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Profiling the Needs of Young Female Offenders

A Protocol and Pilot Study

Final Report

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by

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PROFILING THE NEEDS OF YOUNG FEMALE OFFENDERS

A Pilot Study and Protocol Development

Overview

While young female offenders remain a small minority within the juvenile justice system, the unique needs and program demands of this population require particular attention in terms of research and policy. This protocol suggests ways that individual agencies, institutions or jurisdictions can collect information on their youthful female offender population. We propose three basic steps in collecting this information: 1) A detailed profile of the youthful female population of interest; 2) An on-site inventory of existing programs within the facility of interest and 3) A needs assessment which will match profile data with program data to determine gaps between identified needs and current program availability. These methods were tested in two previous studies, a study of women in California prisons (Owen & Bloom, 1995) and a pilot study of youthful female offenders in the California Youth Authority (CYA), the results of which can be found in the appendix to this protocol. This pilot study was used to test these methods for profiling the needs of youthful female offenders and to provide baseline information for use by the California Youth Authority.

Research methods used in this effort include face-to-face interviews, survey methods, and site visits. In the California pilot study, we interviewed both staff and the female population on instruments contained in the appendix. Program data was collected through surveys, site visits and informal interviews done with staff and program participants. The needs assessment was constructed by comparing these two sets of data.

This report describes steps necessary to conduct this Needs Assessment and provides information for those interested in studying this underserved population. In outlining these steps, we provide suggestions on customizing the instruments and give examples of our work with the California Youth Authority. This protocol is offered as a resource that can guide interested parties in addressing the needs of this population. The report also contains a summary literature review that outlines prior research on the female youthful offender.

Appendix A	Pilot Study: Female Wards in the California Youth Authority
Appendix B	Female Ward Survey with Data Distributions
Appendix C	Revised Survey
Appendix D	Staff Survey Instrument
Appendix E	Program Survey Instruments
Appendix F	References

Problem statement:

While female delinquency has traditionally been overlooked in policy and research, recent initiatives have begun to explore the problems and needs of high risk girls and young women (OJJDP, 1994, p. 1). Chesney-Lind and Shelden (1992) summarize current findings that suggest delinquent females tend to be similar to male delinquents in terms of lower socio-economic status, disrupted family backgrounds and school difficulties. Most research argues, however, that girls' lives and girls' problems present unique challenges for the juvenile justice system and related social service agencies. These gender-based differences shape both offense patterning and policy response. Young females, in general, have tended to be arrested for less serious crimes, with status offenses and minor property crimes accounting for the vast majority of their offenses. Current data suggest this picture is changing, with drug related arrests by females increasing exponentially and some preliminary evidence of a slight increase in violent activities (Poe-Yamagata & Butts, 1996).

Chesney-Lind and Shelden (1992) detail possible explanations for these gender-based differences in their discussion of female delinquency: among these explanations are differences in gender socialization and subsequent delinquent careers, racial differences in offense patterning and juvenile justice prosecutions, and the dominant role of abuse and family violence in the lives of at-risk young women. These problems are also compounded by gender-based reactions: such as running away, prostitution, early pregnancy, petty theft, shop-lifting and some involvement in gang activity. A third contribution to the differences in male and female delinquency is found in the way state and local systems respond to delinquent behavior. Thus, as delinquent offending is patterned, so is the nature of society's reaction to it.

There are several policy and program implications based on the differences in male and female juvenile offending. Chief among them is the significant role played by less serious offenses, such as status offenses (usually running away or incorrigible) and minor criminal offending (such as petty larceny, petty theft and drug possession). These offense patterns point directly to two issues: 1) the urgent need to develop gender-specific policy and programs, providing intervention for less serious offenders or those initiating delinquent behaviors and 2) the need for increased development of diversion and other alternatives to incarceration at the community level. The lack of gender-specific programming addressing the different needs of males and females and the lack of community-based alternatives results in an over-reliance on institutional commitments. As Deschenes notes, in her October 1995 testimony to the Committee on the Status of Juvenile Justice in California, courts are often left with few alternatives to institutionalization for young women. Despite decades of federal efforts to encourage deinstitutionalization of status offenders, many young females are inappropriately detained and incarcerated. Additionally, girls and young women may be ignored in policy and planning efforts that focus on the more serious offending by males.

Review of the literature

A review of the literature finds little information on the needs of female youthful offenders, particularly those incarcerated in state systems (Chesney-Lind & Shelden, 1992). The most comprehensive review of girls and their offense and incarceration patterns is found in Chesney-Lind and Shelden (1992), who argue that the "invisibility" of girls' involvement in the criminal justice system ignores the serious problems of sexual and physical abuse, teenage pregnancy and "a wide range of injuries inflicted by class and race" (Chesney-Lind & Shelden, 1992:xi). As Chesney-Lind and Shelden (1992:2-3) point out, this early victimization of girls must be understood in tracing both offense behavior and interactions with the criminal justice system.

These authors also stress the critical implication of gender in the lives of these girls and their interaction with the criminal justice system. In addition to the gender effects, Chesney-Lind and Shelden direct our attention to the compounded problems presented by class and race. Girls (and women) on the economic and social margins of society experience blocked opportunity and are more likely to be processed and held in custodial situations. The link between such victimization and adult criminal careers is discussed by Chesney-Lind and Shelden (1992:33). Victimization during childhood often leads to running away from home, prostitution, and petty crimes committed for survival. Pollock-Byrne (1990) and Chesney-Lind (1992) review several studies of the relationship between violence and victimization. Gilfus (1988) found that 88% of her sample had been exposed to some form of childhood physical or sexual abuse, adult rape and/or battering. Pollock-Byrne (1990:70) states that:

Some researchers suggest female inmates come from families marked by alcoholism, drug addiction, mental illness, desertion and child abuse. Several studies show that in a sample of incarcerated women, a majority had been physically and sexually abused as children, had greater difficulties in their interpersonal relationships with family and peers than others and had been treated for mental problems.

Drug use, both as a result of the emotional and psychological traumas caused by abuse and prostitution, as well as living on the street (Miller 1986) and being "in the life" (Rosenbaum, 1986) contribute to criminal careers as well. These needs are not met through community programs and therefore propel some girls into the criminal justice system.

The population of juveniles admitted to facilities of confinement has risen in the last decade (Chesney-Lind & Shelden, 1992; Parent, 1993). Parent (1993) shows that admissions to juvenile facilities reached 690,000 in 1990. The characteristics of this population showed significant changes in the percentage of minorities represented, as well as changes in the types of offenses committed. The residential facilities that confine juveniles who violate the law include those which are part of mental health,

child welfare, and alcohol and drug abuse networks, as well as facilities within the juvenile correctional system. According to Lerman (1991), inadequate data about the characteristics of the juvenile population confined to these facilities creates problems for developing effective policies and programs which address the needs of this group. Specifically, the lack of information regarding girls confined in juvenile correctional facilities, namely, training schools, creates problematic issues in managing this relatively long-term population (American Correctional Association, 1990).

The profile of girls who come into contact with the juvenile justice system is similar to that of adult women. Poverty, coupled with lack of job skills, histories of physical and sexual abuse, substance abuse, lack of education, and mental and physical health problems all too often make girls and young women extremely vulnerable to contacts with the juvenile justice system. The lack of attention to the needs of girls at-risk of involvement often results in contact with the juvenile justice system. Outside this system, other social institutions charged with addressing these needs, such as schools, community organizations and other social service agencies, have largely neglected the problems of girls in favor of programs and policies designed to address the problem of the male delinquent. In focusing on the overwhelming number of males in these systems, programs, policies and services often fail to develop a diversity of options for dealing with the gender and culturally specific problems of girls enmeshed in these systems. For example, while research shows that community-based programs are most successful in dealing with the problems of female delinquents, few programs target the specific needs of girls, and little comprehensive work has been done to collect data on the characteristics of girls and young women in order to develop better program responses which would keep them out of the juvenile justice system.

The neglect of girls and young women is often justified on the grounds that they account for only a small fraction of juvenile arrests and commit few crimes. This justification ignores the fact that while fewer in number and less violent than their male counterparts, the girls and young women who do enter the juvenile justice system become extensive users of the system (Delinquency Prevention Commission, 1992). The lack of alternatives to incarceration, the lack of gender and culturally specific programs and simple inattention to their problems and needs creates a system that over-incarcerates the young female offender, often treating social problems with ineffective correctional sanctions. In addition, girls and young women have historically accounted for the majority of status offenders detained in youth facilities, often recycling through the juvenile justice system.

The purpose of this study

This review points to the need for current data on this population for both research and management purposes here. These instruments and their accompanying instructions are intended as a guide to managers, researchers or line staff who desire to collect and analyze systematic information on their youthful female offender population. The instruments, with revision and modification, can be used in any combination. Taken together, the Profile instrument and the Program Inventory materials provide a data base that can be used to provide data for a third step, the Needs Assessment. These two instruments can also be used separately for agencies and individuals desiring either a demographic profile or a program inventory. The data can be used in any number of ways, such as developing a demographic description of the female population of a juvenile hall or state institution for young women¹; or collecting information on program needs within a system, a single institution or a special housing unit. For quick needs assessment, any given section can be administered, such as determining the general extent of substance abuse histories. Of course, these instruments should not be used as case management tools and are not designed as individual assessment tools. Our intent here is to provide data leading to program development and general description. This data could also provide information for program evaluation in providing baseline information in developing process and outcome indicators.

While young female offenders remain a small minority within the juvenile justice system, the unique needs and program demands of this population require particular attention in terms of research and policy. The steps listed below suggests ways that individual agencies, institutions or jurisdictions can collect information on their youthful female offender population. There are three basic steps in collecting this information: 1) A detailed profile of the youthful female population of interest; 2) An on-site inventory of existing programs within the facility of interest and 3) A needs assessment which will match profile data with program data to determine gaps between identified needs and current program availability. These methods were tested in two previous studies, a study of women in California prisons (Owen & Bloom, 1995) and a pilot study of youthful female offenders in the California Youth Authority (1997), the results of which can be found in the appendix to this protocol. This pilot study was used to test these methods for profiling the needs of youthful female offenders and to provide baseline information for use by the California Youth Authority.

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¹ We do not recommend using this instrument for male populations or female adult populations. See Owen & Bloom, 1995a & b for a discussion of an instrument designed to assess adult female correctional populations and programs.

Whatever your reasons or interests, gaining the cooperation and approval of institutional management is critical to a successful project. In general, managers desire more information on their population and programs, so this kind of study is typically welcomed. Their support is fundamental at every stage of the project and should be elicited at the beginning stages of the project and must be maintained throughout the study. We suggest that you engage in the following steps as preparation for your research:

- Prepare a short summary (or a proposal), outlining the purpose of the study and the steps involved in collecting, analyzing and reporting the information.
- Meet with the institutional management, usually the Warden or Superintendent, at the initial planning stages.
- You also may want to meet with the Central Office management team as well. Determine their information needs and incorporate them into your version of the study. Often, a contact person will be designated to act as liaison between the institutional management and the project director. The contact person identified in the pilot study was instrumental at every stage of the project.

As you read through the steps involved in this profile and program inventory, plan ahead. For example, we recommend that a statistical program be used in the tabulation and analysis section. Think about where you might find a person to help you with this step right from the beginning and involve him/her in the preliminary stages as well.

Instrument Development: The Pilot Study

The development of this instrument came about as we finished a study of adult female offenders in the California Department of Corrections (Owen & Bloom, 1995 a & b). As we learned about the lives of female prisoners, we became interested in learning about the lives of women prior to their imprisonment. The study of girls and young women in the California Youth Authority was the next step. We used the adult female survey instrument as the basis for our questions, but modified them somewhat to reflect the differences in ages and experiences of the two different populations. At this stage, the assistance of CYA research and administrative staff was invaluable. We suggest that managers, line staff, researchers and others knowledgeable about the institution and population be given an opportunity to review and comment on the study at all stages. Preliminary data from this pilot study is contained in Appendix A.

Three steps to this study:

This process is designed in three phases. The Profile instrument should be used as a social science data collection instrument when information about the nature of a specific population is desired for planning, program design or budget purposes. The instrument should be administered through individual, face-to-face interviews, as discussed in the section below, "Choosing the Interviewers". The Program Inventory can be used to assess the nature of current, available programming. We have used several approaches to this aspect of data collection: mailed surveys, telephone interviews and site visits which

include program observations, formal and informal interviews with staff and program participants. In the pilot study, we also interviewed staff representing all aspects of the institution: housing, medical, clinical, and custody staff were interviewed as well as management and administrators at all levels. These instruments and methods should be customized to the needs of those desiring this information. The final step, the Needs Assessment should be done in conjunction with the first two steps, but again, agencies can use any combination that meets their data needs.

Step One: The Profile

The Profile is designed as an individual, face-to face survey of population demographics and personal histories. Again, this instrument is designed to collect generalized data for program planning, budget development or other general purposes. This instrument can also be used for other research purposes, such as collecting baseline descriptive data, testing specific research hypotheses and the like. Once collected, this data will provide a detailed profile of the institutional population in terms of demographic characteristics, offense and incarceration histories, family, educational and employment backgrounds, substance and personal abuse histories and institutional program experience. A revised version of this instrument is contained in Appendix A. There are several methodological considerations in planning for the administration of the profile instrument.

Customizing the instrument

The instrument contained in Appendix A is only a starting point. The instrument, also known as an interview schedule, should be reviewed carefully to determine if it meets the needs at hand. This customization has three steps:

- Consider the purpose and goals of this study. Be specific about the kind of information desired and how it will be used. Outline the elements that might be included in the final report and ensure that questions collecting this information are included in your custom version of the questionnaire.
- Review the interview instrument to determine how it can be used in studying the population at hand. Several sections of the instrument must be revised (for example housing unit and program designations) and others should be reviewed carefully to determine how the questions can be modified to reflect the goals and purposes proposed above. This review might suggest additional data elements or sections that might not apply to your population or purpose.
- Draft a version of the interview schedule that meets these initial concerns.

Inform all interested parties of your intent to study this population. Draft a brief proposal or memo that clearly states your intentions. At this stage, think broadly about whom might be interested in this study. At minimum, the audience for this proposal should include institution management, Central Office administrators, Research or

Information Services and any others that work with this population. Identifying stakeholders at an early stage of the process is critical to the future success. Once interested parties have been identified, a working group can be formed. These interested parties will assist in making the instrument useful and applicable to the specific population under study. Distribute a copy of the modified instrument and actively solicit comments and revisions.²

This step may be repeated several times to insure the development of a useful instrument. Once a preliminary interview schedule is developed, pre-testing the questions is the next step. Pre-testing is a critical aspect of instrument development. This involves selecting a small number of young females that are not to be included in the actual study but are similar to the study population. Conduct several interviews with this pre-test sample, noting the types of answers elicited by the questions. Pre-testing provides an opportunity to assess the usefulness and applicability of the instrument. In our pilot study, we tested the instrument on a small number of CYA wards that were not chosen in our random sample: other methods of pre-testing include using a community sample of parolees and an institutional sample of young females confined to a local juvenile hall. After the pre-test, revise the instrument to reflect what you have learned.

Sampling:

Sampling is the process of choosing the individuals in the institution who will be interviewed for the population profile. Most facilities for the youthful female population are small, making the issue of sampling straightforward. Depending on the size of the population, you may want to choose a census or sample. A census is the sum of the total population in custody at the time of the interviews. We recommend interviewing all wards if the population at the time of the research is under 100. If it is over 100, then you may want to choose a sample. There are two important aspects of sampling : randomness and representativeness. The sample must be chosen in a random manner; that is each person in the population must have an equal chance of being included in the interview sample. If a sample is chosen randomly, then the sample should be representative. That is, the sample should represent all aspects of the population, such as age, race and ethnicity, offense types and area of residence³. If your population is listed on any automated data base, choosing a random sample is a simple matter or running a sampling program. The Research Department of your system could also help choose a representative sample. If not, flipping a coin on each name is a simple way of choosing a 50% sample. Decide

² The administrative and research staff of the CYA provided critical assistance to us at every stage of this process. We were given active support by Richard Tillson, Deputy Director, Central Office, Vivian Crawford, Superintendent, Ventura School, Elaine Duxbury and Candace Cross-Drew, Central Office Research, Elverta Mock and Gary Collins, Ventura School. Ms. Crawford, Ms. Cross-Drew and Ms. Mock offered extended commentary on the instrument itself. This experience illustrates the need to involve staff at all levels in customizing the pilot instrument for use at the Ventura School.

³ There are other, more complex ways of insuring a representative sample. If you are considering a complex sample, consult with someone with experience in sample selection. Agencies with a Research Department should use their expertise throughout this process. Later, the issue of using outside consultants will be discussed.

beforehand whether heads or tails denotes inclusion in the sample, and quickly run through a listing of all the names in constructing a sample. An even simpler method is to take a list of all the names and choose every other one, or whatever number results in a sample size that meets your needs. Try to avoid choosing (or omitting) sample participants in any way that might bias the sample, that is, make it non-representative.

A small sample size can be useful for rough estimates of program needs, but a solid profile sample should be of sufficient size to ensure that the entire range of the facility population is represented. The exact size of the sample will of course depend on the size of the institutional population.

Informed Consent and the Protection of Human Research Subjects

Depending on the requirements of your agency, a "human subjects" review and a process of obtaining informed consent may be required. This process involves gaining the approval of an appropriate oversight body, such as a research committee, and creating a form that your respondents will read and sign. Determine these requirements early in the planning process. The Federal Government has very specific requirements for minors and others seen to be at risk of coercion in a research study. The committee may want to look at the interview questions, interviewer training and other documentation that describes the study. One requirement will be assurance of confidentiality and security of the data itself. This is an important part of any research project.

