the academic setting. Many of these behavioral and analytical skills are experientially based, passed on from employee to employee. ▷▷▷

Advantages to Student Interns

Equal to the advantages experienced by the recipient agencies already enumerated, are the numerous advantages to student interns. The internship offers for many students the only experiential opportunity to participate in a work environment that offers the instruction and security of a learning environment. There is a mutual expectation by the agency and the student that the student is there to learn. This is in sharp contrast to the expectations of the agency as an employer in which individuals are selected for the knowledge and skills they already possess.

Students trained through one or more internship placement also have a distinct advantage as a prospective employee, in that they have already acquired some level of reportable work experience. This gives them some leverage as they compete with other work candidates. For those students who went directly from secondary school onto their bachelors and masters degrees, an internship may be the only work experience they have.

Facilitation of the Most Fitting Career Choice

It is not unusual for students to complete several years of a college education without selecting a career direction. In fact, "the perennial problem of college students [sic] indecision regarding their future career is well documented in the professional counseling literature" (Okacha, 2002: 55). To some extent, this indecision is a result of students' narrow worldview of career alternatives, perceived lack of abilities and skills, negative past experiences and inability to develop career selection strategies. As such, many students make incorrect assumptions about career alternatives and choose a profession not well suited to their interests, skills and abilities. Professional counseling in an academic environment is one method for guiding indecisive students toward career alternatives.

Another method is to enlist students in an internship program that focuses on specific career choices. In many instances, providing a pre-approved list of agency placements is sufficient to help students focus in areas not typically considered. A simple description of the agency, supervisor contacts and duties and responsibilities, may be enough for those who are indecisive to choose a general career direction. When chosen, the internship placement then provides the actual work experience to clarify the career path for students. Whether voluntary or mandatory, an internship program in criminal justice gives students the advantage of determining for themselves if a specific career choice is the correct one. The working environment will quickly reveal to the student if law enforcement, courts, or corrections is the right career choice.

Acquisition of Firsthand Knowledge from the Work Experience

Formal academic learning has historically been considered the purview of universities and colleges. The seminar or lecture in the classroom is viewed as the primary vehicle for conveying knowledge to students without regard to general or specific career paths. Learning is therefore limited to the specific pedagogical methods used at universities or colleges. It is unfortunate that "many people have the misconception that learning only occurs in a formal classroom setting" (Gordon, McBride, & Hage, 2004: 5).

The rich experience offered in "real world" employment can expand the learning that occurs in the academic setting; an internship program can provide a wealth of information not normally available in the classroom. Student interns will interact with employees, supervisors, community leaders and clients. They will learn policies, operating procedures, rules and regulations, and applications of law which go beyond typical pedagogy. In some instances, student interns will be confronted with situations and events that challenge their basic understanding of theories, concepts, or functions of specific professions in criminal justice. As such, students working in an agency through an internship program gain firsthand knowledge which places them in a unique learning position not normally available in the classroom (Gordon, McBride, & Hage, 2004: 5; Taylor, 2005: 11). The internship is an extension of the classroom in this regard, as it enhances knowledge acquisition through participation.

Application of Classroom Knowledge in the Work Setting

Knowledge application is distinct from knowledge acquisition, as described above, in that theory learned in the classroom can be practiced in the field. An internship program enables students to apply what they learn in the classroom to the field placement in a criminal justice agency (Gordon, McBride, & Hage, 2004: 6; Taylor, 2005: 11). How well they have learned the theoretical framework, conception and operating model of the system or specific agency reflects on their academic learning experience, but how well they can apply some of that knowledge reflects on the value of the internship placement. Unless they are given the opportunity to work in a substantive fashion, the student interns will not be able to apply what they learned in the classroom to the field.

Some of the knowledge learned in the classroom is self-evident in the field, while other knowledge is not so apparent in actual practice. The internship program may be the first time students are afforded the opportunity to test various theories, conceptions, or models in a field setting (Gordon, McBride, & Hage, 2004: 6). Working with other employees, responding to instructions from agency supervisors, seeing firsthand the impact of changes in laws, and working on varied activities promotes an experiential learning experience which ensures that students are provided the opportunity to apply, or at least acknowledge, the learning they receive through the educational setting.

Skills Development

Students who apply for an agency placement bring with them a variety of skills learned in the classroom. For many students, an internship allows them to test and improve some of their written and oral communication skills, computer skills and research skills learned in the academic setting. Agency supervisors can provide guidance in areas that many students lack. While in an internship program, students will acquire investigative, interviewing and assessment skills and will develop collaborative strategies for dealing with co-workers and clients. Such skills may be taught in the classroom, but they will be further developed in the work environment (Gordon, McBride, & Hage, 2004: 6; Taylor, 2005: 11-12)

A more subtle aspect of skill development is associated with multicultural sensitivity gained by working with others of diverse backgrounds. Other interpersonal skills are strengthened as interns begin to acquire assertiveness skills with co-workers, and develop increased professional self-confidence and maturity. These important intangibles are the corner stone for assuming leadership in the future positions of increasing leadership.

Split Internship

For students already working in the field of criminal justice, it may be feasible to incorporate the internship experience into the student's existing work responsibilities. The basis for this determination is whether the student's work lends itself to the typical academic internship requirements, such as activity log, research paper, or other assignments attesting to the acquisition of knowledge. The distinction that must be established in these working internships is regarding the university's scope of responsibility. Issues pertaining to hours of work, overtime requirements, remunerations and benefits are outside the scope of the university's involvement. These issues remain between the employee intern and the employer.

There is a compelling reason to allow working students to use their employed position as an internship. One only has to consider a typical criminal justice program's students to see that many of its students are already working part or full time in their field. Criminal justice programs are populated by veterans, police, correctional officers and others who are taking advantage of various tuition reimbursement programs. Universities therefore, should strive to have adequate programmatic flexibility to incorporate the work requirements with the internship experience.

The Pennsylvania Internship Experience

University and College Internships

Pennsylvania has an established history in the use of interns, both in the field of criminal justice and other fields. For example, the Pennsylvania Board of Probation and Parole provides both graduate and undergraduate student placements to colleges and universities throughout the commonwealth. The belief is that by offering placements, the Board is preparing future employees of the criminal justice system and involving community citizenry in the correctional process.

In a survey undertaken by the Pennsylvania Department of Corrections (Cheike, 2005), 58 colleges and universities, located regionally near correctional facilities offering both undergraduate and graduated majors in the social sciences, sociology, criminal justice, criminology, social work, psychology and other related social and human services curriculum offered some type of internship. Five of the universities have a master's degree level internship. The other schools undergraduate internship requirements varied little among the schools, usually restricting the internship to the junior or senior year for one semester, with the award of 3 to 12 credit hours. Also typical was the requirement for the completion of an activity log and internship related research paper.

Pennsylvania Management Associate Internship Program: a University-Government Partnership

Another application of the internship concept is a unique program in Pennsylvania, managed through the state government's Office of Administration, in which eligible Master Degree graduates are offered a twelve month internship in state government in mid-management level assignments. In 1981, Pennsylvania established this program as a commitment to attract talented individuals to remain in Pennsylvania in a managerial role in commonwealth state agencies. This program, which continues to thrive, has had approximately 403 interns since its inception, and has retained 195 who continue to be employed in the commonwealth, according to Robert Johnson, Director, Pennsylvania Management Associate Program, Office of Administration. The program has clearly played an important role in succession planning for the state government workforce. It emphasizes hands on managerial experiences for skill development in public administration. The interns complete six two-month rotational assignments based on their areas of interest and study. At the conclusion of the one year rotation, each intern is guaranteed a position commensurate with the internship ▷▷▷

assignments, in one of the six agencies to which the intern was assigned. In addition to the rotations, interns are divided into teams and are assigned complex research and analytical projects as determined by the various agencies. The projects commonly reflect contemporary issues and topics that must be addressed by the agencies, and therefore are of considerable help to the agencies.

Capitol Semester Internship Program

Another type of internship used is the Capitol Semester Program which offers internship assignments to undergraduate juniors and seniors for one semester. Agencies wishing to participate are responsible for developing a proposed internship project which ensures the students will not only be accomplishing a needed project for the agency, but will also provide the student with a meaningful learning experience. Students are assigned to one of the state agencies by matching their area of study and interest with the agency objectives.

The PMA and Capitol Semester Internship Programs accomplish three critical objectives. The first two objectives have already been discussed in some detail. They provide students with the opportunity to apply academic, theoretical, and textbook knowledge to a real life work environment. Secondly, they provide much needed specialized support to state government through the completion of special topic projects that likely may not get done, or at least not get completed in as timely or thorough manner.

The third objective of internships, which may considered as a by-product of the internship experience, rather than a primary objective, is that by exposing some of the best and brightest students to the rewarding work of state government, their interest is piqued. For whatever reason, some students may have a bias against state government because they perceive it as bureaucratic paper pushing, rather than as offering a dynamic, exciting work environment. Oftentimes exposure to government work serves to correct this potential misperception. This is particularly important in that it allows the governmental sector to better compete with private enterprise. It facilitates a continuing attraction of young professionals to the sometimes underserved and misunderstood governmental work sector.

Establishing an Internship Program

Both the academic institution and the criminal justice agency should consider several criteria when creating a new internship program or continuing an existing one. To the extent that the academic institution, the agency and the student need guidelines. A Memorandum of Understanding (MOU) should be drafted to delineate the roles and responsibilities of each "partner". The MOU should contain following key elements: student conduct, dress code, specific job duties, performance evaluations, remuneration, medical clearances, relationship with independent contractors, professional liability insurance, release, waiver, or covenant not to sue, confidentiality, dismissal of student and termination of agreement. Policies should be established to ensure the adequate supervision of students by the academic advisor and agency supervisor. The responsibilities of each "partner" can be included in the MOU or can be established by the academic institution and the agency separately. Some of the responsibilities for the academic advisor might include monitoring the student's progress, requiring the submission of periodic reports, conducting an on-site visit and maintaining contact with the agency, as well as the student. The agency supervisor might be responsible for providing an orientation session, assigning meaningful work, exposing the student to new experiences, and allowing the student to participate in meetings. In some instances, the agency might be well advised to develop a training plan specifically focused on the internship student with lists of tasks, learning objectives and descriptions of projects. Operational boundaries should also be established which limit the placement of students in dangerous physical situations with no supervision, the assignment to caseloads without regard to student maturity, the obligation to review confidential employee information without guidance, or the assignment to full time clerical duties. It should be evident that the purpose of the MOU and the policies and procedures is to protect all the partners involved in the internship program.

Conclusion

Practical, experiential work as a component of education has had a place in American higher education since at least the 1800s. Evidence that the sciences acknowledged the value of the experiential component of education has been demonstrated at several points in time. The Morrill Act of 1862 was a national, political statement that higher education should have a practical orientation. During the turn of the century, when American higher education called for a mix of theory and practice, the period became know as the "rise of professions." This era was marked by a de-emphasis in trades and a simultaneous rise in the professional occupations (Little, 1981). The 1968 report by the President's Commission on Law Enforcement and the Administration of Justice was the contemporary impetus for encouraging the use of internships for criminal justice professions. Most recently the value of internships was reaffirmed by the Academy of Criminal Justice Sciences, when the established minimum standards for criminal justice education included the use of internships (2005).