These interviews are always voluntary and potential respondents should be told that they choose to participate of their own free will. When the study is presented openly, without coercion, most of the study participants will agree to the interview. We have had very high response rates and have experienced few refusals. See the Appendix for a sample consent form.

The Interviewers: Researchers and Students

Our studies have been conducted using outside researchers and trained, experienced students as interviewers. Due to the sensitive nature of the survey questions, the interviewer must be able to gain the trust of the respondent. The study can be conducted using institutional staff if these issues of privacy, trust and confidentiality can be settled. Without trust and rapport, the quality of the collected data may be compromised. If you have funds to pay for a study, you may want to hire researchers for the project. You may want to contact a local college or university if you want to use outside interviewers and do not have a research budget. Faculty in sociology, criminology or psychology may assist you in developing the study and in supplying interviewers or data analysis.

This profile instrument was designed to be administered through individual, one-on-one interviews, conducted with as much privacy as possible. A key aspect of this privacy is careful selection of the interviewers. Due to the sensitive nature of many of the questions, selection of the interview staff must be made carefully. Using institutional staff may be problematic, given the nature of these questions. The interviewers must be able to ensure privacy, confidentiality and must be able to develop a relationship of trust and some

rapport in the interview process. One solution is the use of outside interviewers such as graduate students or research consultants. We have typically used female interviewers and tried to consider cultural issues in choosing and training our interviewers. Give the selection of interviewers some thought because a successful interview is crucial to collecting good data.

Regardless of the amount of experience of any interviewer, each person must be trained in asking these specific questions. The project director should observe all interviewers to ensure that each question is "asked as written". Interviewer training can be part of the pre-test process.

This questionnaire is designed to be administered individually in face-to-face interviews. As such, these questions should not be used in any other format, such as handing out the survey and asking respondents to fill the questionnaire out alone.

Announcing the study

In the pilot study, we were able to meet with all sample members (in a group in the living units) prior to the actual interviews. Here we described the study and its purpose, the procedure through which they were selected, its confidentiality, and their right to refuse to participate. In this introduction, suggest reasons they should participate and be prepared answer any questions. It is important to stress that study participants will be interviewed individually, that their individual answers will never be part of any official record, that they will never be identified in any way and that their answers will be combined with all the others in any reports. Distributing a one-page announcement within the facility is another way to announce the study

The Interview

The interviews should be arranged in concert with facility management, including custody staff and any others who may be involved in setting up the interviews. Depending on the time available to conduct the interviews, several types of interview arrangements may be made to complete all the interviews. In the pilot study, we were able to interview during the program day and in the early evenings, due to the support and cooperation we received from institutional staff.

Each interview should take approximately one hour, depending on the nature of each participant's history and experience, and the number of questions you chose to use. After the pre-test, you should have a good idea as to the length of your interview schedule. Interviews should be conducted in a quiet, private place with distractions and interruptions minimized. We have used a variety of spaces: staff offices, the visiting room, day room or dining room when empty, and unused classrooms, for example. We have interviewed in housing units, work sites and conference rooms. Privacy is essential in terms of gaining the confidence and trust of your respondents. Many of the questions are sensitive and require both privacy and trust.

Interviewing: Posing the questions

Interviewing is both an art and a skill. If you have little experience with social science or informational interviewing (in contrast to investigative interviewing), consult with a basic research methods text for a description of interviewing techniques. In general, interviewers should be relaxed but attentive, showing genuine interest in the fairly personal material being elicited in the interview. Each interview should begin with the interviewer introducing herself, explaining the study, signing the informed consent form and answering any questions. Use this time to put the respondent at ease.

The instrument developed during the pilot study has several sections:

- Demographics and educational background
- Work History
- Living Situation
- Family History
- Juvenile History/Juvenile Justice
- Arrest and Sentencing Information
- Children
- Visiting/Contact Information
- Pregnancy
- Abuse History
- Drug Use History
- Correctional Program Participation

Notice that some of the questions are closed-ended (e.g. multiple choice question) and others are open-ended (e.g. an essay question). As discussed above, these sections should be modified according to your individual needs and interest in this project.

Cleaning and editing

After each interview, cleaning and editing the interview schedule is important. Review each question and make sure the answer is clear and unambiguous and your writing is readable. Try to clean each one immediately after the interview if at all possible. It is necessary to clean and edit each interview schedule before it is given to the project director. Each interviewer should also keep a clear record noting which interviews were completed, and which sample members were unavailable, released or refused to participate.

Tabulating and analyzing the data

We recommend that the interviews be coded and tabulated using a statistical program, such as the Statistical Package for Social Sciences (SPSS). Having the data automated allows for both easier and more complex analysis. Tabulating the data by hand is possible, but not recommended. Using a statistical package allows the researcher to construct frequency distributions (counts), and calculate averages (means) and other simple descriptive statistics, such as cross-tabulations. Cross-tabs can present the data by

subsets, such as looking at the results by age groups and offenses, for example. The open-ended questions require a different sort of analysis, called qualitative or narrative analysis. Consult with the Research or Information Management Division in your system, or other researchers for advice about tabulation and analysis.

Interpreting and writing up the data

So what does this all mean? Depending on how the data was tabulated, the results of your profile should be matched with each question. Sit down and think about the results and how they describe the young women in your facility. Write a first draft that describes the results in a straightforward way. Tables or narrative can be used to describe the results of the study. See the results of the pilot study as one example of the profile data. Think about the kind of reports that will be generated from this material. Circulate these drafts among the persons involved in the study and elicit their comments and suggestions.

Collect these reactions and incorporate them into the next written report. The profile report can be used as a stand alone report or combined with the program inventory for a comprehensive needs assessment.

Step Two: The Program Inventory

Current correctional programs have not adequately addressed the multi-dimensional, gender-specific problems of female youthful offenders as they were designed to serve a predominantly male population. The unique issues that differentiate the management of this population include victimization, addiction, healthcare, pregnancy and parenting, re-entry, housing, and job training and placement.

A program inventory or review is an important component of a pilot study of female youthful offenders because it can provide information pertaining to the number and types of programs available to young female offenders, the gender-specific emphasis of program interventions, and effectiveness of service delivery. Most importantly, it can document gaps in services and programs. This information may be useful to correctional administrators, program planners, and program providers. The inventory of existing programs, combined with an assessment of youthful female offender needs can provide data that can be used for revising classification and intake procedures, planning effective treatment, educational and vocational programs, and in determining allocation of funds. Data can be collected on programs such as job training and placement; education; life skills; healthcare; substance abuse education and treatment; family violence counseling and parenting/child development.

Data collected from site visits can provide both qualitative and quantitative descriptions of programs including the number and types of programs; the number of youthful female offenders participating and completing programs; average daily population; program services; curricula; management information systems; and evaluation components. The protocol for an inventory of existing programs within a youth detention

facility or youth training school for female youthful offenders should include the following steps:

- Determine the range of programs available to female youthful offenders at the facility;
- Develop instruments for program data collection;
- Select programs for intensive site review;
- Program site review: Conduct interviews with program staff and participants;
- Engage in program participant observations;
- Collect program curricula, evaluation and assessment material;
- Conduct telephone follow-up as necessary to obtain additional program data;
- Prepare an analysis of programs which were reviewed, and;
- Summarize program findings and recommendations.

Determine Range of Programs

It is helpful to establish a relationship with a primary contact person at the facility. This person can provide a list of existing programs and/or designate the appropriate personnel who can provide program material. During the initial stage of the pilot study when the interviews are being conducted with female youthful offenders, a meeting should take place between the program researcher and the primary contact person at the facility to discuss the program inventory process and to obtain any available program information.

Develop Instruments for Program Data Collection

The program inventory data collection instruments should include surveys of program staff and participants. This survey (Appendix F) should include program name, type (e.g., job training, education, etc.), description, mission, goals, target population, referral sources, duration, length of stay, number of participants, capacity, criteria for completion and information about the effectiveness of the program. The participant survey (Appendix F) should include information regarding the program's impact on the participant during the program and it should also assess the program's continuing impact after the participant is released from the facility. Most of the programs that exist within youth correctional facilities have not been formally evaluated and we realize that this is beyond the scope of a pilot study of this nature.

The researchers should provide the contact person at the facility with drafts of the data collection instruments for review and input. Copies of the drafts should also be provided to designated program staff for their review and comment. Final drafts of the data collection instruments should incorporate program staff comments.

Select Programs for Intensive Site Review

All of the programs serving female youthful offenders at the facility should be reviewed and a range of programs should be selected that address certain categories such as job training, education, addiction recovery, crime awareness, self-development,

pregnancy and parenting as well as pertinent community-based approaches. Input from facility staff in terms of program identification should be solicited. Once programs are selected, the facility contact person should schedule site visits to individual programs.

Program Site Review

Conduct Staff Interviews: Interviews with program staff should occur prior to program observation if possible. Program description, mission, goals and objectives, target population, criteria for program completion and staff suggestions for program improvements and/or new program development can be included in the interview instrument. Jurisdictions can tailor their interview instruments to meet the specific needs of the juvenile facility and the female youthful offender population that is the focus of the pilot study.

Conduct Participant Interviews: Interviews with program participants can take place during the program. Volunteers from the program can provide useful information about the effectiveness of the program and its benefit to individual participants. Participant interviews can also ascertain the anticipated effect of the program after the individual's release from the facility.

Conduct Program Participant Observation: Participant observation provides the interviewer an opportunity to observe the program directly for more information on areas such as degree of participant involvement, staff morale, program content, and the particular needs/issues addressed by the program.

Collect Program Material: Program material can be collected prior to or during the program site visit. It should be requested before the site visits are scheduled, however, because it can be useful in determining which program/s to visit. Information regarding program mission, goals, objectives, curricula, content, evaluation (if available) and follow-up should be requested.

Conduct Phone Follow-Up: Telephone follow-up can provide clarification on specific programs, as well as garner additional information that may not have been available at the time of the review. The program coordinator or staff who were interviewed should be contacted as necessary. If additional or new program data become available, the facility contact person should be called and asked to designate the appropriate program staff person for purposes of follow-up.

Program Analysis

The analysis should describe the range of programs available to female youthful offenders at the facility. It should identify the type of program, describe the primary focus of the program and its unique approach. It should address the gender-specific needs of the population and the program's ability to meet those needs. The analysis should also address issues such as parity, e.g., the availability of programs for girls/young women as compared with boys/young men at the facility. It should also identify gaps in

needs and services and programs provided to youthful female offenders. Finally, aftercare should be addressed as appropriate.

Program Findings and Recommendations

The analysis should be used as the foundation for the findings and recommendations. What are the gaps in service delivery? What additional types of programs could be developed to meet the identified needs of the population? Are there special needs such as pregnancy and parenting, health, mental health, and sexual and physical abuse that are being addressed by current programming? Are the programs culturally relevant? Do they build on the participant's strengths and are they based on their abilities and life opportunities? Do they include mentoring and family-oriented services? Is there an aftercare component in the community available to girls/young women upon release? Are there sufficient programs for girls/young women, and are those programs gender-specific in their approach? The program inventory coupled with the population profile can provide a blueprint for the needs assessment, is the next component.

Step Three: The Needs Assessment

The needs assessment combines material from the profile interviews and the program inventory to identify gaps in programs and services for young female offenders. The needs assessment phase requires careful consideration of the findings in order to develop a statement about these gaps and needs.

In order for the juvenile justice system to provide effective prevention, intervention and treatment for girls and young women, the needs of this often neglected population must be incorporated into the system's planning, policy, and program implementation. In light of the fact that young female offenders are often placed in co-correctional facilities, where their specific needs are often overlooked, the needs assessment component of any planning process is critically important.

The needs assessment compares the profile and program data that were collected, analyzed, and summarized as described previously in steps one and two. There are certain demographic characteristics that may appear in the population profile such as histories of personal abuse, substance abuse, and teenage pregnancy that call for specific program interventions. Additionally, there may be certain offense patterns (e.g., violent crimes, status offenses, etc.) that are highlighted in the sample population that may require programs that target behaviors relating to types of offenses. These interventions may or may not be available at the juvenile detention facility and so it is important to document the need for programs, their availability and recommend types of programs and interventions that could be developed at the facility and in the community.

A needs assessment should consider the following issues as they pertain to girls and young women in the juvenile justice system.

Gender-specific interventions: Youthful female offenders share similar characteristics that distinguish them from their male counterparts. As documented in the research literature (Chesney-Lind and Shelden, 1992), many girls in the juvenile justice system are arrested for less serious offenses, with status offenses, property crimes and drug-related arrests representing the majority of their offenses. Family violence and victimization are significant among this population and the reaction to this violence is often gender-based, as evidenced by behaviors such as running away, prostitution, teenage pregnancy, petty theft, shop-lifting and gang involvement. Gender-based reactions require gender-based programs and policies. Therapeutic interventions that have been traditionally employed for youthful male offenders do not necessarily work with youthful female offenders as they do not address the unique problems of this population.

Culturally-specific interventions: The majority of youthful female offenders tend to be non-white and disproportionately African American and Latina. There are few programs that address the cultural differences among female offenders. Program interventions need to take cultural differences into consideration and build on the strengths and practices of particular cultures.

Some of the research literature finds that girls and young women of color often have different interactions with the juvenile justice system than their white counterparts. Here the issue of race is significant and there is a general mistrust of the law enforcement community that can interfere with program interventions designed to help young female offenders. Culturally relevant interventions often include the use of mentors as role models.

Economic self-sufficiency: Lack of job skills is a serious problem for young female offenders. Lack of employment training coupled with lack of education make this population especially vulnerable to contacts with the juvenile and criminal justice systems. The needs assessment should identify programs that increase the economic self-sufficiency and employability of the girls and young women at the facility.

Physical and mental health care: Girls and young women in the juvenile justice system have special health and mental health needs which may be identified in the population profile. Sexually transmitted diseases, HIV/AIDS, pregnancy, miscarriages, eating disorders, substance abuse and other health needs should be addressed in the needs assessment. Programs may be developed in response to these female-specific needs.

Family-focused approach: Some research suggests that female offenders come from families plagued by drug addiction, mental illness and child abuse and neglect. Profile data can provide information on the family relationships of young female offenders that can lead to family-oriented interventions. Many youthful offenders return to their families after release from a juvenile detention facility and it is important to begin the process of

healing and reunification prior to release. Additionally, the profile information may indicate that a portion of the female offender population may be pregnant and/or have children so that parenting/child development and reunification programs may be called for.

Substance abuse education and treatment: Research indicates and the profile may highlight the degree of young female offender involvement in substance abuse. The need for substance abuse education and intensive treatment is often crucial to this population. Gender-specific treatment approaches should be considered and a case management plan developed for each individual young female offender.

Aftercare component: Many juvenile facilities provide programming for their youthful offenders while they are incarcerated, but most often the community aftercare component to the program is lacking. A needs assessment should address linking the existing programs in the facility to potential aftercare programs in the community that could be utilized or developed. Aftercare planning should be a part of the overall case management plan for each individual offender and should provide for a continuum of care.

There are various data collection instruments that can be developed as a result of a juvenile justice facility youthful female offender needs assessment. First, a computerized intake process can be created which identifies demographic and offense information, service/treatment needs and risk assessment. Next a case management plan can be developed which links intake data to individualized treatment and services. A program completion/satisfaction instrument can assess participant progress and successful completion of programs. Finally a follow-up instrument can garner information about the program participants' parole and re-offense status. These instruments could ultimately be used as part of an outcome evaluation.

Conclusion

The juvenile justice system has an opportunity to identify and design effective programs for young female offenders, and in doing so, it is essential to address the factors that place girls and young women at risk for delinquent behaviors. These programs should be gender and culturally specific, designed to meet the needs of young women and they should provide a continuum of options ranging from prevention to intervention to aftercare. A well-planned and executed needs assessment can provide the catalyst for this type of innovative program development.

Appendix A

Pilot Study:

Female Wards in the California Youth Authority

PROFILING THE NEEDS OF YOUNG FEMALE OFFENDERS

Pilot Data from the California Youth Authority

Overview

While young female offenders remain a small minority within the juvenile justice system, the unique needs and program demands of this population require particular attention in terms of research and policy. This report summarizes the findings of a pilot study designed to assess the female population in terms of its characteristics and existing program structure. This study uses three basic steps in collecting the information: 1) A detailed profile of the youthful female population of interest; 2) An on-site inventory of existing programs within the facility of interest and 3) A needs assessment which matches profile data with program data to determine gaps between identified needs and current program availability. These methods were tested in a previous study of women in California prisons (Owen & Bloom, 1995). This pilot study was used to test these methods for profiling the needs of youthful female offenders in developing a protocol for use by other jurisdictions and agencies working with youthful female offenders.

Research methods used in this effort include face-to-face interviews, survey methods, and site visits. In this pilot study, we interviewed both staff and the female population on two separate instruments, also contained in the appendix. The interviews were conducted in the summer of 1996. Program data were collected through surveys, site visits and informal interviews done with staff and program participants. The needs assessment was constructed by comparing these two sets of data. This report is organized in the following sections:

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Section 1: Summary and Needs Assessment Recommendations

These recommendations were derived from data collected through a profile survey of 162 female wards at the Ventura School and a program inventory which provides detail on the programs available to these wards. As presented in Sections 3, 4 and 5, this information allows data-based planning and program development in meeting the needs of this neglected population. These profile and program inventory data are combined to make our recommendations for meeting the needs of the youthful female offender and provide direction for program managers, and administrators concerned with addressing these unmet needs. Many of these program suggestions fit squarely with the Youth Authority's philosophy of "restorative justice" which increases offender responsibility to victims, community and family, as well as to themselves. This analysis review identifies needs that could be addressed by program enhancement, expansion or new program development. They fall into the following categories:

- Gender-Specific Interventions
- Culturally-Specific Interventions
- Economic Self-Sufficiency
- Expanded Educational Programs
- Family-Focused Interventions
- Substance Abuse Treatment
- Health/Mental Health Care
- Physical, Sexual and Emotional Abuse Counseling
- Gang Awareness and Intervention
- Aftercare
- Program Evaluation

Gender-Specific Interventions

Many of the programs at the Ventura School serve both male and female wards; however, they appear to be focused on the males. Some of the female respondents indicated that they wanted more programming geared to their needs as they felt that the males received a greater array of programs. Program interventions that address the unique needs of youthful female offenders as well as the ways in which they relate to themselves, each other and their loved ones can be provided in a safe and supportive setting.