It is manifestly clear that internships are mutually beneficial to the student and the recipient agency, in that they offer the opportunity for agencies to successfully recruit the best and brightest students. While recruitment and succession planning have often been relegated as lower priorities for agencies tasked with many other mission-driven priorities, internships assist agencies with these otherwise neglected

needs. Secondly, additionally critical guidance is provided on the intern's special research projects, data analyses, the review of special criminal justice topics and other related assignments. The agencies benefit greatly by the professor's input with respect to the quality of what is ultimately produced and may be able to avoid the use of costly consultants to provide similar technical assistance.

While we generally accept the value and logic of seeking work savvy employees for hiring and promotion, agencies often fail to support the development of work skills in the students who are entering the workforce. It behooves all involved entities: the university, the student and the employer, each from their individual objectives, to ensure that the prospective employees have an experiential learning component prior to fulltime employment. This experiential component produces employees with a well-grounded work foundation with respect to the realities of political pressures, budget limitations, professional interpersonal interactions and work demands. The internalization of these skills and knowledge helps to produce well-prepared employees.

The practice of mentorship, another aspect of internships, must not be abandoned in the contemporary work world. Yet, with the advent of business processes becoming increasingly automated, criminal justice agencies face the partial dissolution of human interaction to facilitate skill development. The balance of technology and people taught skill development must be struck. Mentorship, which is typically a component of the internship experience, provides this valuable personalized learning and role modeling.

Today's workforce, in contrast to the baby boomer workforce of the prior generation, is more intent in seeking highly rewarding, satisfying careers; careers to fulfill the desire to make an impact in their chosen field. Internships serve as a mechanism for students to test their satisfaction levels in various agencies and career paths. It follows that a portion of interns will be enabled to more to more wisely choose a career path suited to their individual aspirations and interests. This, in turn, helps to create a more stable, long-tenured workforce.

Another important product of internships is recruitment and succession planning, and the exposure of governmental work as rewarding and dynamic. The governmental sector is clearly benefited by creative employment incentive strategies such the use of internships. Private industry, without the encumbrance of civil service systems, and with versatile hiring and benefit packages, is a fierce competitor for attracting the best and brightest. Interns, who may not otherwise be exposed to the governmental sector of work, are able to experience the exciting, fulfilling mission of state or federal careers.

Some learning strategies yield demonstrable improved knowledge and skill development for students; the use of internships is one of those in that they provide students with rich, experientially based knowledge. This article has sought to provoke renewed consideration of the value of internships, and seeks to challenge academia and prospective internship recipient agencies to collaborate in offering the learning- working strategy to those students transitioning from the classroom to the experiential world of work.

References

Academy of Criminal Justice Sciences. (2005). Certification standards for college/university criminal justice baccalaureate degree programs. Adopted by ACJS Executive Board: May 2, 2005. Retrieved September 26, 2005, from http://www.acjs.org/pubs/uploads/ FinalACJSCertificationStandardsBA.doc.

Cheike, Raphael. (2005). Office of Equal Employment Opportunity/Contract Compliance (EEO/CC), Pennsylvania Department of Corrections.

Gordon, Gary R., McBride, R. Bruce, and Hage, Hedy Hyde. (2004). *Internships: Theory into Practice* (5th ed.). Mathew Bender & Company.

Green, M.E. (1997). *Internship Success: Real-world, step-by-step advice on getting the most out of internships*. Lincolnwood, Ill.: VGM Career Horizons.

Little, Thomas.C. (1981). *History and Rationale for Experiential Learning*. Panel Resource Paper #1. Washington, DC: National Society for Internships and Experiential Education.

Report of the President's Commission on Law Enforcement and the Administration of Justice. (1968). *The Challenge of Crime in a Free Society*. Washington, DC: US Government Printing Office.