Culturally-Specific Interventions

The racial and ethnic background of the female offender population indicates a need for increased culturally-specific services and programs in a variety of areas. Mentoring, art, drama, music, dance, education and counseling programs could be developed with culturally-specific components.

Economic Self-Sufficiency

Almost all of the young women interviewed planned to work upon their release and their family and personal work histories suggested a need for vocational skill development. A significant number of respondents reported obtaining money from illegal sources and a majority stated that their families had received public assistance. While the Ventura School currently offers job readiness opportunities to its wards, an expansion of the successful Free Venture Program would be useful in terms of providing training and work opportunities to a greater number of female wards. Other skills such as money management, budgeting and career planning could be incorporated as well.

Expanded Educational Programs

Nearly all of the respondents indicated a need for more education and training. Approximately 70% of the sample stated that they had a desire to attend college and about 25% were interested in technical or vocational school. This finding suggests a need for college preparatory courses, which include academic preparation, financial aid information and preparation for college entrance exams (e.g., SAT).

Family-Focused Interventions

The profile indicates that most young women come from complicated family backgrounds, including divorced and never-married families. Although approximately half of the respondents lived away from their families prior to their incarceration, many reported that they planned to live with their parents upon release. These findings suggest a need for increased family counseling as well as family reunification services. An emphasis on breaking learned cycles of criminality, violence and other forms of family abuse and substance use should be made. While only a small number of female wards were currently mothers, it is reasonable to assume many plan to be parents in the future. The few wards who were currently parents indicated that they planned to care for their child upon release. A mother-infant care program, similar to the community-based model administered by the California Department of Corrections, should be considered for pregnant and parenting female wards.

Substance Abuse Treatment

The substance abuse histories of these young women underscore the need for intensive treatment services to this population. These services should be age, gender, and culturally- specific. Less than half of the respondents indicated participation in drug treatment programs while at the Ventura School. The single substance abuse housing unit may be inadequate to address this significant need. At the time of the site visit, the facility was planning a more intensified program that would deliver services to a wider population. Intensive services such as the therapeutic community model as well as other female-centered drug treatment models should be explored. Links to community programs providing aftercare services should be established.

Health/Mental Health Interventions

Sexually transmitted diseases, HIV/AIDS, eating disorders and other health related problems are increasing among this population. Also, Ob-Gyn health care services such as annual pap smears and examinations should be encouraged. Expansion of psychological services in the housing units may be beneficial because greater numbers of female wards could receive services. Young women with co-occurring mental health and substance abuse issues may need services targeted to their specific needs.

Physical, Sexual and Emotional Abuse Counseling

Physical, sexual and emotional abuse, as well as neglect, is a defining feature in the lives of these young women. Of those who indicated receiving counseling for their personal abuse, 70% reported a positive experience. These services should be expanded and developed along a continuum of care model with an aftercare component.

Gang Awareness and Intervention

Approximately 60% of the sample reported gang involvement. Female-specific gang intervention programs should be developed to address the unique circumstance of female gang membership. Current programs that deal with anger management and victim awareness should include gang intervention as well. Gender and culturally-specific mentoring programs involving former gang members could be implemented.

Aftercare

Aftercare was lacking as a component of every program that was reviewed at the Ventura School. The facility should work with the Parole Services and Community Corrections Branch to develop innovative strategies to address this missing and critical program component. Links to existing community-based programs could be established.

Program Evaluation

We found that program evaluation data is lacking from most of the programs at the Ventura School. Management should consider the need for program evaluation data for use in program monitoring and development, budget requests and future program planning. Whenever possible, an evaluation component should be included in program planning and design.

These findings were derived from the data collected through the face-to face interviews with CYA wards, Ventura School staff and administrators and program inventory data described in the following sections.

Section 2: Problem Statement

While female delinquency has traditionally been overlooked in policy and research, recent initiatives have begun to explore the problems and needs of high risk girls and young women (OJJDP, 1994, p. 1). Chesney-Lind and Shelden (1992) summarize current findings that suggest delinquent females tend to be similar to male delinquents in terms of lower socio-economic status, disrupted family backgrounds and school difficulties. Most research argues, however, that girls' lives and girls' problems present unique challenges for the juvenile justice system and related social service agencies. These gender-based differences shape both offense patterning and policy response. Young females, in general, have tended to be arrested for less serious crimes, with status offenses and minor property crimes accounting for the vast majority of their offenses. Current data suggest this picture is changing, with drug related arrests by females increasing exponentially and some preliminary evidence of a slight increase in violent activities (Poe-Yamagata & Butts, 1996).

Chesney-Lind and Shelden (1992) detail possible explanations for these gender-based differences in their discussion of female delinquency. Among these explanations are differences in gender socialization and subsequent delinquent careers, racial differences in offense patterning and juvenile justice prosecutions, and the dominant role of abuse and family violence in the lives of at-risk young women. These problems are also compounded by gender-based reactions such as running away, prostitution, early pregnancy, petty theft, shop-lifting and some involvement in gang activity. A third contribution to the differences in male and female delinquency is found in the way state and local systems respond to delinquent behavior. Thus, as delinquent offending is patterned, so is the nature of society's reaction to it.

There are several policy and program implications based on the differences in male and female juvenile offending. Chief among them is the significant role played by less serious offenses, such as status offenses (usually running away or incorrigible) and minor criminal offending (such as petty larceny, petty theft and drug possession). These offense patterns point directly to two issues: 1) the urgent need to develop gender-specific policy and programs, providing intervention for less serious offenders or those initiating delinquent behaviors and 2) the need for increased development of diversion and other alternatives to incarceration at the community level. The lack

of gender-specific programming addressing the different needs of males and females and the lack of community-based alternatives results in an over-reliance on institutional commitments. As Deschenes notes in her October 1995 testimony to the Committee on the Status of Juvenile Justice in California, courts are often left with few alternatives to institutionalization for young women. Despite decades of federal efforts to encourage deinstitutionalization of status offenders, many young females are inappropriately detained and incarcerated. Additionally, girls and young women may be ignored in policy and planning efforts that focus on males offenses that are typically more serious.

Review of the Literature

A review of the literature finds little information on the needs of female youthful offenders, particularly those incarcerated in state systems (Chesney-Lind & Shelden, 1992). The most comprehensive review of girls and their offense and incarceration patterns is found in Chesney-Lind and Shelden (1992). They argue that the "invisibility" of girls' involvement in the criminal justice system ignores the serious problems of sexual and physical abuse, teenage pregnancy and "a wide range of injuries inflicted by class and race" (Chesney-Lind & Shelden, 1992:xi). As Chesney-Lind and Shelden (1992:2-3) point out, this early victimization of girls must be understood in tracing both offense behavior and interactions with the criminal justice system.

These authors also stress the critical implication of gender in the lives of these girls and their interaction with the criminal justice system. In addition to the gender effects, Chesney-Lind and Shelden direct our attention to the compounded problems presented by class and race. Girls (and women) on the economic and social margins of society experience blocked opportunity and are more likely to be processed and held in custodial situations. The link between such victimization and adult criminal careers is discussed by Chesney-Lind and Shelden (1992:33). Victimization during childhood often leads to running away from home, prostitution, and petty crimes committed for survival. Pollock-Byrne (1990) and Chesney-Lind (1992) review several studies of the relationship between violence and victimization. Gilfus (1988) found that 88% of her sample had been exposed to some form of childhood physical or sexual abuse, adult rape and/or battering. Pollock-Byrne (1990:70) states that:

Some researchers suggest female inmates come from families marked by alcoholism, drug addiction, mental illness, desertion and child abuse. Several studies show that in a sample of incarcerated women, a majority had been physically and sexually abused as children, had greater difficulties in their interpersonal relationships with family and peers than others and had been treated for mental problems.

Drug use, both as a result of the emotional and psychological traumas caused by abuse and prostitution, as well as living on the street (Miller 1986) and being "in the life" (Rosenbaum, 1986) contribute to criminal careers as well. These needs are not met through community programs and therefore propel some girls into the criminal justice system.

The population of juveniles admitted to facilities of confinement has risen in the last decade (Chesney-Lind & Shelden, 1992; Parent, 1993). Parent (1993) shows that admissions to juvenile facilities reached 690,000 in 1990. The characteristics of this population showed significant changes in the percentage of minorities represented, as well as changes in the types of offenses committed. The residential facilities that confine juveniles who violate the law include those which are part of mental health, child welfare, and alcohol and drug abuse networks, as well as facilities within the juvenile correctional system. According to Lerman (1991), inadequate data about the characteristics of the juvenile population confined to these facilities creates problems for developing effective policies and programs which address the needs of this group. Specifically, the lack of information regarding girls confined in juvenile correctional facilities; namely, training schools, creates problematic issues in managing this relatively long-term population (American Correctional Association, 1990).

The profile of girls who come into contact with the juvenile justice system is similar to that of adult women. Poverty, coupled with lack of job skills, histories of physical and sexual abuse, substance abuse, lack of education, and mental and physical health problems all too often make girls and young women extremely vulnerable to contacts with the juvenile justice system. The lack of attention to the needs of girls at-risk of involvement often results in contact with the juvenile justice system. Outside this system, other social institutions charged with addressing these needs, such as schools, community organizations and other social service agencies, have largely neglected the problems of girls in favor of programs and policies designed to address the problem of the male delinquent. In focusing on the overwhelming number of males in these systems, programs, policies and services often fail to develop a diversity of options for dealing with the gender and culturally specific problems of girls enmeshed in these systems. For example, while research shows that community-based programs are most successful in dealing with the problems of female delinquents, few programs target the specific needs of girls. Very little comprehensive work has been done to collect data on the characteristics of girls and young women in order to develop better program responses that would keep them out of the juvenile justice system.

The neglect of girls and young women is often justified on the grounds that they account for only a small fraction of juvenile arrests and commit few crimes. This justification ignores the fact that while fewer in number and less violent than their male counterparts, the girls and young women who do enter the juvenile justice system become extensive users of the system (Delinquency Prevention Commission, 1992). The lack of alternatives to incarceration, the lack of gender and culturally specific programs and simple inattention to their problems and needs creates a system that over-incarcerates the young female offender, often treating social problems with ineffective correctional sanctions. In addition, girls and young women have historically accounted for the majority of status offenders detained in youth facilities who are often recycling through the juvenile justice system.

Section 3: Population Profile

The Institution

The Ventura School is the only facility in the California Youth Authority (CYA) housing young female wards. The California Youth Authority houses juveniles convicted of felony offenses who have been sentenced to the CYA due to the severity of their offense and the inability of the local jurisdiction to provide appropriate programs and security. County probation departments supervise the vast majority of juvenile offenders (97%) with the remaining three percent committed to the Youth Authority. The female wards described in this survey therefore do not represent the typical female juvenile offender that would be supervised at the county or local level. These results should not be generalized as representative of young female juvenile offenders throughout all levels of the juvenile justice system.

The Sample

The first phase of this project involved data collection from a random sample of female Youth Authority wards at the Ventura School, a co-correctional facility. Building on existing instruments (Owen & Bloom, 1995), the research team interviewed 162 young women in the Ventura School. The sample was randomly selected from a May 1996 census of 371 female wards by the CYA Research staff and resulted in a sample size of 181. Seven young women in the sample were released by the time of the interviews, and six young women were in detention and were unavailable for interview. Five young women declined to be interviewed, representing a refusal rate of approximately three percent. Preliminary sample analysis suggests that the interview sample is representative of the entire population. The data reported here are from the self-report interviews. This narrative summarizes modal and noteworthy responses. A complete listing of the frequency distributions of the data is contained in the Section 6.

Demographics

Age: The average age of the respondents was 17.5 years old.

Race and Ethnicity: The sample consisted of 25% Hispanics, followed by 23% whites and 17% African Americans. Many respondents (21%) reported that their racial and ethnic background was mixed. An additional 4% of the sample was Asian, 4% Pacific Islander, 2% Native American, 1% Puerto Rican, and 3% other.

Marital Status: The majority of the female population is single, with almost all of the young women (93.8%) reporting "never married". Another four percent reported being separated or divorced. Only 3.1% of those interviewed were either married (1.2%) or in a "common-law" relationship (1.9%).

Parental Marital Status: A majority of these young women (67.2%) came from families in which the parents either never married (22.5%), were divorced (33.3%), or were separated at the time of the interview (11.1%). Another 24.7% of the young women responded that their parents were married, 6.8% were widowed, and 1.2% responded "other".

Religious Preference: Just over half of the young women interviewed (53.1%) indicated a Protestant religious preference. About one-fifth of those interviewed were Catholic. Just under 10% reported no religious preference. The remainder indicated their religious preference as Muslim (3%), Buddhist (2%) and 2% atheist.

Living Situation: Table 1 reports the ward's living situation prior to this commitment:

Table 1	
Living Situation Prior to Imprisonment	
CYA Sample (N = 162)	
Lived With:	(%)
Parent or Guardian	40.6
Spouse or Partner	12.3
Grandparents/Other Relative	11.3
Friends/Roommates	9.9
No Permanent Residence/Homeless	9.9
Alone	4.9
In Program	4.9
Other	5.6

When asked, over half of the respondents (54.3%) reported that they were not planning to return to the same situation upon their release. More young women reported plans to live with parents and other relatives, and fewer women planned to live with their spouse/partner, roommates, or to live alone.

Educational Background: Respondents were asked a variety of questions concerning their educational and work background. Most of the young women had not finished high school prior to their CYA commitment. Most of those interviewed (90.7%) responded that they were still in school at the time of the interviews, with almost three-fourths of those in school attending high school classes. The remainder of those in school were in college programs (14%), in GED programs, (6%) or elementary school classes (2%).

About 70% of the entire sample indicated an interest in attending college classes. Of these, almost 20% were interested in nursing or pre-med, and another 14.2% wanted to study psychology. Other frequently mentioned areas of interest were general education, business and social sciences, protective services/police science classes, arts and music, computer sciences, and

education or physical education. Nearly a quarter of the sample were interested in technical or vocational school. Of these, the most common responses indicated an interest in business/secretarial courses and cosmetology. Other interests included automotive technology and modeling, followed by interior decoration, food preparation, travel, and air conditioning/refrigeration.

When asked about their mother's educational background, most (88%) of the young female wards knew how much education their mothers had completed. About 17% of the wards' mothers had completed elementary school. Over one-fifth of the mothers had completed one to three years of high school, but did not graduate or achieve a GED. Almost a third of mothers had a high school degree or its equivalent. Another third had some sort of education beyond high school, including technical/ vocational training as well as college courses.

Fewer respondents (63%) knew about their father's educational backgrounds. Just under a fifth of the fathers had an elementary school education or less. Another 20% finished one to three years of high school without graduating. About one-third of the fathers had a high school degree or its equivalent and the remainder had graduated from high school or its equivalent. Twenty-seven percent of the fathers had completed schooling beyond the high school level, including technical or vocational school, and college work.

Work History: Nearly half of those responding (44.4%) indicated that they had never worked at any time. We asked the respondents to list their sources of support prior to the commitment to the Youth Authority. Table 2 reports sources of their support prior to this commitment.

Supported by:	(%)		
Parents	38.3		
Self	32.1		
Combination	24.1		
No Response	5.6		
Source of This Support:			
	Parents	Self	Combination
Worked at Legitimate Jobs	40.1	14.8	11.1
Public Assistance	22.9	9.9	1.9
Drug Dealing/Sales	.6	39.5	2.5
Illegal Sources	3.7	38.2	1.2
Others (legal sources)	.6	8.6	0
Prostitution	.6	5.6	0

(Responses do not total 100% because some respondents reported more than one source of income)

Of those that responded that their parents supported the family, over half of these parents had full time jobs. Of those respondents that had ever worked to support themselves, most reported an hourly salary of \$4.25 or less. The respondents were also asked about their family annual income. Of those that responded, 27% said that the family income was under \$10,000; 33% said that it was between \$10,000 and \$25,000; 22% said that it was between \$25,000 and \$40,000, and 18% said that their family income was over \$40,000 a year.

Nearly thirty percent reported some form of public support paid either to themselves or to their parents as part of their income. Just over one-fifth said that they themselves had received public assistance or welfare at some point in their lives, with over 15% receiving it during the year prior to their arrest. Two-thirds stated that their family had received public assistance or welfare during the last year. One third of the sample indicated receiving public assistance during the year prior to their arrest. Few said their parents supported the family through illegal means.

When asked how they had supported themselves, almost forty percent (39.5%) indicated that they were making money from drug dealing or sales. Another third reported illegitimate income for themselves, such as prostitution (5.6%), shoplifting or other hustling (14.2%) and other criminal activities (14.8%). Almost twelve percent of the sample reported that they had been involved in making money through prostitution at some point in their lives.

Almost all of the respondents (96%) said that they plan to get a job when they are released from the Youth Authority. In order to be able to get a job, however, 62.3% of the sample said that they need more education, 32% said that they need more technical training, and 30% said that they need more experience.

Family Relationships: Just over a quarter of the sample reported having any children. Most of these wards had only one child. Of those respondents with children, two-thirds stated that they had lived with their children prior to arrest, and 80% indicated that they planned to live with their children immediately upon release.