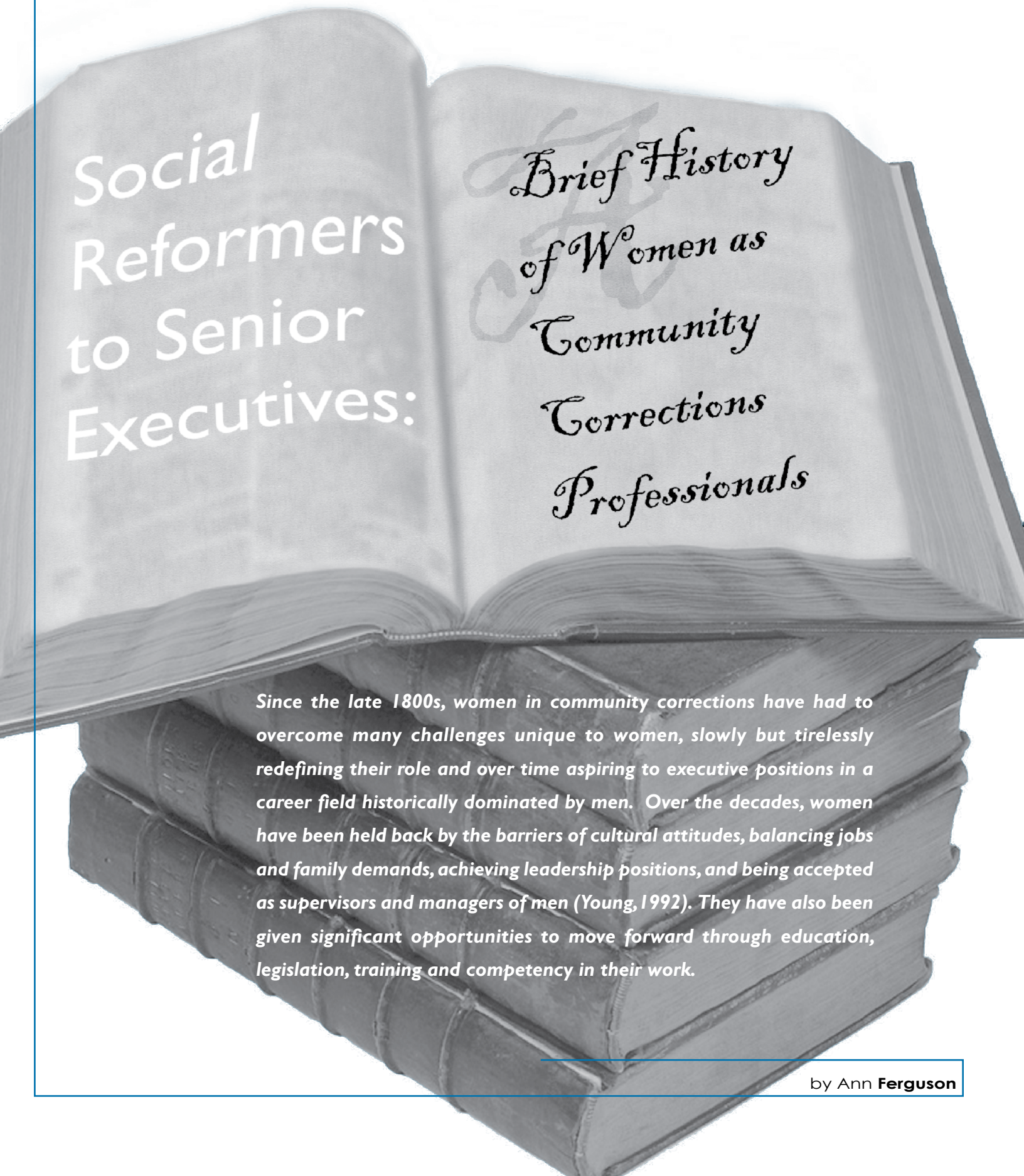
Sweitzer, H. F. & King, M. A. (1999). *The Successful Internship: Transformation and Empowerment*. Pacific Grove, CA: Brooks/Cole Pub.

Taylor, Dorothy L. (2005). *Jump Starting Your Career: An Internship Guide for Criminal Justice* (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Author Note

Portions of this paper were presented at the Annual Winter Conference, American Correctional Association, Charlotte, North Carolina, January 13, 2003. ▷▷▲

Randolph T. McVey, Ph.D. *is the Assistant Professor with the Department of Criminal Justice at West Chester University, PA.* ***Catherine C. McVey*** *is the Chairman of the Pennsylvania Board of Probation and Parole.*



Social Reformers to Senior Executives:

Brief History of Women as Community Corrections Professionals

Since the late 1800s, women in community corrections have had to overcome many challenges unique to women, slowly but tirelessly redefining their role and over time aspiring to executive positions in a career field historically dominated by men. Over the decades, women have been held back by the barriers of cultural attitudes, balancing jobs and family demands, achieving leadership positions, and being accepted as supervisors and managers of men (Young, 1992). They have also been given significant opportunities to move forward through education, legislation, training and competency in their work.

by Ann **Ferguson**

Women first entered the community corrections field as reformers in the 19th century, an age of growing social problems and rapid changes in the status and role of women (Feinman, 1994). Social work was becoming professionalized and there was a movement to protect the outcasts of society, especially, prostitutes, runaways and delinquents, from the degradation and abhorrent conditions of the jails and prisons of the time. In 1899, Lucy Flower's efforts to create an alternative in Chicago led to the opening of the country's first Juvenile Court. The role of probation officer seemed especially appropriate for women, and women's clubs often paid female probation officer's salaries in the early years of the court system.

By the mid 1960s, probation departments were established in all 50 states and more than 2,300 counties nationwide (Brownell & Roberts, 1999). Many probation and parole officers were males with military or law enforcement backgrounds, but the role of social work in community corrections had increased dramatically. During the same period of time, Milton Rector, executive director of the National Council on Crime and Delinquency, directed a national study of probation . He recommended that all new probation officers and supervisors should be required to have an MSW (Brownell & Roberts, 1999), and the community corrections field began to see a shift from the more military culture to one of college graduates. This led to more women with social work or criminal justice degrees being hired as probation and parole officers.

In 1972, Title VII of the Civil Rights Act of 1964 was amended to cover government agencies, opened up jobs that were not previously available to women in probation and parole. In addition, the Equal Pay Act of 1963 and the Pregnancy Discrimination Act of 1978 provided women with the means to take legal action in cases of discrimination (Feinman, 1994). When federal funds (such as those from the Law Enforcement Assistance Administration or LEAA in the 1970s) became available, states and counties created more community corrections jobs. Since grant money was contingent upon satisfying equal rights criteria, more women were hired into line staff and line supervisor positions.

As a new door swung open, the first women managers in the early 1970s were accused of being one or more of the following: too compliant, too rigid, tried too much to be one of the guys, too fragile, or too emotional (Chunn, 2005). A case in point is Tamara Holden-Roberts, who began her career in 1972, took on her first role as manager when, with the support of two women who served on the Utah Board of Corrections. She encouraged her agency to open a half-way house for women. She was consequentially selected to open it, develop the policies and processes, and run it. In a recent interview, Ms. Holden-Roberts stated, "I would say at the beginning of my career there was a perspective that men worked with male offenders and women worked with female offenders. One of biggest challenges was overriding preconceived notions about what a woman could do in the criminal justice system. Because the upper level administration in my experience in Utah and other jurisdictions was primarily male dominated. The men had a protective approach to women who worked in agencies. As a position opened up they couldn't visualize a women in an upper level or management position. First of all because they'd never seen that and secondly because they were being protective. It would appear they were very discriminating but I see it they were trying to make sure bad things didn't happen to people who worked for them" (Holden-Roberts 2005).