Most of the respondents maintain legal custody of their children. Two-thirds of the female wards with children said that they still had custody. While the respondents are incarcerated, the wide majority of these children live with relatives. Over a third of these children live with the respondent's mother and a fifth lived with the respondent's spouse or partner, who is also the child's father. Another fifth lived with other relatives.

About one-quarter of the children witnessed the respondent's arrest. The attached frequency distributions (Section 6) describes the placement of these children after arrest. Contact with these children after arrest and during incarceration is also described in detail.

Pregnancy History While Incarcerated: Of those that responded, 22% said that they had come to a juvenile program or facility pregnant at some point in their lives. Ten percent had been pregnant during a previous term, 8% had been pregnant during their current term, and 3% were

pregnant at the time that they were interviewed. Three percent of the sample said that they had terminated a pregnancy or had an abortion while incarcerated, 10% had miscarried, and 6% had given birth at some point while incarcerated. The appendix also describes custody arrangements made after birth. We also asked questions about any pre-natal services this small number of young women had received. Most of the wards felt that these services were adequate: details are again listed in the Appendix.

Family History: The majority of the young women in the sample reported family involvement with the criminal justice system. Almost all (88.9%) reported having family members that had been arrested. Table 3 lists this history.

Table 3		
Family Member Arrest and Incarceration History		
N = 162		
	Arrested (%)	Incarcerated (%)
Father	55.6	48.8
Mother	35.8	27.2
Brother	35.9	27.2
Sister	16.0	10.5
Other Relatives	44.5	40.7
Boyfriend	2.5	4.9

(percents do not total 100 because of multiple responses)

Juvenile History: When asked about their age at first arrest, 60% were first arrested at age thirteen or below. Almost one-fifth (19%) report their age at first arrest as fourteen or fifteen. The type of involvement with the juvenile justice system is reported in Table 4.

Table 4	
Juvenile History	
(N = 162)	
	(%)
Juvenile Court Appearance – Current Offense	84.0
Criminal Court – Current Offense	14.2
Juvenile Probation	70.4
Juvenile Hall	89.5
Adult Jail	25.2
Youth Prison	8.6
Status Offender	46.0
Ward of Court	71.9
Foster Home Placement	35.8
Group Home Placement	50.6
Runaway	81.5

Gang Involvement: Over half of the respondents (61%) replied that they had been involved in a gang. Of these, most were in male and female mixed gender gangs (78%), 18% said that they were in mostly male gangs, and 4% said that they were in all female gangs. The majority (60%) of these wards were in gangs either entirely or mostly of the same race. The remaining 40% reported membership in a mixed-race gang.

Arrest and Sentence Information: Most (91.4%) of the respondents are serving their first Youth Authority term. About 6% indicated one prior commitment, while 2.4% of the sample is serving their second (or more) sentence. When asked about their legal status prior to this commitment, 54.9% were on probation, 6.8% were on parole and 36.4% were on neither probation *nor* parole (a very small .6% were on both). The sample did not have an extensive probation history: 29.6% had never been on probation, while 45% had been on probation only once previously. Table 5 profiles the sentences received by the sample from both the court and the Youthful Offender Parole Board (Y.O.P.B.).

Offense Profiles: Table 5 describes the sample's self-reported offenses.

Table 5	
Commitment Offense: Study Sample	
N = 162	
	(%)
Robbery	18.5
Assault	15.4
Other Violence	13.6
Homicide	8.0
Burglary	7.4
Grand Theft Auto	7.4
Carjacking	7.4
Attempted Murder	4.3
Possession/Narcotics Sales	3.7
Parole Violation	2.5
Probation Violation	3.1
Other Property	3.7
Other and No Response	5.0

Nearly 70% of the interviewed sample had co-defendants, about 45% of whom are also serving time for this offense. Almost 26% had only male co-defendants, 22% had only female co-defendants, and 21% reported that they had both male and female co-defendants. Sixty-five percent of these co-defendants are also serving time.

Reasons for Committing the Offense: When asked to indicate a reason for committing this particular offense, responses ranged from the need for money to anger to drug-related reasons. Table 6 lists these reported reasons.

Table 6	
Reasons for Committing the Current Offense	
California Sample (N = 162)	
Reason Given:	(%)
Intoxicated or High	13.6
Anger	13.0
Revenge	11.1
Economic Pressures	8.6
Poor Judgment	8.6
Didn't Want to be in Placement	8.6
Pressured by a Friend to Pay for Drugs	8.0
Gang Related	6.8
To Protect Self/Family	6.2
Running the Streets	6.2
To Prove Myself/Get Respect	4.3
To Escape Abuse	3.7
Other Responses	42.6

(Does not total 100 percent because of multiple responses. The most common responses are reported individually)

Weapons Use: Of those that responded (83% of the sample), 58% reported having used a weapon at some point in their life to protect herself or her children. Only 16% reported any time served for this weapon use.

Substance Abuse Histories: The respondents were asked a series of questions to gain information about their past substance abuse. These questions had five basic parts: 1) Did you ever use (a given) substance; 2) Was the use of this substance ever a problem in your life; 3) Did you use this substance the last year you were free; 4) If so, how often; and 5) Did you ever drink alcohol while using this substance. Questions about age at first use, needle use, and treatment history were also asked. These preliminary descriptions report percentages of the entire sample, rather than the users of the particular substance. For most substances, the daily use rate is reported. In almost all categories, frequencies other than daily use were generally not significant. About 5% of the entire sample reported no drug use at any time in their lives. Table 7 reports these results.

Table 7
Drug Use by Youthful Female Offenders
N = 62
(in Percentages)

Substance	Any Prior Use	Problem Use	Use Year before CYA	Daily Use	With Alcohol
Alcohol	94.4	30.2	75.9	39.1	--
Marijuana	90.1	19.1	71.6	35.2	61.1
Amphetamines/Speed	56.2	35.2	47.5	29.6	31.5
Powder Cocaine	42.0	13.0	22.8	6.2	22.8
LSD	34.0	9.3	17.3	2.5	10.5
Inhalants	32.1	4.3	8.6	0	6.8
PCP	32.1	13.0	19.1	8.1	13.0
Crack	23.5	11.7	16.0	11.1	11.7
Prescription Drugs	22.8	7.4	11.1	1.8	8.6
Heroin	13.6	7.4	8.0	4.3	8.6
Speedballs	7.4	1.9	6.2	.6	1.9
Quaaludes	4.3	0	1.9	1.2	1.2

Multiple Use: About 15% indicated use of three or more substances during their life courses.

Age at First Use: The mean age of alcohol first use was 11 years old, with a modal age of 12. A full 90% of the sample reported drinking alcohol at age 14 or younger. Again, less than 5% reported never drinking. In terms of drug use, 83% of the sample indicated drug use at 14 or younger. Half began using drugs before they were 12 years old; 70% had started using drugs by age 13. Again, only 5% of the sample indicated no drug use at any time.

Needle Use: Eleven percent indicated use of a needle to inject drugs at some point during their lives.

Drug Treatment: Almost two-thirds of those using drugs indicated an interest in treatment while at the Ventura School, but well over half (56%) would be interested in a treatment program at release. Almost 70% had some treatment experience.

Personal Abuse: The interview covered personal abuse issues, dividing such experiences into categories of emotional, physical, and sexual abuse. A simple measure of frequency was also employed: a single, one time event, more than once but not recurrent and an on-going, recurrent event. Overall, about 85% of the sample indicated some type of abuse at any time in their lives. While this issue is complex and requires separate research to provide a more comprehensive investigation as to the role of abuse and offense patterns and incarceration, these data provide some indications of the amount and type of abuse experienced by these young women prior to this commitment. Table 8 reports this data.

Type of Abuse	Any Mention	Once	More Than Once	Ongoing	Most Often Mentioned Abuser
Physical Abuse	69.8	7.1	26.5	66.7	Mother, Father, Boyfriend
Sexual Abuse	45.7	21.3	22.7	56	Other Male Relatives, Father, Family Friend
Emotional Abuse	67.9	4.7	13.1	82.2	Mother, Father
Sexual Assault	34.6	58.2	29.1	12.7	Peers, Stranger

Abuse and Gang Membership: Of those that said that they were in a gang, 34% said that the abuse that they suffered was somehow tied to their gang membership. This points to a need for further research.

Abuse Counseling: Forty-three percent of those that were abused said that they had received counseling for this abuse while they were serving their current term. Of those that received counseling, 71% said that this counseling helped them. Sixty-seven percent said that they wanted to receive some counseling or participate in a program to help them deal with abuse issues.

HIV Testing: Eighty-three percent of the sample said that they had been tested at some time in their lives for HIV. When asked if they would be interested in being tested again in the institution, 75% said yes, and 73% said that they would be interested in HIV education and counseling.

Correctional Programming Participation: Most of the respondents reported that they were involved in some sort of programming in the Youth Authority, including educational, work, or therapy programs. Over 90% of the wards were participating in academic educational programs, with less than 10% active in any vocational programming. Few of the female wards indicated that that participated in work experience programs (7%). Just about 8 % participated in TWA or Gold Coast job programs.

In terms of therapy and self-awareness programs, the wards indicated participation in several programs: About one-third of those interviewed indicated participating in the following programs:

- Formalized Drug Program
- Gang Awareness
- Anger Management
- Religious Groups
- Victim's Awareness

Between 20% and 25% of those interviewed said they had participated in these programs:

- Group Therapy
- Individual Therapy
- Parenting Program
- Recreational Programs

Between 10% and 15% reported participation in these programs:

- Informal Substance Abuse Program
- Sexual Abuse Counseling
- Hobby- arts/crafts/music

Less than 10% of those interviewed indicated that they had participated in these programs:

- Success Seminar
- Physical Abuse Counseling
- Birthing Services
- 187 Group (Homicide)

(Individuals may participate in multiple programs. The percentages listed reflect the number of wards who indicated participation in each program category.)

Work Experience During Incarceration: Twenty-seven percent of the respondents said that they had jobs while in the Youth Authority. Many of these (37%) work in food services; 18.4% work in the camp program as firefighters; 12% work through Free Venture, including the TWA program and Gold Coast; 6% work in the dog grooming program; 6% work in the Culinary Arts program; 4% work in clerical jobs; and 16% work in other jobs not specified. About half of those that have jobs in the Youth Authority earn money at their assignment. Of those that earn money, 78% said that they earn over \$51 per month. Forty-three percent of those that earn money at their job assignments said that they are able to send some money home from their earnings. Fifty-eight percent of the sample said that they wanted a job while they are in the Youth Authority. To support this desire, 46% volunteer for assignments outside of their normal assignments.

Youth Authority Housing Assignment: The Youth Authority is a cottage-style institution in which the wards are placed in given housing assignments according to programming needs and

age designations. Table 9 indicates the distribution of the respondents according to their housing assignments.

Table 9	
Housing Assignments	
N = 162	
Cottage	(%)
Alborado	13.6
Buenaventura	13.0
El Mirasol	19.1
El Toyon	17.9
Montecito	15.4
Mira Loma	17.9

At the time of the interviews, the Alborado unit was called the Specialized Counseling Program. The Buenaventura unit is also a specialized counseling unit, primarily addressing sexual abuse. Wards are assigned to El Mirasol at any age if they have a drug history. In El Toyon, the age range of wards is 13-16, in Mira Loma they are 17-19.5, and in Montecito they are 19.5-24 years old.

Section 4: Staff Interviews

As part of the program inventory, we conducted numerous interviews with staff at all levels; namely, management, program, housing and residential staff. While many of these interviews were done informally, we developed a brief interview schedule for use with staff at any level. This schedule is listed in the appendix and suggests a range of areas as interview topics. Overall, these comments regarding program needs can be grouped in the following areas.

Program Availability

In general, staff felt that the budget decreases over the past several years have undercut a previously existing solid program. In the co-ed environment of the Ventura School, there was some concern about gender parity in terms of program availability. This concern, however, had two specific dimensions. On one hand, staff voiced the straightforward concern that female wards had fewer program opportunities than the male wards. For example, males seem to be over-represented in a few highly desirable programs, such as wage-earning jobs in TWA or skill-producing jobs, such as landscaping. But the requirements for these positions (e.g. age 17 or over or completion of high school) preclude participation by a majority of the females. On the other hand, other staff recognized the need for a quantitative "critical mass" in developing a comprehensive range of programs. The relatively small number of female wards would compromise the institution's ability to provide a range of programs. Overall, staff felt that females needed more programming aimed at specific needs: e.g. recreational activities designed for females (especially younger females), and drug programs matched to gender and age group needs; and more program activities in the units. Although the presence of males in the environment presents some challenges in managing female wards, the overall consensus suggests that the co-ed environment provided optimal program availability under these conditions.

The staff responding to these questions felt that a good number of program needs were met at the Ventura School. These comments are summarized below:

Education: The educational programs were given high marks by all staff. The strong emphasis on education was mentioned by all staff. In particular, the college program and the separation of the younger female wards from the male wards in the classroom was mentioned as one of the program strengths. The staff suggested a need for improvements in providing more intense math training (for both males and females), extending availability of college beyond the AA degree, increasing special education offerings, and a better fit between educational and vocational training. A few staff mentioned a need for a "financial reality check" in the form of educating the wards about the financial planning and self-sufficiency.

Vocational Programs: Overall, staff impression of vocational programs was positive, ranging from adequate to excellent. Suggestions for additional programming included more training in "real world" occupations, such as office work (including training in business math, word

processing and the like), cosmetology, and developing a job placement position, focusing on female wards. There was some concern that males seemed to have a wider range of vocational training (and paid job positions) opportunity.

Psychological/Emotional Needs: Staff offered a unified perspective in discussing therapeutic needs of the female wards. Most staff felt that female wards had complex psychological and emotional needs that must be addressed in the CYA environment. The move toward increased specialized treatment in the form of expanding the treatment housing units and offering additional psychological counseling was supported by all staff.

The staff was also highly supportive of the specialized education sessions dealing with Anger Management, Homicide (187 Groups) and Victim's Awareness groups. Other concerns related to the need for intimate communication skills and family counseling, increased attention to the abuse survival issues, single parenting training, family re-unification (especially needed for younger wards returning to potentially unstable home situations) and a need for groups dealing with daily living issues on the unit and in a co-correctional institution.

There was also significant discussion of substance abuse treatment needs. At the time of these interviews, the institution was planning a new substance abuse program. Most staff were aware of the substance abuse histories of the CYA wards and the complications such use has for emotional and personal development as well as post-release.

Re-entry: Most staff felt that re-entry needs overlapped with areas mentioned above. Reentry needs include job placement, family re-unification and financial planning and aftercare, with a special emphasis on substance abuse treatment. One staff member noted that budget cuts have eliminated necessary transitional and parole services.

Staff Training: The majority of the staff interviewed felt that working with female wards required special training. The gender differences between male and female wards were seen to be important in managing this unique population. Staff offered the following comments concerning these differences:

- Female case management requires significantly more time than that of their male counterparts; housing unit populations and caseloads should be smaller to reflect these additional demands.
- Institutional budgets are calculated in terms of custody and care of male wards. The budget should reflect the additional costs of managing a female population in terms of increased medical and mental health care, clothing and other costs. One staff member noted that "economies of scale are not possible with the small numbers of female wards."
- The personal and substance abuse histories of the female population required additional training for both male and female staff. This should be combined with an awareness of the emotional differences between male and female wards.

Section 5: The Program Inventory

As the second step in this Needs Assessment, a program inventory collected data on available programs at the Ventura School. Current correctional programs have not adequately addressed the multi-dimensional, gender-specific problems of female youthful offenders as they were designed to serve a predominantly male population. The unique issues that differentiate the management of this population include victimization, addiction, healthcare, pregnancy and parenting, re-entry, housing, and job training and placement.

A program inventory or review is an important component of a pilot study of female youthful offenders because it can provide information pertaining to the number and types of programs available to young female offenders, the gender-specific emphasis of program interventions, and effectiveness of service delivery. Most importantly, it can document gaps in services and programs. This information may be useful to correctional administrators, program planners, and program providers. The inventory of existing programs, combined with an assessment of youthful female offender needs, can provide data that can be used for revising classification and intake procedures, planning effective treatment, educational and vocational programs, and in determining allocation of funds. Data can be collected on programs such as job training and placement; education; life skills; healthcare; substance abuse education and treatment; family violence counseling and parenting/child development.

Data collected from site visits can provide both qualitative and quantitative descriptions of programs including the number and types of programs; the number of youthful female offenders participating and completing programs; average daily population; program services; curricula; management information systems; and evaluation components.

CYA Program Inventory Methodology

Site visit instruments were developed so that staff and participants in programs at the Ventura School could give their input.¹ Researchers selected a number of programs for intensive site review. These sites were selected to represent a range of available programs for female wards, including job/vocational training, education, addiction recovery, victim awareness, self-development, as well as pertinent community-based programs. The contact person at Ventura School arranged a total of twelve program site visits. Each of the site visits included interviews with staff and program participants based on individual availability. Staff interviews produced information on issues such as the benefit of the program for the participant, and the uniqueness of the program.

¹It should be noted that while some programs served male wards as well as female wards, the only data that was collected pertained to female wards specifically.

Interviews with program participants obtained data on the ward's view of the program, its current benefit to her, and the anticipated effect of the program after her release. In addition to the interviews, site visits provided the interviewer an opportunity to observe the program directly for more information on such areas as the degree of ward involvement, staff morale, program content, and the particular needs addressed by the program.

It should be noted that the site visits provided program descriptions and did not constitute a formal evaluation. Ventura School staff supplied detailed information on programs not included in site visits as well. Subsequent telephone contact with community-based providers provided additional program data.

The programs available to female wards at the Ventura School fall into the following categories: jobs/training; education; life skills; health care; substance abuse education and treatment; family violence counseling, parenting/child development, victim awareness and specialized counseling and education.