> The woman who assumes a casework job with girls must believe in her own feminine self enough to keep her weight under control, her hair in attractive order, and her clothes in tasteful style, and to show a zestful sparkle in her approach to the job. (Keve, 1967)

Sharon Neumann, who became one of the first "first line" probation supervisors in Oklahoma in 1976 said the lack of management training for women was another challenge women faced. She recalled how many "just felt their way." Many of the female supervisors she started out with climbed into management positions, but often with a price. "I think it's more than coincidental that when I go to association meetings now, the women who came into the corrections system, whether at an institutional or community level, and are all in at least our mid-'50s to early '60s. Surprisingly a large number have no spouses and no children" said Ms. Neumann. "The spouses got lost along the way and we made career decisions over family decisions in those days. We scratched and clawed, we really did" (Neumann 2005).

Things began to change in the 1980s, when organized management training became available for the first time through the National Institute for Corrections Leadership Training series. It was still a man's world though, where the idea that women could balance home and work life was not completely accepted, and the cultural climate continued to maintain a protective attitude. Former APPA President Kathy Waters recalled how she was aghast during the interview process in for her first upper management position in Oklahoma in 1989 because she was asked if she realized she would be the only female in upper management who was married and had children. According to Ms. Waters, "They didn't mean it in a derogatory way but I basically just came back and ▷▷▷

"I want to believe that I would have the courage to do it again if I knew how tough it was going to be. I don't think that people realize how tough it was"

-Sharon Neumann

said that's wrong. I was very much a "female" female. I was a mother, I was a wife and I was all those things very visibly. It was almost as if they could have said you can't look like this and be successful. You must be tough; you have to dedicate your entire life to your career. I'd like to think I broke that glass ceiling because I did get the job position" (Waters 2005).

The ceiling continued to shatter throughout the nineties, and those first women to earn upper management positions in probation, parole and other areas of corrections felt the weight of being carefully watched, and of being viewed as role models for women trying to get ahead in their careers. According to Ms. Holden-Roberts "We saw ourselves as ground breakers, that it was important not only for our own career to be proficient and efficient but that it was important for other women coming along behind us. It was a part of our responsibility to perform even better than everyone else so that in the future there wouldn't be an excuse said like "well, we tried a woman once but it didn't work out". (Holden-Roberts 2005) It seems that during the 1990s the need to work better and harder was common for ambitious women in corrections. In order to advance in their careers, woman had to move more frequently (44 percent of female directors had worked at three to five correctional facilities during their careers, while only 20 percent of male directors had moved that frequently), and women had to work harder and longer hours (78 percent of female directors worked more than 56 hours per week, compared with 44 percent of male directors (Moss & Rans , 1997).

Another significant occurrence for women in corrections was the development of Executive Leadership Training for Women and the start of professional associations for women in corrections during the 1990s. The National Institute of Corrections noted the continued under-representation nationally of women in executive corrections positions, and NIC's Executive Leadership Training for Women was conducted for the first time in September 1994. (Moss & Rans, 1997) During this training, the Association of Women Executives in Corrections (AWEC) was formed, focusing on leadership, career advancement and the common issues and problems woman face in full time executive, senior or middle management positions of federal, state, local, international or private correctional organizations (Klug, 2000).

In 1969 only 12 percent of the correctional workforce was women. Today, approximately 50 percent of the work force in community corrections, including those working in state corrections, community-based programs, state and federal probation, and profit and non profit community-based correctional agencies, are women (Walker, 2005). While it is still difficult for women to attain positions at the very top of the community corrections field, the skills and perspectives women bring to the profession are more valued today than ever before. It is up to today's successful women to take the hands of the next generation and give them the courage and wisdom to continue the journey.

"...it wasn't until leaders started taking the chance, breaking the rules, that women were able to break through, and once they were put in those positions they were able to demonstrate what good managers they are, how successful they could be."

-Kathy Waters

References

Brownell, Patricia and Albert Roberts. (1999) "A Century of Forensic Social Work: Bridging the Past to the Present." *Social Work*. Volume 44, page 1.

Chunn, Gwendolyn. (2005) "Correctional Women's Issues: Items to Remember for the Future" *Corrections Today*, October. Volume 67, page 1.

Feinman, Clarice. (1994) *Women in the Criminal Justice System.* Westport, CT: Praeger.

Holden –Roberts, Tamara. Former Director of the Department of Community Justice, Multnomah County, Oregon. Personal Interview, November 8, 2005

Keve, Paul. (1967) *Imaginative Programming in Probation and Parole.* Minneapolis, MN: University of Minnesota Press. Page 33.

Klug, Elizabeth. (2000) "Improving Opportunities for Women in Corrections". *Corrections Today.* April. Volume 62, page 1.

Moss, Andie and Laurel Rans (2000) "Executive Leadership for Women". *Corrections Today.* December, Volume 59, page 1.

Neumann, Sharon. East Regional Administrator, Community Sentencing Division, Oklahoma Department of Corrections. Personal Interview, November 8, 2005

Rose, Elizabeth. (2002) Book review of *Mothers of All Children: Women Reformers and the Rise of Juvenile Courts in Progressive Era America*. Law and History Review, Vol. 20, No. 1, University of Illinois Press.