Jobs/Training: Free Venture programs provide wards an opportunity to be employed by private companies while gaining the training necessary to compete in the job market upon release. The *TWA Free Venture Program* is an eleven year old program that functions as a freestanding sales and reservation facility for TWA domestic and international flights. Wards book flights for travelers and assist them in route planning. TWA hires wards as contingent employees at a salary of \$5.22 per hour. Approximately one-third of the wards employed by TWA are female. The TWA Free Venture program is considered a model in the California Youth Authority (CYA) and it provided the impetus for the Department of Corrections Joint Venture Program. The *Gold Coast Free Venture Program* provides wards an opportunity to work for a manufacturing company that produces accessories for recreational vehicles. Manufacturing work includes the operation of industrial sewing machines and preparing and packaging goods for shipping. Ward employee pay begins at minimum wage and can increase to \$6.00 per hour.

Ventura School Animal Care Classes train female wards in cat and dog grooming, kennel work, breeding and raising dogs, introduction to veterinary clinic work, equipment care and repair and Animal Control. Wards learn all aspects of operating an animal care business. Based on outcome evaluation data, the program boasts an employment rate of nearly 80% in the animal care field for paroled participants.

The Female Camp Program, operated jointly by the California Youth Authority (CYA) and the California Department of Forestry (CDF), recruits and trains wards to work as firefighters. CDF teaches a 67-hour certification course that is equivalent to their outside certification course. Job skills, certification, teamwork, and physical ability are combined in this program.

Education: The Ventura School educational programs include Career Vocational Education (business education, media production, drafting, janitorial services, animal grooming and culinary arts); English (high school English, remedial English, reading, ESL); Math (high school and

remedial math); Science (life, physical sciences); Social Science (world history & geography); U.S. history & geography; economics and government); Fine Arts (art and music appreciation) and Other (parenting, employability, drug education, victim awareness, GED preparation, life skills, physical education, social thinking skills and the Young Men as Fathers program). Additionally, an on-site two year community college course of study is offered at the Ventura School in association with Ventura Community College.

Business technology is a competency-based, service oriented program for female wards. The focus of this course is application of current technologies (e.g., word processing, spreadsheets, desk-top publishing) utilized in the business environment. The class emphasizes the development of personal job skills and is an open elective for high school students.

Culinary Arts is a career vocational training program that teaches wards the processes involved in all aspects of menu, food preparation and delivery, and customer service, such as waiting tables and cashiering. Students learn to maintain and utilize kitchen/restaurant utensils and equipment. A National Restaurant Association Certification program is being proposed which would be transferable to local colleges.

Health Care: The Transitional Health Care Program for female wards provides comprehensive community reintegration services as a strategy for improving health outcomes and preventing recidivism. This service delivery model includes medicine, public health, mental health, nutrition, educational, vocational, independent living and psycho-social services. The goal of this program is to provide interdisciplinary, transitional health service to female wards utilizing a case management approach to service delivery.

Substance Abuse Education and Treatment: The *El Mirasol Formal Drug Program* consists of six months of formal counseling and drug education. The goal of the El Mirasol program is to provide female wards with the opportunity to explore their drug problems while learning better ways to handle problems and stresses that can lead to substance abuse. All wards in this program have been ordered to complete a formal drug program by the Youthful Offender Parole Board. The curriculum includes victim awareness, problem solving, framework for recovery, and 12-step support and relapse prevention.

The FDP Drug Class utilizes typical classroom activities to teach substance-abusing wards about the outcome of sustained drug use. The class uses video and guest speakers as teaching tools.

Family Violence Counseling: *Interface Children Family Services* counsels wards identified as being abused by their parents and facilitates additional group and individual counseling for wards identified as victims of sexual abuse or rape. After screening, group participants meet weekly and follow a structured agenda which covers: Post Traumatic Stress Disorder; surviving incest; breaking the cycle of abuse; coping with anger and strategies for healing.

Parenting/Child Development: *The Child Abuse and Neglect (CAAN)* curriculum is based on the assumption that reparenting the students is as important as teaching them basic parenting skills. The goal of the CAAN classes is to increase the ward's awareness of the needs of children. Wards are instructed on topics such as parenting styles, early childhood development and child abuse and neglect. Parenting education classes provide wards with a comprehensive understanding of physical, sexual, and emotional abuse and neglect.

When the Bough Breaks is an arts program designed for incarcerated teenage mothers. It is sponsored by Artsreach, a Charter Oaks Foundation program. The project uses art as a constructive tool which helps young mothers learn to express their feelings, develop their ability to think creatively and constructively about resolving conflicts, and gain an understanding of how to reduce the use of violence as a solution to problems. The project centers on culturally traditional textile skills, including embroidery, appliqué and quilting. Guest artists work with the group to provide experiences in culturally diverse practices of storytelling and lullaby songs, a "council circle", speaking and listening and education on substance abuse, parenting, child care and relationships.

Birthing Support is a class for pregnant wards. In addition to classroom instruction on pregnancy and health, each ward is attended to throughout her pregnancy and birthing process. Follow-up support includes helping new mothers deal with the separation from their newborns as well as continuing parent education.

Victim Awareness Groups: *The 187 Group*, part of the Victim's Awareness Program, is a therapy group for female homicide offenders. The purpose of this program is to provide an opportunity for wards to acknowledge, accept, and discuss their offenses in a structured and non-threatening group setting; to identify personal, familial and societal reasons and contributing factors for their past behavior; to understand the consequences of their behavior on themselves, their families, their victims families; and to develop plans for a responsible lifestyle.

In addition to the 187 group, there are *psychotherapy, self-image, substance abuse and anger management groups* that also deal with commitment offenses.

Specialized Education: This program deals with emotionally disturbed female wards and offers a multi-disciplinary, individualized program. It includes goal setting, counseling, psychotherapy, and treatment groups. All wards are involved in therapy with a psychologist or psychiatrist. Individual and group counseling aim to increase self-awareness, identify strengths and weaknesses, develop problem-solving skills.

This data was incorporated in the Needs Assessment Recommendations in Section 1.

Appendix B Female Ward Survey with Data Distributions

Profiling the Needs of California's Youthful Female Offenders

**Survey Instrument
with
Review of Findings**

4/97

by
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Today's date: month _____ /day _____ /year _____

case number# _____

Interviewer _____

Demographics and Educational Background:

{First, I'm going to ask you some questions about your background and education.}

1. How do you describe your race and ethnic origin?

22.8__ White, not Hispanic	9.3__ White, Hispanic
16.7__ Black, not Hispanic	_____ Black, Hispanic
25.3__ Hispanic	4.3__ Asian
2.5__ Native American	19.1__ Other_16% = other mixes; 3.1% = other

{if necessary: ask, "What group do you identify with mostly?"}

2. What was your age at your last birthday? _____

.6__ 13	28.4__ 17	4.9__ 21
1.9__ 14	21.0__ 18	.6__ 22
9.9__ 15	13.0__ 19	.6__ 23
11.7__ 16	6.8__ 20	.6__ 24

3. What is your date of birth? M_____ D_____ Y_____

4. What is your marital status?

93.8__ Never Married	1.2__ Married	.6__ Separated
1.9__ Divorced	_____ Widowed	1.9__ Common-law
_____ Other _____		

5. What is your parents' marital status?

22.8__ Never Married	24.7__ Married	11.1__ Separated
33.3__ Divorced	6.8__ Widowed	_____ Common-law
1.2__ Other _____		

6. What is your religious preference?

3.1__ Muslim	_____ Jewish	22.8__ Catholic
53.1__ Protestant	1.9__ Buddhist/other	_____ agnostic
1.9__ atheist	9.9__ no preference	7.4__ other (list)

7. What is your parents' religious preference? --

1.2_ Muslim	_____ Jewish	25.3 Catholic
38.9_ Protestant	3.7_ Buddhist/other	_____ agnostic
.6_ atheist	9.3_ no preference	15.4_ other (list)
5.6_ don't know		

Educational background

8.

a) What is the highest level of school, including any vocational/technical school, that your MOTHER has completed? ****142 knew (87.7%). Of those who KNEW...**

5.6_ less than Elementary	10.6_ Elementary school
9.2_ 1- 3 yrs HS, no GED	12.7_ 1 to 3 years of HS
26.8_ 4 years of high school	5.6_ GED completed
4.2_ tech./voc. school	14.8_ 1 to 3 years of college
6.3_ BA/BS	4.2_ Beyond 4 year degree
_____ don't know	

b) What is the highest level of school, including any vocational/technical school, that your FATHER has completed? ****102 knew (63%). Of those who KNEW...**

9.8_ less than Elementary	6.9_ Elementary school
11.8_ 1- 3 yrs HS, no GED	9.8_ 1 to 3 years of HS
31.4_ 4 years of high school	2.9_ GED completed
1.0_ tech./voc. school	14.7_ 1 to 3 years of college
8.8_ BA/BS	2.9_ Beyond 4 year degree
_____ don't know	

9. What is the highest level of school, including any vocational/technical school, that YOU have completed?

.6_ less than Elementary	9.3_ Elementary school
28.4_ 1- 3 yrs HS, no GED	37.7_ 1 to 3 years of HS
10.5_ 4 years of high school	3.1_ GED completed
.6_ tech./voc. school	8.6_ 1 to 3 years of college
_____ BA/BS	_____ Beyond 4 year degree
_____ don't know	

10. Was the school work that you have completed on the streets or in the Youth Authority?

11.1 streets 79.6 Youth Authority 1.9 other correctional facility (adult or juvenile)
7.4 missing

{if R has not finished HS or less, go to Q11. For HS only, go to Q 15. For beyond HS, go to Q12}.

11. {for those not finishing high school}, what were your reasons for quitting?
(responses combined, most important, second, third)

Use these codes

{go to Q15}

1. Didn't quit (46.3)

2. I didn't belong (.6)

3. I was pregnant (3.1)

4. I was bored (4.3)

5. I started to work

6. Not living at home/left home
(6.2)

7. Drug/alcohol use (5.6)

8. Expelled/kicked out (4.9)

9. Started to cut & didn't return
(3.7)

10. Didn't care (3.7)

11. School was too hard (.6)

12. Took GED test/passed (1.9)

13. Gang activities (1.9)

14. Fighting with others

15. Involved in criminal activ.

16. Was in juvenile hall and not attending school (1.2)

17. N/A (1.9)

18. Other (9.3) _____

12. {For those going beyond HS ask}, was it...of the 20 that went beyond HS...

15% Four year school/college

Where was this?

10% in institution (not Ventura) 5% here at Ventura _____ on the streets {go to Q13}

75% Community college

Where was this?

25% in institution (not Ventura) 45% here at Ventura 5% on the streets {go to Q13}

10% Vocational/Technical college

Where was this?

5% in institution (not Ventura) _____ here at Ventura 5% on the streets {go to Q14}

_____ No school or college beyond HS. {go to # 15}

13. What is your primary subject in college? _____ {mark one only}

****Of the 20 with college exp.**

Use these codes

- | | | |
|----------------------------|---------------------------------|-------------------------|
| 1. General education (70%) | 2. Business or management (12%) | |
| 3. English/literature | 4. Education (5%) | |
| 5. Social sciences (5%) | 6. Psychology | |
| 7. Agriculture | 8. Natural sciences | 9. Computer sciences |
| 10. Arts/Music | 11. Philosophy, Theology | 12. Protective services |
| 13. Nursing/Pre-med (5%) | 14. Physical education | 15. No college |
| Other (5%) _____ | | |

14. {For those attending vocational or technical school}, What did you study? Did you complete the course? {there is room for three courses of study}

****10 responded- studied, 4 responded completed. Of these...**

Use these codes:

- 1. Business, secretarial 30% of those studied, 50% of those completed
- 3. Cosmetology 10% of those studied, 0% of completed
- 10. Food Preparation 10% of those who studied, 0% of completed
- 15. Air conditioning/Refrigeration 20% of those who studied, 0% completed
- 16. Other 30% of those who studied, 50% of those who completed

15. If you were to continue your education beyond high school level, would you consider college level classes or vocational school?

74.7_ college level {go to # 16}

21.0_ vocational {go to # 17}

16. If you were to go to college, what do you think you would study? _____ {mark one only} 70% of sample responded. of these...

Use these codes

- | | | |
|------------------------------|---------------------------------|-------------------------------|
| 1. General education (13.4%) | 2. Business or management (9.7) | 3. English/literature |
| 4. Education (2.7) | 5. Social sciences (7%) | 6. Psychology (14.2) |
| 7. Agriculture | 8. Natural sciences (4.4) | 9. Computer sciences 3.5 |
| 10. Arts/Music (4.4) | 11. Philosophy, Theology | 12. Protective services (6.2) |
| 13. Nursing/Pre-med (19.5) | 14. Physical education (2.7) | 15. No college |
| 16. Other (13.3) _____ | | |

17. If you were to attend vocational or technical school, what kind of course would you be MOST interested in? 23.5% of sample responded. Of these...

Use these codes:

- | | | |
|---------------------------------|--|------------------------------|
| 1. Business, secretarial (23.7) | 2. Medical, dental (2.6) | 3. Cosmetology (23.7) |
| 4. Construction trades | 5. Drafting, design | 6. Modeling/fashion (5.3) |
| 7. Marketing | 8. Electrical, electronics | 9. Interior decoration (2.6) |
| 10. Food Preparation (2.6) | 11. Automotive technology (5.3) | |
| 12. Travel, hotel related (2.6) | 13. Heavy equipment operating | |
| 14. Cabinetry/woodworking | 15. Air conditioning/Refrigeration (2.6) | |
| 16. Other (26.3) | 17. No attendance | |

18. Are you in school now in the institution? 90.7%-yes 7.4-no {go to # 21}

19. What educational programs are you involved in here?

- 1.9- Elementary
- 71.6- High School (not GED)
- 5.6- GED
- 13.6- College courses
- _____ Vocational (list:) _____
- 6.2- None

20. Omitted

Work History {Now I'm going to ask you some questions about your work history}

21. During the year before this term in CYA, did you support yourself financially, or did your parent(s) support you?
{if R states was in any type of facility or program before this facility, ask "last time free".}

38.3% _ Parent(s) supported

32.1 _ Self supported

24.1 _ Some combination

{if "any combination, answer both "self" and "parents" support Qs below}

22. What source(s) of income were involved in supporting you?

{Ask question first and then go over categories and write code number}

Use these codes:

****responses= of 162**

_____ *Any legitimate source such as*

41.0 parent(s) 14.8 self 1. *working at a legitimate job/business*

2.5 parent(s) 2.5 self 2. *supplemental security income*

19.8 parent(s) 7.4 self 3. *(SSI, welfare or other public assistance programs)*

.6 parent(s) _ self 4. *unemployment compensation because of layoffs/fired*

1.2 parent(s) 5.6 self 5. *spouse, family or friends (legitimate income)*

_____ *Any illegal source such as*

_____ parent(s) .6 self 6. *welfare fraud*

.6 parent(s) 5.6 self 7. *prostitution*

.6 parent(s) 39.5 self 8. *drug dealing/ sales*

_____ parent(s) 14.2 self 9. *shoplifting, fencing or other hustling*

.6 parent(s) 8.6 self 10. *spouse, family or friends (their illegitimate income)*

2.5 parent(s) 11.1 self 12. *crime other than ones above*

.6 parent(s) 3.7 self 13. *any other illegal source*

list:

23. Have you ever been involved in making money through prostitution of any kind?

11.7% _yes 87.7 _no

Use these codes for Q24 and Q25:

1. was enough 2. expenses high 3. drug use 4. public assistance not enough 5. other 6. N/A

24.

a) If you supported yourself, was your income enough to support yourself? of those that supported self:

67%_yes 33%_no _____ parents supported

{If no, ask reason and record at b}

b) This was not enough because: of those that said not enough:

Response 2. 38.5%

3. 19.2

4. 11.5

5. 30.8

25. a) If your parent(s) supported you, do you think that their income was enough to support the family? of those supported by parents:

86.7%_yes 13.3%_no _____ self supported

{If no, ask reason and record at b}

b) This was not enough because: of those that said not enough:

Response 2. 54.5%

3. 18.2

4. 18.2

5. 9.1

(Q26 omitted)

27. {For those answering "self-support by working" to Q 22}-, was it

38.8_full-time 51.0_part-time 10.2_temporary/seasonal
____not working

28. {For those answering "parent(s) support by working" to Q22}-, was it

60.1_full-time 6.3_part-time 3.6_temporary/seasonal

29.5_not working

29. {for those not working--Q #22}, what were your reasons? {mark all that apply, coding most important first {recall that some Rs were in school/ too young to work}}

- | | |
|---|--|
| 1. was working (16%) | 10. made more money from public assistance/SSI |
| 2. no jobs available (2.7%) | 11. was in school/training (20.7) |
| 3. was looking for work (1.3) | 12. was in rehab program (.7) |
| 4. did not have training/education/skills (4.7) | 13. had drug/alcohol problems (3.3) |
| 5. spouse/family supported me (2.0) | 14. ill/handicap (not drug/alc-related) |
| 6. child care responsibilities/problems (3.3) | 15. did not want to work (6.7) |
| 7. transportation problems | 16. don't know why/no specific reason (.7) |
| 8. temporary/seasonal | 17. Other (28%) |
| 9. made more money from crime/hustling (10%) | |

30. {for those whose parent(s) not working--Q #22}, what were their reasons? {see coding above- mark all that apply, coding most important first}

- | | |
|---|--|
| 1. was working | 10. made more money from public assistance/SSI (9.1) |
| 2. no jobs available (9.1%) | 11. was in school/training |
| 3. was looking for work | 12. was in rehab program |
| 4. did not have training/education/skills (6.8) | 13. had drug/alcohol problems (11.4) |
| 5. spouse/family supported me (2.3) | 14. ill/handicap (not drug/alc-related) (15.9) |
| 6. child care responsibilities/problems (9.1) | 15. did not want to work |
| 7. transportation problems | 16. don't know why/no specific reason (2.3) |
| 8. temporary/seasonal | 17. Other |
| 9. made more money from crime/hustling (6.8) | |

{Probe to make sure that specific areas of training/education/skills; child care; transportation drug/alcohol problems and ill/handicap were answered specifically}

31. Did you have to arrange for childcare in order to work? What did you typically do?

- | | |
|---------------------------------|---|
| _____ no- had no children (N/A) | _____ no- partner supported family |
| 5.7_ no- on public assistance | 2.9_ no- family supported me and children |
| 2.9 no- left them at home | _____ no- only worked while child in school |
| 11.4 no- did not have custody | 20_ no- not working |
| 42.9 yes- others watched child | 8.6_ yes- arranged commercial daycare |
| 5.7 other | |

32. What kinds of jobs have you ever had?

51.9% gave some answer _____ 44.4%_ no job ever

33. a) What is the highest hourly salary you earned on the streets before this Youth Authority term? ** of those responding

51.9% \$4.25 or less 28.4 \$4.26 to 6.50 17.3 \$6.51 to 10.00
2.5 \$10.01 or < _____ didn't work _____ N/A

b) Please estimate/guess the amount of money your family earned the last year? {this one may be hard to estimate-- help R figure out} 73% responded. Of these...