Walker, S. Anne. (2005) "Women Working in Community Corrections: How We Got Here and What We Learned Along the Way". *Corrections Today*, October. Volume 67, page 1.

Waters, Kathy Director of Adult Services Division, Arizona Supreme Court. Personal Interview, October 22, 2005.

Young, Marjorie. (1992) "Examining Keys to Success for Today's Women Working in Juvenile Corrections". *Corrections Today*. June, Volume 54, pages 106-111.

***Ann Ferguson** is a Supervisor with DuPage County Probation in Illinois.*

Addressing the Needs of Female Offenders:

Arizona's Approach

In January 2004, Governor Janet Napolitano of Arizona and Dora Schriro, the Director of the Arizona Department of Corrections, invited a number of individuals with expertise and interest in women's issues to participate in a project to address the issues of female offenders in the state of Arizona. They sought the advice and support of the community to inform and improve the correctional practices in the state's correctional facilities. To accomplish this goal, the Advisory Task Force on Improving Outcomes for Incarcerated Women and Their Children was created. Members of the Arizona Judiciary were included in this task force, including Barbara Broderick, Chief Probation Officer of Maricopa Probation and Kathy Waters, Director of the Adult Probation Services Division for the Arizona Supreme Court.

At the time of the task force creation, Governor Napolitano and Director Schriro recognized that Arizona's female population was growing at a rate far greater than other states and as a result, the state was experiencing the consequences of crime, substance abuse, lost productivity, and broken families. A few facts illustrate how they reached this conclusion:

- Arizona has a higher than average female incarceration rate. The United States Department of Justice reports the 50-state rate of incarceration of female offenders is 54 per 100,000 population, but in Arizona it is 88 per 100,000. (Harrison and Beck, 2003)
- A 1999 Bureau of Justice Statistics report found that about half of women offenders in State prisons had been using alcohol, drugs, or ▸▸▸

by Barbara **Broderick** and Kathy **Waters**

both at the time of the offense for which they had been incarcerated. Nearly one in three women serving in state prisons said they had committed the offense that sent them to prison in order to obtain money to support their need for drugs. More female offenders report using drugs than do males, and those that use drugs, use harder drugs than do their male counterparts. (Beck, et al, 1993)

- In Arizona, 66 percent of Arizona's female prison admissions are inmates remanded to prison for technical probation and parole violations, many of which are for drug use, primarily cocaine and methamphetamine (Arizona DOC, 2002).
- Only about 9 percent of Arizona's female prisoners receive alcohol or drug abuse treatment while in prison. (Arizona DOC, 2002)
- In Arizona, approximately 68 percent of female prisoners reported being the custodial parent or grandparent of one or more minor children prior to incarceration and 74 percent of those female prisoners retain their legal parental authority and plan to reunite with their children after they are released from prison. About three-quarters of their children reside in Maricopa (Phoenix) and Pima (Tucson) counties. (Arizona DOC 2002).

In addition to the negative impact on the communities from crime and the lost human potential of these women, there is a tremendous impact of incarceration on their children. Research has found that significant physical absence of a parent has a profound negative effect on the development of a child. Parental arrest and confinement often lead to stress, trauma, stigmatization, and separation problems which may be compounded by preexisting poverty, violence, substance abuse, multiple caregivers and/or prior separations.

The children of incarcerated parents are more likely to develop attachment disorders and often exhibit a variety of behavioral, emotional, health and educational difficulties, including an increased risk of drug and alcohol abuse. Many of these children are angry and lash out at others in school and at play, resulting in confrontations with law enforcement. Lacking the support of families, schools and other community institutions, they often do not develop values and social skills leading to the formation of successful relationships. All of these factors make children of incarcerated parents seven times more likely than their peers to be incarcerated at some point in their lives.

The Task Force

The mission of the Task Force was: To prepare a report for the Governor, the Director of the Department of Corrections, and the State Legislature with recommendations for improving the long-term outcomes of incarcerated women and their children in Arizona. The Task Force would specifically be focused on offender management; pre-release preparation including family strengthening/parenting skills, education/job skills development, substance abuse treatment and prevention. Physical and mental health issues including those resulting from domestic violence and sexual abuse would also be addressed.

The goal was to assist the Governor and the Director of the Department of Corrections by creating a plan to design and deliver correctional services for a female population to reduce relapse, revocation, and recidivism, and support offenders' efforts to become effective parents as well as civil and productive members of society upon their release. There was a strong consensus that great emphasis should be placed on the community corrections component of this issue as many of the female offenders were initially placed on probation and their unsuccessful supervision resulted in new charges while under supervision or were the result of technical violations which ultimately landed them in the department of corrections to complete their sentence.

This task force continued to meet monthly throughout the next year into the fall with the primary focus of the meetings to be on offender management, pre-lease preparation and post-release supervision and re-entry issues. Because more than 96 percent of the inmate population is sentenced to a term of years and will return to the community, "building bridges to the outside," would be the key to the offender's success upon release. A draft of the report entitled "Improving Long-Term Outcomes for Incarcerated Women and Their Children" was presented to the Governor by the Task Force in late September, 2004.

"Lacking the support of families, schools and other community institutions, they often do not develop values and social skills leading to the formation of successful relationships. All of these factors make children of incarcerated parents seven times more likely than their peers to be incarcerated at some point in their lives."

Learning from Experience

Several sessions of the Advisory Task Force were spent gaining knowledge about the various programs and supervision strategies that could be available to female offenders if they remained in the community and the necessary components of these programs to insure success. One such program was the *Women's Network Program*.