27.1% under \$10,000
33.1 \$10,001 to 25,000
22.0 \$25,000 to 40,000
17.8 \$40,001 and over

34. Have you ever received public assistance/welfare? 22.2% Yes 77.8 No

35. Has your family ever received public assistance/welfare? 64.2% Yes 35.2 No

36.

a) Did you receive any public assistance in the last year on the streets? 16.7% Yes 83.3 No

b) Did your family receive any public assistance in the last year on the streets?
36.4% Yes 63.0 No (.6 missing)

37. Including the jobs you just told me about, what two jobs are you the most skilled or trained to do?

_____ have no training

38. {For those with work histories}, where did you learn how to do these jobs?
{code for most important, most skilled job}

35.8% Have no training 1.2 High school 1.2 Vocational or tech school
.6 College _____ U.S. military 20.4 On-the-job training
13.0 Youth Authority 7.4 Family/friends 8.0 Other _____
12.3% missing

39. Are you planning to work when you are released?

95.7% yes 3.7 no {if no} because {write very clearly}: .6 missing

40. {For those planning to work} What kind of job do you want when you get out of the Youth Authority?

(not coded) _____ not planning to work

41. What do you need to increase your chances of getting the kind of job you want?
{code all that apply: indicating order of importance}
(first, second & third responses combined below)

1. More education (62.3%)
2. More experience (30.2)
3. English skills (.6)
4. Dental work
5. Help in self-presentation (grooming, application, interview) (1.9)
6. More technical training (31.5)
7. None, fully qualified (6.2)
8. Won't be working (1.2%)
9. other: 17.3

42. Do you think these things are available here? 46.9%_Yes 34.0__No 6.2__DK
4.9_N/A 8.0% missing

43. What kind of additional work programs would you like to see here to help yourself?

44. What kind of additional work programs would you like to see here to help other female wards?

45. Beyond work, school or other training, could you describe how you spent your time during the last three months before your commitment?
{write clearly and briefly}

Living Situation questions {Now I'm going to ask you some questions about your living situation in the year before this Youth Authority term.}

46. Right before you were arrested for this term, where and with whom did you live? _____
Use these codes for 46.

- | | |
|---|---|
| 1. Lived alone (4.9%) | 2. Lived with both parents (12.3%) |
| 3. Lived with mother alone (16.0%) | 4. Lived with mother and her spouse (not father) 4.9% |
| 5. Lived with mother & partner (2.5%) | 6. Lived with father alone (3.7%) |
| 7. Lived with father & wife (.6%) | 8. Lived with father and his partner (.6%) |
| 9. Lived with grandparents (5.6%) | 10. Lived with other relatives (6.2%) |
| 11. Lived with spouse/partner (12.3%) | 12. Lived with friends/roommate (9.9%) |
| 13. Had no permanent residence (3.7%) | 14. Homeless/on the streets (6.2%) |
| 15. Shelter | 16. Recovery home/other drug program |
| 17. Other Comm. Program (non-drug) (4.9%) | 18. Other Juvenile Offender Program |
| 19. Work Furlough facility | 20. Out of state/with family |
| 21. Anywhere but last place/Calif. | 22. Don't have a place to go |
| 23. Too soon to think about this | 24. Don't know |
| 25. Does not apply/no answer | 26. Same situation as before |
| 27. Other 5.6% _____ | |

47. Do you have children? 27.2%__ Yes 72.8%__ No
(note that we will ask more questions about children later)

48. Were any of your children living with you in the place you just told me about? of those who responded
77%_ yes-- all of them _____ yes--some of them 18%_ no-- kids somewhere else
5%_ no--kids grown _____ no children _____ D/K--N/A

49. Was this typical of your living situation before your arrest? 79.0%_ Yes 16.0%_ No
4.9% missing

50. Do you plan to return to this living situation {on your release}?
38.9%_ Yes 54.3%_ No 2.5%_ Too soon to think about it
1.2%_ Don't know 3.1% missing

51. How will this living situation effect your chances for staying out of trouble?
{See #50: if not returning--don't ask} of those returning
_____ not returning to same situation 11%_ negatively 89%_ positively

52. Where do you plan to go upon your release? {codes above} _____

Use these codes for 52.

- | | |
|---|---|
| 1. Lived alone 2.2% | 2. Lived with both parents 14.5% |
| 3. Lived with mother alone 19.6% | 4. Lived with mother and her spouse (not father) 8.7% |
| 5. Lived with mother & partner 3.6% | 6. Lived with father alone 5.0% |
| 7. Lived with father & wife .7% | 8. Lived with father and his partner .7% |
| 9. Lived with grandparents 8% | 10. Lived with other relatives 10% |
| 11. Lived with spouse/partner 2.9% | 12. Lived with friends/roommate 2.9% |
| 13. Had no permanent residence | 14. Homeless/on the streets |
| 15. Shelter | 16. Recovery home/other drug program |
| 17. Other Comm. Program (non-drug) 1.4% | 18. Other Juvenile Offender Program |
| 19. Work Furlough facility | 20. Out of state/with family .7% |
| 21. Anywhere but last place/Calif. | 22. Don't have a place to go |
| 23. Too soon to think about this 1.4% | 24. Don't know 2.2% |
| 25. Does not apply/no answer | 26. Same situation as before 10.1% |
| 27. Other 5.1% _____ | |

53. {for those with children} Do you plan to live with any of your children?

- | | |
|----------------------------------|--|
| 80.0% __ yes-right away | 8.7% __ yes-but need to get settled first |
| 6.5 __ no- can't get custody | _____ no- not in kids interest/ cannot care for them |
| 4.3 __ no-kids in good situation | _____ no- kids grown/ no children |
| _____ don't know/too soon | |

Family History {Now I'm going to ask you some questions about your family's arrest and prison history}

54. Have any members of your family ever been arrested? 88.9%_ Yes 8.0_ No

55. {If yes} Who? _____

**** percent here = out of full sample**

use these codes for 55

- | | | |
|--------------------|---------------------------|-------------------------|
| 1. mother 35.8% | 2. father 55.6% | 3. sister 16% |
| 4. brother 34% | 5. step-brother 1.9% | 6. step sister |
| 7. husband | 8. son | 9. daughter |
| 10. boyfriend 2.5% | 11. other relatives 42.6% | 12. other guardian 1.9% |
| 13. none at all | 14. other | 99. N/A |

56. Have any members of your family ever been on formal probation? 72.8%_ Yes 22.8%_ No

57. {If yes} Who? _____

**** percent here = out of full sample**

use these codes for 57

- | | | |
|--------------------|-------------------------|--------------------|
| 1. mother 21.6% | 2. father 38.3% | 3. sister 11.7% |
| 4. brother 25.3% | 5. step-brother | 6. step sister |
| 7. husband | 8. son | 9. daughter |
| 10. boyfriend 4.3% | 11. other relatives 29% | 12. other guardian |
| 13. none at all | 14. other | 99. N/A |

58. Have any members of your family ever been in jail/prison
or any kind of detention? 85.2%_ Yes 11.7%_ No

59. {If yes} Who? _____

****percent here = out of full sample**

use these codes for 59

- | | | |
|--------------------|---------------------------|-------------------------|
| 1. mother 27.2% | 2. father 48.8% | 3. sister 10.5% |
| 4. brother 27.2% | 5. step-brother 1.9% | 6. step sister |
| 7. husband | 8. son | 9. daughter |
| 10. boyfriend 4.9% | 11. other relatives 38.9% | 12. other guardian 1.2% |
| 13. none at all | 14. other .6% | 99. N/A |

60. {If any parent/guardian incarcerated ask:} Was this while growing up/in their care?
50%_yes {if yes, ask which ones: use codes to indicate who} _____

50%_no

****of the guardians listed (n=68)**

60.3% father

33.8% mother

2.9% other guardian

1.5% brother

1.5% other relative

61. How did your family's involvement with the Criminal Justice system affect your life?
{write clearly}

42.6% no affect (n=69)

57.4% yes- affect (n=93)

****percent below = of those reporting an affect**

69 it didn't affect my life

5 (5.4%) family member was crime partner

9 (9.7%) I wasn't able to know them

6 (6.5%) I felt unloved, abandoned

11 (11.8%) I admired them, wanted to be like them

7 (7.5%) It made me sad, angry

15 (16.1%) I was surrounded by crime, drugs, gangs

4 (4.3%) when they were arrested, I started getting into trouble

6 (6.5%) It was a way of life

5 (5.4%) I learned different morals and values because of it

4 (4.3%) Put into placement home because of it

2 (2.2%) Other family members shoved it in my face

3 (3.2%) I was left on my own because of it

2 (2.2%) My parents are bad role models

2 (2.2%) Custodial parent had no control in home because of it

2 (2.2%) They should have been there to raise me right

1 (1.1%) It made me the way I am

4 (4.3%) I turned to the gang because of it

2 (2.2%) I remember visiting them

6 (6.5%) Other

62. Is there anyone you consider your spouse or partner from the streets?

45.1%_ Yes 53.7%_ No

{includes ex-- as well--if NO go to next section Q # 68}

63. Has your partner/spouse ever been incarcerated? 70.1%_ Yes 29.2%_ No
** of those responding

64. Is former/current partner/spouse now incarcerated? 22.7%_ Yes 77.3%_ No
** of those responding

65. Is {he/she} in prison because of something related to your offense? n=20 partners
incarcerated; n=9 partners yes related to offense... 45%_ Yes 55%_ No

66. Is {he/she} in prison because of any offense against you? n=20 partners incarcerated;
n=3 yes, against me 15%_ Yes 85%_ No

{for those with children...}

67. Is {he/she} in prison because of any offense against your children?
0%_ Yes 100%_ No _____ (N/A: no children)

Juvenile history/justice system questions :

{Now I'd like to ask you some questions about your own past in the juvenile history and justice system}

**68. Are you a juvenile court or criminal court commitment? of 159 responding
85.5%_juvenile court 14.5%_criminal court**

For the following, ask yes or no and number of times:#: range, mean, mode reported here

**69. Were you ever declared a status offender?
45.7%_yes 53.7%_no range- 0-50; mean- 3.4658; mode- 0 (1 for those saying yes)**

**70. Were you ever declared a ward of the court?
72.2%_yes 27.8%_no range- 0-13; mean- 1.6646; mode- 1**

**71. Did you ever live in a foster home?
35.8%_yes 64.2%_no range- 0-35; mean- 1.4691; mode- 0 (1 for those saying yes)**

**72. Did you ever live in a group home?
50.6%_yes 49.4%_no range- 0-60; mean- 2.4136; mode- 0 (1 for those saying yes)**

**73. Were you ever on probation as a juvenile?
29.6%_yes 70.4%_no range- 0-20; mean- 1.6296; mode- 1**

**74. Have you ever served time in juvenile hall longer than a day?
89.5%_yes 10.5%_no range 0-50; mean 5.1790; mode- 1**

**75. a) Did you ever serve time in CA Youth Authority prior to this term?
8.6%_yes 91.4%_no range 0-12; mean .1852; mode 0 (1 for those saying yes)**

**b) Did you ever serve time in any other juvenile correctional facility in any other state?
6.1%_yes 92%_no range 0-3; mean .0926; mode 0 (1 for those saying yes)**

**76. Did you ever serve time in an adult jail?
25.3%_yes 74.7%_no range 0-4; mean .3580; mode 0 (1 for those saying yes)**

**77. Did you ever run away/ or leave home?
81.5%_yes 18.5%_no range 0-100; mean 7.821; mode 1**

Could you describe some of the reasons that you ran away: write briefly and clearly:

**** percent reported= out of 132 reporting having run away**

- 32 (24.24%) was being abused
- 31 (23.48%) didn't agree with rules/strict home/rebellion/didn't get along with parents
- 7 (5.3%) thought I could take care of myself
- 19 (14.39%) wanted to be with friends
- 10 (7.58%) wanted to be with boyfriend
- 20 (15.15%) fighting/abuse in home (between parents, with sibling) not considered abuse
- 8 (6.06%) left a group or foster home
- 20 (15.15%) for fun/wanted to do what I wanted, freedom
- 5 (3.79%) anger, felt unloved, ignored
- 10 (7.58%) parents on drugs, alcohol
- 5 (3.79%) wanted to be with other parent
- 3 (2.27%) religious conflicts
- 2 (1.52%) wanted to fit in with group
- 6 (4.55%) just wanted to/didn't want to be there
- 3 (2.27%) kicked out
- 4 (3.03%) too much responsibility in home
- 2 (1.52%) drugs
- 3 (2.27%) pregnant
- 7 (5.3%) other

78. As a juvenile, what was your most serious offense? (whether apprehended or not)

homicide	17	(10.5%)
voluntary manslaughter	2	(1.2%)
assault	19	(11.7%)
robbery	19	(11.7%)
motor vehicle violations	2	(1.2%)
burglary	7	(4.3%)
forgery	1	(.6%)
child abuse	1	(.6%)
kidnapping	3	(1.9%)
grand theft	1	(.6%)
grand theft auto	7	(4.3%)
fraud/check fraud	1	(.6%)
narcotics sales	1	(.6%)
car jacking	13	(8.0%)
other sexual	3	(1.9%)
attempted murder	8	(4.9%)
battery	1	(.6%)
drive-by shooting	11	(6.8%)
assault on peace officer	6	(3.7%)
runaway from corr. facility	2	(1.2%)
other property	1	(.6%)
making terrorist threats	1	(.6%)
torture	1	(.6%)
vandalism	1	(.6%)
aggravated mayhem	1	(.6%)
high speed chase	1	(.6%)
stabbed someone	11	(6.8%)
shot someone	5	(3.1%)
fighting/beat someone	2	(1.2%)
caused a miscarriage	3	(1.9%)
held someone hostage	1	(.6%)
inflicting great bodily harm	1	(.6%)
witnessed murder/accessory	2	(1.2%)
alcohol violations	1	(.6%)
other	2	(1.2%)
no response/declined	3	(1.9%)

79. How old were you when you first started getting into trouble? _____
range- 5-19; mean- 12.044; mode 12

80.

a) Have you ever been in what you would consider a gang? 60.5%_yes 39.5%_no

b) Was this gang a

**of those responding (n=99)

4%_all female gang 77.8%_mixed male and female gang 18.2%_mostly male gang

c) Was this gang made up of ** of those responding (n=97)

41.2%_ completely your own racial/ethnic group

19.6%_ mostly your own racial/ethnic group

39.2%_ a mixture of different racial/ethnic groups

_____ cannot describe

d) What was the worst thing that you did when you were with the gang?

d) Can you describe for me some of the reasons that you think you started getting involved in these things that you have just told me about? {Write very clearly and probe for running away, juvenile offending life and gang life}

percent of responses here of 162; not all of sample responded

13 (8.02%) Abuse/violence in the home

27 (16.67%) Surrounded by it, life on the streets

15 (9.26%) Anger, rebellion

17 (10.49%) Followed in the footsteps of family member

1 (.6%) School Problems

11 (6.79%) Smoking, using drugs, alcohol

25 (15.43%) It was fun/ I wanted to

15 (9.26%) Hanging around the wrong crowd

33 (20.37%) Emotional problems, family problems, unfulfilled in home

23 (14.2%) Trying to fit in, to be accepted, peer pressure

11 (6.79%) Second family (gang)

2 (1.2%) Failed a group home placement

4 (2.47%) To make money

1 (.6%) I didn't care what happened to me

10 (6.17%) Other

15 (9.26%) No response

Arrest and Sentence Information {Now I'm going to ask you some questions about your arrest and sentencing for this current Youth Authority term.}

81. Were you on probation or parole immediately prior to this arrest?

54.9%_ probation 6.8%_ parole .6%_ both 36.4%_ neither 1.2%_ DK-N/A

82. How many times have you been on parole, as a juvenile, all together? _____
range 0-4; mean .1543; mode 0 (1 for those saying yes)

83. Were you represented by legal counsel during this last trial?

5.9%_ no

80.9%_ yes-public defender/state-appointed

13.0%_ yes-private counsel

84. How were you sentenced this term?

84%_ New Commitment

4.9_ Parole Violator Only

_____ Diagnostic/Observation

9.3_ M case (adult commitment at CYA)

_____ F case (federal commitment at CYA)

1.9_ Other

_____ Don't Know

85.

a) What is the maximum amount of confinement time (sentence) that you received from court?