The Maricopa County Adult Probation Department was one of eight sites nationally selected by the Center for Substance Abuse Treatment in 1995 to receive a Criminal Justice Treatment Demonstration Grant. The purpose of the grant was to develop an integrated and comprehensive system of care and supervision among criminal justice agencies, public health systems, and the community in the attempt to address the multi-faceted problems related to substance abuse and criminal behavior. Maricopa County's program, named the "Women's Treatment, Services and Supervision Network," and known more simply as the Women's Network, focused on the problems of female offenders and was operational from 1996 through much of 2001. Approximately 1,300 women participated in the Women's Network.

The mission of the Women's Network was to create a coordinated and integrated system of assessment, supervision and delivery of treatment services for substance-abusing women which would reduce their criminal activity and substance abuse, improve their physical and mental health, and improve their living conditions (as indicated by relationships, employment and housing). Female offenders had multiple entry points to the *Network*, including the jail, probation, and parole. Eligibility screenings were conducted by Pretrial Services and Adult Probation personnel. TASC, Inc. conducted a comprehensive assessment and provided case management services. The treatment/supervision team included the supervisory agent (most often probation), the case manager and treatment service providers.

Multiple agencies and service providers participated in conferences, training, and ongoing collaborative efforts that expanded knowledge regarding the special needs of substance-abusing female offenders and provided tools and increased opportunities for gender responsiveness. As a result of the Women's Network, gender-specific treatment programming was implemented by multiple substance abuse treatment providers in the community, a substance abuse treatment program for women was established in the jail, and additional gender-responsive changes occurred within agencies and across systems. Communication and coordination were strengthened among the original agencies participating in the program and new linkages and partnerships were created and nurtured. Stakeholders viewed collaboration across agencies as one of the most notable successes of the Women's Network.

Through the comprehensive assessments conducted with women entering the Women's Network, a wealth of data was gathered about the women. The characteristics and needs of females who participated in the Women's Network are displayed below.

Results

A program evaluation was conducted by Dr. John Hepburn and Dr. Marie Griffin, Justice Studies, Arizona State University, and provided comparisons between the individual outcomes for females participating in the Women's Network and women in a control group. Although the Women's Network successfully provided a needs assessment, case management and treatment services, Network participants were no more successful after one year than women randomly assigned to the control group. No differences were found between the two groups in successful social outcomes, in alcohol and illegal drug use, or in the rates of revocation of probation or arrest for a new offense.

Stakeholders described many successes from the Women's Network, including; 1) collaborative capabilities across agencies, 2) communication among agencies, 3) new and "renewable" financial commitments from agencies to continue the Network model, 4) a wide array of services identified and used in providing treatment to the clients, and 5) the large number of women who benefited from participation in the Network, as visibly demonstrated at graduation ceremonies (Hepburn and Griffin). ▷▷▷

Characteristics of Female Offenders entering the Women's Network

- Average age: 32.2 years
- 54 percent completed 12 grades or more
- 60 percent were unemployed
- 43 percent were never married
- 14 percent were currently married
- 81 percent were assessed as having severe/extreme drug problem
- 43 percent were assessed as having severe/extreme psychiatric problem
- 66 percent were assessed as having severe/extreme family problem
- 71 percent reported prior physical abuse
- 51 percent reported prior sexual abuse
- 81 percent reported prior emotional, verbal, or mental abuse

***Source**: Arizona State University, Justice Studies (2003). Table 1. Demographics at Baseline, by Point of Entry, Women's Treatment, Services, and Supervision Network. Unpublished.*

In their evaluation report, Hepburn and Griffin reported on the lessons learned from the Women's Network project:

1. Integration of supervision and services may be a worthy goal, but it is elusive and requires great effort to coordinate partnering agencies.
2. Staff turnover is inevitable and must be an ongoing part of program planning.
3. Voluntary participation results in a very high attrition rate, which reduces the time in treatment and compromises the ability of the treatment program to achieve the desired effect.
4. The need for services among this population of female offenders is real and effective programs are needed to provide multiple services to this underserved population.

After learning more about the Women's Network, the Task Force recommended the creation of smaller, specialized, gender-specific caseloads for the probation and community supervision population, especially in Maricopa and Pima counties that have a large concentration of female offenders. In addition, they recommended that probation departments should strengthen pre-release planning and the programming for women spending time in the county jails as a condition of probation.

During the ongoing meetings of the Task Force, a technical assistance request was made to the National Institute of Corrections to provide the training program "Women Offenders: Critical Policy Issues." It was determined that this program would be very beneficial and timely to the State of Arizona and the Arizona Department of Corrections as they began to address the outlined recommendations of the Task Force report. The training was delivered to the Arizona participants on December 7-10, 2004, in Phoenix. Opening remarks were made by Ruth McGregor, the Vice-Chief Justice of the Arizona Supreme Court, and Director Schriro. These introductions were critical to the effectiveness of correctional services in the state as Arizona is a dual supervision state with corrections in the executive branch and probation under the guidance of the judiciary. This partnership was quite significant in working towards concrete system solutions.

A number of recommendations resulted from the work of the Task Force, many of which were already being implemented by the Department of Corrections (DOC) while the Task Force continued to meet. Overall, the DOC has made great strides in identifying the unique needs of female offenders and has been working to provide parity and gender-responsive programming for women. They have hired an administrator whose duties are solely to focus on the development, implementation, and evaluation of the Department of Correction's strategic plan to improve outcomes for female offenders. Meanwhile, the community corrections focus continues both with the DOC as well as with the probation departments who will continue to share information and strategies in working towards evidence based practices for female offenders in Arizona. ▷▷▲

References

Arizona Department of Corrections (2002) *Study of Inmate Population.* Phoenix: author.