2.5%_ Parole Revocation {list term of sentence 1=9 mo.; 2= 12 mo.; 1= 18 mo. months}

_____ 6 months or less

.6_ less than 1 year

9.3_ 1 year to 2 years, 11 months

29.6_ 3 yrs to 5 yrs, 11 mths

36.4_ 6 yrs to 9 yrs, 11 mths

8.0_ 10 yrs to 14 yrs, 11 mths

1.2_ 15 yrs to 19 yrs, 11 mths

_____ 20 yrs to 29 yrs, 11 mths

_____ over 30 years

1.2_ 15 to life

.6_ 15+ - 20 to life

3.1_ 20+ - 30 to life

1.9_ 30+ and over to life

1.2_ life plus

.6_ 90-day OBS

1.2_ don't know

2.5_ Other _____

b) What is the amount of time you were given by the Youthful Offender Board at your initial hearing?

- 3.1_ Parole Revocation {list term of sentence _____ months}
- _____ 6 months or less
- 3.1_ less than 1 year
- 45.7_ 1 year to 2 years, 11 months
- 22.2_ 3 yrs to 5 yrs, 11 mths
- 6.2_ 6 yrs to 9 yrs, 11 mths
- 1.2_ 10 yrs to 14 yrs, 11 mths
- .6_ 15 yrs to 19 yrs, 11 mths
- .6_ 20 yrs to 29 yrs, 11 mths
- _____ over 30 years
- _____ 15 to life
- _____ 15+ - 20 to life
- _____ 20+ - 30 to life
- _____ 30+ and over to life
- _____ life plus
- .6_ 90-day OBS
- 1.2_ don't know
- 14.8 Other _____

86. How old were you the first time you were arrested? _____
range 8-19; mean 13.309; mode 13

87. What offense were you arrested for the first time? _____

homicide	7	(4.3%)
voluntary manslaughter	1	(.6%)
assault	24	(14.8%)
robbery	14	(8.6%)
motor vehicle violations	1	(.6%)
weapons offense	8	(4.9%)
burglary	4	(2.5%)
forgery	2	(1.2%)
prostitution	1	(.6%)
kidnapping	4	(2.5%)
grand theft auto	12	(7.4%)
possession	1	(.6%)
narcotics sales	3	(1.9%)
other narcotics	1	(.6%)
car jacking	6	(3.7%)
attempted murder	3	(1.9%)
battery	1	(.6%)
drive-by shooting	1	(.6%)
assault on peace officer	2	(1.2%)
runaway from corr.facility	1	(.6%)
other property	23	(14.2%)
vandalism	7	(4.3%)
runaway	13	(8.0%)
aggravated mayhem	1	(.6%)
fighting/beating people up	2	(1.2%)
school problems	1	(.6%)
alcohol violations	4	(2.5%)
other	13	(8.0%)
no response/declined	1	(.6%)

89. What offense(s) were you convicted of that resulted in this current term at CYA {or this time}? (code all that apply)

Primary Offenses- n=162		
homicide	13	8.0%
voluntary manslaughter	2	1.2%
assault	25	15.4%
robbery	30	18.5%
motor vehicle violat	1	.6%
DUI	1	.6%
weapons offense	2	1.2%
burglary	11	6.8%
child abuse or child neglect	2	1.2%
kidnapping	4	2.5%
grand theft	3	1.9%
grand theft/auto	12	7.4%
fraud/check fraud	1	.6%
possession	2	1.2%
narcotics sales	4	2.5%
car jacking	12	7.4%
sexual assault	1	.6%
other sexual	1	.6%
parole violation	4	2.5%
probation violation	5	3.1%
attempted murder	7	4.3%
drive-by shooting	2	1.2%
assault on peace officer	5	3.1%
runaway from corr. facility	3	1.9%
influencing a minor	1	.6%
making terrorist threats	2	1.2%
torture	1	.6%
arson	1	.6%
runaway	1	.6%
aggravated mayhem	1	.6%
no response	2	1.2%

Secondary Offenses n=86

violent crimes	18	(20.93%)
property crimes	8	(9.30%)
drug/alcohol crimes	2	(2.33%)
correctional violations (runaway from facility, assault on peace officer, prob/parole violation)	13	(15.12%)
weapons charges	26	(30.23%)
violence and weapons	6	(6.98%)
violence and property	5	(5.81%)
weapons and correctional	1	(1.16%)
drugs and correction	1	(1.16%)
weapons, drugs, correctional	1	(1.16%)
weapons and drugs	1	(1.16%)
violence, property, correctional	1	(1.16%)
violence, weapons, correctional	2	(2.33%)

Offense Categories n=162

violent	54	(33.3%)
property	18	(11.1%)
drugs/alcohol	6	(3.7%)
correctional .	13	(8.0%)
weapons	2	(1.2%)
violent and weapons	31	(19.1%)
violent and property	12	(7.4%)
violent and correctional	2	(1.2%)
weapons and correctional	1	(.6%)
property and drugs	1	(.6%)
violent, property, correctional	1	(.6%)
violent, weapons, correctional	5	(3.1%)
property and correctional	7	(4.3%)
drugs and weapons	1	(.6%)
violent, property, weapons	2	(1.2%)
correctional, drugs, weapons	2	(1.2%)

90. Do you have co-defendants? {ask gender if R does not mention}

69.1% yes;

25.9%_ yes- male

22.2%_ yes-female

30.2%_ no (skip Q 93)

21.0%_ yes- both

91. Is/are this person/they serving time for this offense? Of those with co-defendants

65.2%_ Yes 34.8%_ No

92. {If yes} Longer or shorter than your term? of the 84 reporting a co-def. serving time...

29.8%_ longer

38.1%_ shorter

13.1%_ same 19.0%_ d/k ___ n/a

93. What were your reasons for committing the offense that got you here?

****percent below = out of 162**

to pay for drugs	11	(6.8%)
economic pressures	14	(8.6%)
poor judgement	14	(8.6%)
to protect self/family	10	(6.2%)
intoxicated or high	22	(13.6%)
pressured by friend	13	(8.0%)
helping a friend	5	(6.1%)
anger	21	(13.0%)
fear	1	(.6%)
to escape abuse	6	(3.7%)
desperation	2	(1.2%)
gambling		
to get attention	2	(1.2%)
greed	5	(3.1%)
revenge	18	(11.1%)
claim innocence	3	(1.9%)
ignorance of the law		
drug deal gone bad		
running the streets	10	(6.2%)
took rap for other(s)	5	(3.1%)
wouldn't inform on perpetrator		
no response		
gang related	11	(6.8%)
I was bored	5	(3.1%)
to prove myself/ get respect	7	(4.3%)
didn't want to be in placement/ to be with friends, fmy, chld	14	(8.6%)
it was fun	6	(3.7%)
I didn't care what I did	3	(1.9%)
went along with other people	3	(1.9%)
jealousy	2	(1.2%)
to get away from the gang/the life	2	(1.2%)
mentally unstable	3	(1.9%)
wanted to get high/drunken	2	(1.2%)
looking for emotional fulfillment	3	(1.9%)
wanted/needed a car	3	(1.9%)
I felt like it	2	(1.2%)
rebellion	1	(.6%)
challenge/didn't think I'd get caught	2	(1.2%)
accident/wrong person	2	(1.2%)
to feel powerful	1	(.6%)
other	5	(3.1%)

94. Have you ever used a weapon to protect yourself or your children? Of those who responded (n= 135) 57.8%_Yes 42.2%_No

95. Did you (ever) serve any time for this weapons use? Of those who responded (n=135) 15.7%_Yes 84.3%_No

Children

{Now I'm going to ask you some questions about any children you might have--
Check back to Q47: If R does not have children skip to Q111}.

**27.2% had children

96. How many children do you have? _____
0= 72.8%; 1= 24.7%; 2= 1.9%

97. What is/are the age/s of your child/children? _____
Child One of 42 children,
range 4 mo. - 6 years; mean 2.45; mode 1 and 2

Child Two of 4 second children,
range 1-4; mean 1.75; mode 1

98. How old were you when your first child was born? Percent= of those with children
13- 2.3%
14- 20.9
15- 25.6
16- 23.3
17- 14.0
18- 9.3
19- 4.7

99. Do you have legal custody of all your children?
65.1%_ yes/all _____ yes/some 32.6%_ no _____ don't know
____ N/A

100. Where are your children now living? {All fathers=child's father}
{Numbers refer to each child- Refer to #96}

Use these codes:

1. spouse/partner who is child's father 21.4%
2. child's father (not in relationship with you) 4.8% child 1; 33.3% child 2
4. your (R's) mother 35.7% child 1; 33.3% child 2
5. your (R's) father 2.4%
6. child's father's mother 7.1% child 1; 33.3% child 2
8. your/father's grandparent (s) 2.4%
9. your relatives 19.0%
12. foster parents 7.2%

101. How far away from this facility does your child {who lives the farthest} live? {ask approximate miles--GET SPECIFIC MILES (not a place) so help calculate if needed}

range 30-700 miles

100 & less- 22.6%

101-150- 16.1

151-200- 12.9

201-250- 3.2

251-300- 9.7

over 300-- 35.5%

102. Did any of your children witness your arrest? 23.8%_Yes 76.2%_No

103. When you were first arrested, what happened to your child(ren)?

15.0%_ police allowed me to make arrangements with partner/family

7.5 __ police allowed me to make arrangements with friends

_____ children were taken to police station with me

5.0 __ CPS/social worker took them

20.0__ they were already in others' custody

7.5 __ children didn't live with me

_____ don't know

20.0 __ other _____

17.5 _ N/A

104. Did you have problems keeping in contact with your children while you were in juvenile hall? of the 33 that responded

36.4%_ yes 63.6_ no: no problems or did not want to contact

_____ N/A: no children

105. What kinds of problems? {list/paraphrase}

Visiting/Contact Information

We are interested in how much contact you might have with your family, your children, your partner/spouse, and other friends. These next questions ask about that contact.
If no children--skip to Q # 111

For this section-- the following codes should be used:

- | | |
|--|--|
| 1. 4 or more times per week | 12. not able to due to rules/custody |
| 2. 1-3 times per week | 13. don't know |
| 3. every two weeks or so | 14. pending visiting approval |
| 4. every three weeks or so | 15. not eligible due to status added elsewhere |
| 5. about once a month | 16. paper work still being processed |
| 6. every two months or so | 17. rules prohibit/cannot contact person from here |
| 7. every three months or so | 18. no partner |
| 8. between four and six mon | 19. cannot call this person |
| 9. longer than six months | 20. no friends/family |
| 10. sporadic-no pattern but some contact | |
| 11. never since this incarceration | |
| 99. Not applicable to me | |

Questions begin here:

106. Since you have been here, how often do you call your children? _____

****of those with children-**

- Response 1 = 31.8%
- 2 = 36.6%
- 3 = 9.8%
- 5,7,9 = 2.4%
- 11 = 9.7%
- 19 = 4.9%

107. Since you have been here, how often do you receive letters from-your children? _____

- Response 1 = 14.3%
- 2 = 22.9
- 3 = 17.1
- 5 = 8.6
- 6 = 5.7
- 7 = 2.9
- 9 = 2.9
- 10 = 5.7
- 11 = 17.1

- | | |
|--|--|
| 1. 4 or more times per week | 12. not able to due to rules/custody |
| 2 1-3 times per week | 13. don't know |
| 3. every two weeks or so | 14. pending visiting approval |
| 4. every three weeks or so | 15. not eligible due to status added elsewhere |
| 5. about once a month | 16. paper work still being processed |
| 6. every two months or so | 17. rules prohibit/cannot contact person from here |
| 7. every three months or so | 18. no partner |
| 8. between four and six mon | 19. cannot call this person |
| 9. longer than six months | 20. no friends/family |
| 10. sporadic-no pattern but some contact | |
| 11. never since this incarceration | |
| 99. Not applicable to me | |

108. Since you have been here, how often do you write letters to your children? _____

- Response 1 = 20.0%
- 2 = 27.5
- 3 = 12.5
- 5 = 12.5
- 7 = 2.5
- 9 = 5.0
- 10 = 10.0
- 11 = 10.0

109. Since you have been here, how often do you have regular visits with your children? _____

- Response 1 = 2.4%
- 2 = 7.3
- 3 = 12.2
- 4 = 2.4
- 5 = 7.3
- 6 = 12.2
- 7 = 2.4
- 8 = 2.4
- 9 = 4.9
- 10 = 7.3
- 11 = 36.6
- 14 = 2.4

110. {If children never visit, ask:} Can you tell me some of the reasons your children do not visit? Of those responding (n=26)

use these codes for Q 110 only:

1. too far 30.8%
2. caregiver won't bring because too far 11.5%
3. caregiver won't bring/does not want to 15.4%
4. R does not want them here 7.7%
5. children too young to be here
6. too expensive to travel
7. transportation problems 15.4%
8. child does not know I am in prison 5.6%
9. don't know
10. children do visit
11. paper work not processed 3.8%
12. not eligible 7.7%
99. N/A

{Continue asking for those with children and begin here for those with no children}:
We are interested in how much contact you might have with your family, your partner/spouse, and other friends. These next questions ask about that contact.

111. Is there someone on the outside/ not here with you that you consider as your partner and you would like to have contact with {define partner if necessary...} 36.4%_yes 63.6_no
{if no skip, partner Qs and go to Q # 117)

112. Are you in contact with that person?

71.19%_ person on street: yes- through calls, letters etc

10.17__ person on street: no

5.08__ person in jail/prison: and have direct contact (calls, letters)

11.86_ person in jail/prison: and have through friends or third party

1.69_ person in jail/prison: and have no contact

_____ other:

For this section-- the following codes should be used:

- | | |
|--|--|
| 1. 4 or more times per week | 12. not able to due to rules/custody |
| 2. 1-3 times per week | 13. don't know |
| 3. every two weeks or so | 14. pending visiting approval |
| 4. every three weeks or so | 15. not eligible due to status added elsewhere |
| 5. about once a month | 16. paper work still being processed |
| 6. every two months or so | 17. rules prohibit/cannot contact person from here |
| 7. every three months or so | 18. no partner |
| 8. between four and six mon | 19. cannot call this person |
| 9. longer than six months | 20. no friends/family |
| 10. sporadic-no pattern but some contact | 99. Not applicable to me |
| 11. never since this incarceration | |

113. Since you have been here, how often do you call your partner? _____

- Response 1= 20.0
2= 30.0
3= 5.0
5= 3.3
10= 5.0
11= 21.7
12= 1.7
17= 3.3
19= 10.0

114. Since you have been here, how often do you receive letters from your partner? _____

- Response 1= 14.8%
2= 36.1
3= 14.8
4= 4.9
5= 6.6
7= 1.6
9= 1.6
10= 4.9
11= 11.5
17= 3.3

115. Since you have been here, how often do you write letters to your partner? _____

- Response 1= 23.0%
2= 32.8
3= 16.4
4= 4.9
5= 6.6
10= 6.6
11= 6.6
17= 3.3

For this section-- the following codes should be used:

- | | |
|--|--|
| 1. 4 or more times per week | 12. not able to due to rules/custody |
| 2 1-3 times per week | 13. don't know |
| 3. every two weeks or so | 14. pending visiting approval |
| 4. every three weeks or so | 15. not eligible due to status added elsewhere |
| 5. about once a month | 16. paper work still being processed |
| 6. every two months or so | 17. rules prohibit/cannot contact person from here |
| 7. every three months or so | 18. no partner |
| 8. between four and six mon | 19. cannot call this person |
| 9. longer than six months | 20. no friends/family |
| 10. sporadic-no pattern but some contact | 99. Not applicable to me |
| 11. never since this incarceration | |

116. Since you have been here, how often do you have regular visits with your partner?

Response 2= 3.4%
3= 5.1
5= 1.7
7= 3.4
8= 1.7
11= 33.9
12= 16.9
15= 1.7
16= 3.4
17= 27.1
19= 1.7

117. Since you have been here, how often do you call your other family members/ friends?

Response 1= 24.1%
2= 35.4
3= 19.6
4= 2.5
5= 6.3
6= .6
7= .6
8= .6
10= 1.3
11= 6.3
19= 1.3
20= .6

For this section-- the following codes should be used:

- | | |
|--|--|
| 1. 4 or more times per week | 12. not able to due to rules/custody |
| 2. 1-3 times per week | 13. don't know |
| 3. every two weeks or so | 14. pending visiting approval |
| 4. every three weeks or so | 15. not eligible due to status added elsewhere |
| 5. about once a month | 16. paper work still being processed |
| 6. every two months or so | 17. rules prohibit/cannot contact person from here |
| 7. every three months or so | 18. no partner |
| 8. between four and six mon | 19. cannot call this person |
| 9. longer than six months | 20. no friends/family |
| 10. sporadic-no pattern but some contact | 99. Not applicable to me |
| 11. never since this incarceration | |

118. Since you have been here, how often do you receive letters from your other family members/ friends?

Response 1= 14.7%
2= 30.1
3= 18.6
4= 6.4
5= 9.6
6= 4.5
7= 1.3
8= .6
9= .6
10= 7.1
11= 5.8

119. Since you have been here, how often do you have regular visits with your other family?

Response 1= .6%
2= 5.7
3= 23.3
5= 7.5
6= 5.0
7= 4.4
8= 4.4
9= 4.4
10= 10.1
11= 29.6
12= .6
14= .6
16= .6
17= .6

120. Do you have a volunteer visitor? yes = 29.6%; no = 70.4%

If yes, what kind of volunteer visits you? of those with volunteer visitor

69.8% Match-2 (M-2)

2.3 Community Volunteer

14.0 Volunteers in Parole (VIP)

11.6 Religious Volunteer

Parent Surrogates

2.3 Tutors

Other (list) _____

_____ No volunteer visitor

121. How often does that person visit? _____ (codes)

Response 2 = 32.1%

3 = 39.6

5 = 5.7

6 = 3.8

7 = 1.9

10 = 3.8

16 = 5.7

For this section-- the following codes should be used:

- | | |
|--|--|
| 1. 4 or more times per week | 12. not able to due to rules/custody |
| 2. 1-3 times per week | 13. don't know |
| 3. every two weeks or so | 14. pending visiting approval |
| 4. every three weeks or so | 15. not eligible due to status added elsewhere |
| 5. about once a month | 16. paper work still being processed |
| 6. every two months or so | 17. rules prohibit/cannot contact person from here |
| 7. every three months or so | 18. no partner |
| 8. between four and six mon | 19. cannot call this person |
| 9. longer than six months | 20. no friends/family |
| 10. sporadic-no pattern but some contact | |
| 11. never since this incarceration | |
| 99. Not applicable to me | |

Now we would like to ask some questions about any pregnancy you may have had during any time locked up.