Beck, Allen, et al (1993) Survey of State Prison Inmates, 1991. Washington, DC: Bureau of Justice Statistics. March.

Harrison, Paige and Allen Beck. (2003) *Prisoners in 2002.* Washington, DC: Bureau of Justice Statistics. July.

Hepburn, J. and Griffin, M. (2004) *The Maricopa County Adult Probation Department's Women's Treatment, Supervision and Services Network: An Evaluation.* Phoenix: Arizona State University, June.

Barbara Broderick *is the Chief Probation Officer of Maricopa Probation and* ***Kathy Waters*** *is the Director of the Adult Probation Services Division for the Arizona Supreme Court.*

Calendar of Events

2006 - 2007

Oct 3-5, 2006	The National Center for Victims of Crime - 2006 Fall Training Institute Vernon Manor Hotel Cincinnati, OH Register on-line at www.ncvc.org or call (202)467-8700
Oct 8-11, 2006	"What Works" Research Conference What Works" Research Conference on Norfolk, VA. www.iccaweb.org/index.php?section=6
Oct 12-13, 2006	2006 National Conference - Justice Research and Statistics: Informing Effective Policy. Denver, CO at Adam's Mark Hotel For more information or to register online, visit our conference website at www.jrsa.org
Oct 13-15, 2006	5th Annual National Prisoner Reentry Conference "The Heart of the Problem" Dallas, TX Westin park Central Hotel. Call the TOP office at (313)875-3883 ext 28 or ext 16 Conference Registration - www.topinc.net
Oct15-18, 2006	12th National Symposium on Juvenile Services Las Vegas, NV www.npjs.org for additional details.
Oct 18-20, 2006	8th International Conference on Conferencing, Circles and other Restorative Practices Presented by the International Institute for Restorative Practices. Bethlehem, PA. Visit www.iirp.org for more information.
Oct 24-25, 2006	Economic Crime Summit, Providence, Rhode Island - Westin providence. www.summit.nw3c.org
Oct 23-27, 2006	APPA Professional Development Training: Facilitator Training for Delivering Cognitive Behavioral Curricula Oklahoma City, OK. For additional information, contact: Karen L. Dunlap, American Probation and Parole Association Phone: (859) 244-8211, Email: kdunlap@csg.org
Oct 28-Nov 1, 2006	National Conference on Correctional Health Atlanta, GA. Visit www.ncchc.org or email ncchc@ncchc.org for more information.
Nov 5-8, 2006	Probation Officers Association of Ontario 52nd Annual Symposium Probation Officers Association of Ontario 52nd Annual Symposium, Stratford, Ontario, Canada. Visit www.poao.org or contact darlene.humeniuk@jus.gov.on.ca
Nov 7-9, 2006	41st Annual Fall Conference and Expo California Transit Association Long Beach Convention & Entertainment Center - Hyatt Regency Long Beach - Long Beach, CA For Reservations, call 562-491-1234 or 1-800-233-1234 or www.caltransit.org
Nov 6-10, 2006	APPA Professional Development Training: Facilitator Training for Delivering Cognitive Behavioral Curricula, Lexington, KY For additional information, contact: Karen L. Dunlap, American Probation and Parole Association Phone: (859) 244-8211, Email: kdunlap@csg.org
Nov 28-30, 2006	Innovations in Justice: Information Sharing Strategies and best Practices BJA Regional Information Sharing Conference San Diego, CA www.search.org
Nov 27- Dec 1, 2006	Training - ICAC Child Sex Offender Accountability. Please contact us by calling (877) 798-7682 or e-mail Julia Snay. For further information:www.icactraining.org/icaccso.htm
Dec 5-6, 2006	APPA Professional Development Training: Survival Skills for Managers and Supervisors, Georgetown, TX. For additional information contact: Karen L. Dunlap, American Probation and Parole Association Phone: (859) 244-8211, Email: kdunlap@csg.org
Feb 6-8, 2007	Innovations in Justice: Information Sharing Strategies and Best Practices BJA Regional Information Sharing Conference Houston, TX www.search.org
Feb 11-14, 2007	APPA's Winter Training Institute. Atlanta, Georgia Program Chair: Ann Ferguson Phone: 630-407-8384 Email: ann.ferguson@dupageco.org Sheraton Atlanta www.appa-net.org
Mar 27-29, 2007	Innovations in Justice: Information Sharing Strategies and Best Practices BJA Regional Information Sharing Conference Minneapolis, MN www.search.org
Jun 18-20, 2007	National Center for Victims of Crime - National Conference - Advancing Practice, Policy, and Research. Washington, DC visit www.ncvc.org for conference updates
Jul 8-11, 2007	APPA's 32nd Annual Training Institute Philadelphia Downtown Marriott, Philadelphia, PA. Program Chair: Rhonda Grant Phone: 803-734-9241 www.appa-net.org
Oct 3-5, 2007	8th National Conference on Preventing Crime log on to www.ncpc.org/NationalConference2007 to learn about Call for presentations Conference highlights Conference schedule Sponsorship information Pre-conference events Exhibiting information Registration fees Hotel information

To place your activities in Calendar of Events, please submit information to:
Darlene Webb, American Probation and Parole Association, P.O. Box 11910, Lexington, KY 40578
fax (859) 244-8001, email dwebb@csg.org

the journal of the American Probation and Parole Association
PERSPECTIVES
www.appa-net.org

Nonprofit Organization
U.S. Postage
PAID
Lexington, KY 40578
Permit No. 355

American Probation and Parole Association
c/o The Council of State Governments
P.O. Box 11910
Lexington, KY 40578-1910