122. Have you ever come to a juvenile program facility or any correctional facility pregnant?
78.2% Never 10.3 Previously 8.3 This term 3.2 Am Pregnant now
{if no, skip to Q #128}

123. Did you ever have an abortion/terminate a pregnancy while locked up anywhere?
** of sample as a whole 3.1% yes _____ no _____ never pg

124. Have you ever given birth in jail/prison? 5.6% of sample yes no never pg

125. What happened to your baby? {If more than one, list all} _____

****23 responded**

1. ward's mother took custody 26.1%
2. baby's father took custody 13.0
3. baby's father's mother took custody
4. other partner took custody
5. other relative took custody 13.0
6. CPS/other county/state agency took custody 4.3
7. baby didn't live 8.7
8. don't know
9. other 34.8
99. N/A

126. Have you ever miscarried in a juvenile facility, jail or prison? 86% of sample responded- of these

89.3% Never 8.6% Previously 1.4 This term .7 Don't know

127. {For those pregnant} Did you receive any of the following services while pregnant in jail or prison? Were these services adequate to your needs?

USE THESE CODES

1. had service/program and it was adequate
2. had service/program and it was Inadequate
3. Never had service
99. Not applicable

_____ parenting classes 16 responded; of these, 50%=1; 6.3%=2; 43.8%=3

_____ Pre-natal classes

_____ Pre-natal health care 23 responded; of these, 69.6%= 1; 30.4%=2;

_____ none

_____ other _____

_____ never pregnant in jail or prison

Now I would like to ask some questions about HIV and AIDS.

128. Have you ever been tested for HIV/AIDS? 82.7% Yes 16.7% No

129. Would you like to be tested at this institution? 75.3% Yes 24.1% No

130. Would you be interested in AIDS/HIV education and counseling?
72.8% yes; 23.5% no

131. Do you have any comments about this?
yes no If yes, list briefly:

ABUSE SECTION

These next questions ask you about some sensitive questions about things that might have happened to you or that may that have happened to many girls and women in correctional facilities. I know they are hard to answer, but they will help us develop programs to help those women who may need help. If asking these questions brings up any painful issues, please talk to your counselor.

{Note: We are defining "child" as under 18. If R is under 18, DO NOT ASK the "over 18/adult" questions. Code these Qs "99" in editing.}

Physical/under 18

132. Have you ever been physically abused/harmed/hit...as a child? 69.8%_Yes 30.2%No
{if yes, ask Q 133}

133. How often did this occur? _____ {frequency code}

Use these codes for frequency:

1. a one time event 7%
2. more than once but not an ongoing, recurrent event 27%
3. an on-going, recurrent event 66%
99. N/A

134. Can you tell me all the people who may have hurt you? _____ {abuser codes}

Use these codes for abuser/perpetrator: percentages= percent of the abusers

- | | |
|--|---|
| 1. father 20% | 2. step-father 8% |
| 3. mother's boyfriend 4% | 4. your boyfriend 15% |
| 5. spouse/partner 1% | 6. other male relatives (not incl. brother) 6% |
| 7. brother 4% | 8. sister 2% |
| 9. step-brother | 10. step-sister |
| 11. sibling's peers | 12. your peers (includes gang peer) 6% |
| 13. family friend/neighbor 2% | 14. authority figure (teacher, minister/priest etc) |
| 15. stranger 1% | 16. customers of prostitutes--tricks |
| 17. pimps .5% | 18. your mother 24% |
| 19. your stepmother 1% | 20. any female relatives 4% |
| 21. any one in a correctional facility .5% | 22. didn't know who they were |
| 23. anyone else 2% | 99. N/A |

Physical/ over 18

135. Have you been physically abused/battered as an adult? (since age 18)
3.1%_Yes 96.9%_No (n=5)
{if yes, ask Q 136}

136. How often did this occur? _____ {frequency code}
20% of these response 2; 80% response 3

137. Can you tell me all the people who may have hurt you? _____ {abuser codes}
40% of these boyfriend; 20% spouse or partner; 40% other

Sexual abuse (not assault)/ under 18

138. Have you ever been sexually abused...as a child? 45.7%_Yes 54.3%_No
{if yes, ask Q139}

139. How often did this occur? _____ {frequency code}
21% of these response 1; 23% response 2; 56% response 3.

Use these codes for frequency:

1. a one time event
2. more than once but not an ongoing, recurrent event
3. an on-going, recurrent event
99. N/A

140. Can you tell me all the people who may have sexually abused you? _____ {abuser codes}

Use these codes for abuser/perpetrator: percentage= percent of abusers reported

- | | |
|--------------------------------|--|
| 1. father 13% | 2. step-father 7% |
| 3. mother's boyfriend 9% | 4. your boyfriend 4% |
| 5. spouse/partner 1% | 6. other male relatives (not incl. brother) 26% |
| 7. brother 4% | 8. sister |
| 9. step-brother 2% | 10. step-sister |
| 11. sibling's peers 3% | 12. your peers-includes gang peer 9% |
| 13. family friend/neighbor 12% | 14. authority figure (teacher, minister/priest etc) 2% |
| 15. stranger 4% | 16. customers of prostitutes--tricks |
| 17. pimps 1% | 18. your mother 1% |
| 19. your stepmother | 20. any female relatives 1% |
| 21. anyone else 4% | |
| 22. didn't know who they were | 99. N/A |

Sexual abuse (not assault)/ over 18

141. Have you ever been sexually abused as an adult? (since age 18)
1.2%_Yes 98.8%_No
{if yes, ask Q 142}

142. How often did this occur? _____ {frequency code}
1 (50%)= response 1; 1 (50%)= response 3

143. Can you tell me all the people who may have sexually abused you? _____ {abuser codes}

1= boyfriend; 1= other

Emotional/ under 18

144. Have you ever been emotionally abused or neglected as a child? 67.9%_Yes 32.1%No
{if yes, ask Q 145}

145. How often did this occur? _____ {frequency code}
response 1 = 4.7%; 2 = 13.1%; 3 = 82.2%

Use these codes for frequency:

1. a one time event
2. more than once but not an ongoing, recurrent event
3. an on-going, recurrent event
99. N/A

146. Can you tell me all the people who may have emotionally abused or neglected you?
_____ {abuser codes}

Use these codes for abuser/perpetrator:

- | | |
|-------------------------------|--|
| 1. father 21% | 2. step-father 8% |
| 3. mother's boyfriend 2% | 4. your boyfriend 7% |
| 5. spouse/partner 1% | 6. other male relatives (not incl. brother) 3% |
| 7. brother 3% | 8. sister 1% |
| 9. step-brother | 10. step-sister 1% |
| 11. sibling's peers 1% | 12. your peers includes gang peer 4% |
| 13. family friend/neighbor 7% | 14. authority figure (teacher, minister/priest etc) 1% |
| 15. stranger | 16. customers of prostitutes--tricks |
| 17. pimps | 18. your mother 40% |
| 19. your stepmother 1% | 20. any female relatives 7% |
| 21. anyone else 2% | |
| 22. didn't know who they were | 99. N/A |

Emotional/ over 18

147. Have you been emotionally abused as an adult? (since age 18)

11.1%_Yes 88.9%_No

{if yes, ask Q 148}

148. How often did this occur? _____ {frequency code}
response 1 = 11%; 2 = 17%; 3 = 72%

149. Can you tell me all the people who may have emotionally abused you? _____ {abuser codes}

- | | |
|-------------------------------|---|
| 1. father 20% | 2. step-father 8% |
| 3. mother's boyfriend | 4. your boyfriend 8% |
| 5. spouse/partner 8% | 6. other male relatives (not incl. brother) 4% |
| 7. brother | 8. sister |
| 9. step-brother | 10. step-sister |
| 11. sibling's peers | 12. your peers-includes gang peer 12% |
| 13. family friend/neighbor | 14. authority figure (teacher, minister/priest etc) |
| 15. stranger | 16. customers of prostitutes--tricks |
| 17. pimps | 18. your mother 32% |
| 19. your stepmother | 20. any female relatives |
| 21. anyone else 8% _____ | |
| 22. didn't know who they were | 99. N/A |

Sexual assault/ under 18

150. Have you ever been sexually assaulted {using violence} as a child?
34.6%_Yes 65.4%_No {if yes, ask Q151}

151. How often did this occur? _____ {frequency code}
response 1= 58.2%; 2= 29.1%; 3=12.7%

Use these codes for frequency:

1. a one time event
2. more than once but not an ongoing, recurrent event
3. an on-going, recurrent event
99. N/A

152. Can you tell me all the people who may have sexually assaulted you? _____ {abuser codes}

Use these codes for abuser/perpetrator:

- | | |
|-------------------------------|--|
| 1. father 3% | 2. step-father 1% |
| 3. mother's boyfriend 4% | 4. your boyfriend 12% |
| 5. spouse/partner | 6. other male relatives (not incl. brother) 6% |
| 7. brother | 8. sister |
| 9. step-brother | 10. step-sister |
| 11. sibling's peers 6% | 12. your peers includes gang peer 25% |
| 13. family friend/neighbor 9% | 14. authority figure (teacher, minister/priest etc) 3% |
| 15. stranger 24% | 16. customers of prostitutes--tricks |
| 17. pimps 1% | 18. your mother |
| 19. your stepmother | 20. any female relatives |
| 21. anyone else 4% _____ | |
| 22. didn't know who they were | 99. N/A |

Sexual assault/ over 18

153. Have you been sexually assaulted as an adult? (since age 18)

3.1%_Yes 96.9%_No

{if yes, ask Q154}

154. How often did this occur? _____ {frequency code}

60%= response 1; 40%= response 2

155. Can you tell me all the people who may have sexually assaulted you? _____ {abuser codes}

40%= stranger

60%= other

{If any abuse reported, ask the following questions for ANY mention}

156.

a) You have told me about some things that have happened to you as an adult/child. Do you feel this has had anything to do with your reasons for committing crime?

67.6%_yes 32.4%_no (16.1%)_no abuse reported _____ D/K

b) Was any of this abuse tied to your membership in a gang?

Of the 97 in gang

_____no, NO gang membership

66%_no, in a gang but no abuse

34%_yes (brief description:)

157. Have you received counseling for this abuse while serving this Youth Authority term? of 138- those abused; 42.8%_yes 57.2%_no _____no abuse reported _____D/K

158. Would you like to receive counseling or participate in a program dealing with surviving abuse? of those abused

66.7%_yes 27.5%_no _____N/A 1.4%_D/K 4.3%_no interest/need

159.

a) {For those that have received any counseling}, do you feel that any counseling you have received has helped? of 63 responding

71.4%_yes 28.6%_no _____never received any counseling

_____never needed any counseling _____no abuse- N/A

b) Is there any other abuse that you may want to tell me about? {Brief description}

Drug Use History {Now I would like to ask you some general questions about your drug and alcohol use in the past. Remember that none of these answers will be reported to any staff here at the Ventura School or any other authorities. All your responses are confidential and will be used to plan programs for young women like you. }

(Q. number 160 is omitted)

161. Have you ever used alcohol? **95.6%-Yes 4.4- No**
 Was alcohol use ever a problem in your life? **30.6- Yes 69.4- No**
 Did you drink alcohol the last year you were free? **76.9- Yes 23.1-No**
 If so, how often? _____ (see codes) ****of those reporting use last year free**

- 1. *Twice a day or more* **16.67%**
- 2. *Daily or almost daily* **33.33**
- 3. *3-5 times a week* **6.35**
- 4. *Once or twice a week* **12.70**
- 5. *Once every 2-3 weeks* **2.38**
- 6. *Every month or two* **6.35**
- 7. *Less than once every 3-4 mnths* **3.17**
- 8. *Week-ends* **5.56**
- 9. *Occasional/sporadic* **13.49**
- 10. *Binge Pattern*
- 11. *Never*
- 99. *N/A*

162. Have you ever used marijuana? **90.7-Yes 9.3-No**
 Was marijuana ever a problem in your life? **19.4-Yes 80.6-No**
 Did you use marijuana the last year you were free? **72.0-Yes 28.0-No**
 If so, how often? _____ (see codes) **** of those reporting use last year free**

- 1. *Twice a day or more* **20.51%**
- 2. *Daily or almost daily* **28.21**
- 3. *3-5 times a week* **11.97**
- 4. *Once or twice a week* **11.97**
- 5. *Once every 2-3 weeks* **4.27**
- 6. *Every month or two* **2.56**
- 7. *Less than once every 3-4 mnths* **3.42**
- 8. *Week-ends* **2.56**
- 9. *Occasional/sporadic* **14.53**
- 10. *Binge Pattern*
- 11. *Never*
- 99. *N/A*

Did you ever drink alcohol while using marijuana? **63.1-Yes 36.9-No**

163. Have you ever used heroin? 13.7-Yes 86.3-No
 Was heroin ever a problem in your life? 7.5- Yes 92.5-No
 Did you use heroin the last year you were free? 8.2-Yes 91.8-No
 If so, how often? _____ (see codes) ****of those reporting use last year free**

- 1. *Twice a day or more* 14.29%
- 2. *Daily or almost daily* 35.71
- 3. *3-5 times a week* 14.29
- 4. *Once or twice a week* 7.14
- 5. *Once every 2-3 weeks*
- 6. *Every month or two*
- 7. *Less than once every 3-4 mnths* 14.29
- 8. *Week-ends*
- 9. *Occasional/sporadic* 14.29
- 10. *Binge Pattern*
- 11. *Never*
- 99. *N/A*

Did you ever drink alcohol while using heroin? 8.8-Yes 91.2-No

164. Have you ever used powdered cocaine? 42.2%-Yes 57.8-no
 Was cocaine ever a problem in your life? 13.0- Yes 87.0-No
 Did you use cocaine the last year you were free? 23.0- Yes 77.0-No
 If so, how often? _____ (see codes) ****of those reporting use last year free**

- 1. *Twice a day or more* 12.82%
- 2. *Daily or almost daily* 12.82
- 3. *3-5 times a week* 12.82
- 4. *Once or twice a week* 12.82
- 5. *Once every 2-3 weeks*
- 6. *Every month or two* 7.69
- 7. *Less than once every 3-4 mnths* 2.56
- 8. *Week-ends* 5.12
- 9. *Occasional/sporadic* 30.77
- 10. *Binge Pattern*
- 11. *Never* 2.56
- 99. *N/A*

Did you ever drink alcohol while using cocaine? 23.2-Yes 76.7-No

165. Have you ever used amphetamines/speed/crank? 56.5-Yes 43.5-No
 Were amphetamines/speed/crank ever a problem in your life? 35.4-Yes 64.4-No
 Did you use amph/speed/crank the last year you were free? 47.8-Yes 52.2-No
 If so, how often? _____ (see codes) **of those reporting use last year free

- 1. *Twice a day or more* 33.33%
- 2. *Daily or almost daily* 30.67
- 3. *3-5 times a week* 5.33
- 4. *Once or twice a week* 2.67
- 5. *Once every 2-3 weeks* 2.67
- 6. *Every month or two* 4.0
- 7. *Less than once every 3-4 mnths*
- 8. *Week-ends* 2.67
- 9. *Occasional/sporadic* 14.67
- 10. *Binge Pattern* 4.0
- 11. *Never*
- 99. *N/A*

Did you ever drink alcohol while using amphetamines? 31.7-Yes 68.3-No

166. Have you ever used sniffed glue or other inhalants? 32.3-Yes 67.7-No
 Were inhalants ever a problem in your life? 4.3-Yes 95.7-No
 Did you use inhalants the last year you were free? 8.7-Yes 91.3-No
 If so, how often? _____ (see codes) **of those reporting use last year free

- 1. *Twice a day or more*
- 2. *Daily or almost daily*
- 3. *3-5 times a week*
- 4. *Once or twice a week* 5.89
- 5. *Once every 2-3 weeks* 17.65
- 6. *Every month or two* 5.89
- 7. *Less than once every 3-4 mnths* 5.89
- 8. *Week-ends*
- 9. *Occasional/sporadic* 58.82
- 10. *Binge Pattern*
- 11. *Never* 5.89
- 99. *N/A*

Did you ever drink alcohol while using inhalants? 6.9-Yes 93.1-No

167. Have you ever used Quaalude? 4.3-Yes 95.7-No
 Were Quaalude ever a problem in your life? 00- Yes 100- No
 Did you use Quaalude the last year you were free? 1.9- Yes 98.1-No
 If so, how often? _____ (see codes) **of those reporting use last year free

- 1. *Twice a day or more* 33.33%
- 2. *Daily or almost daily* 33.33
- 3. *3-5 times a week*
- 4. *Once or twice a week*
- 5. *Once every 2-3 weeks* 33.33
- 6. *Every month or two*
- 7. *Less than once every 3-4 mnths*
- 8. *Week-ends*
- 9. *Occasional/sporadic*
- 10. *Binge Pattern*
- 11. *Never*
- 99. *N/A*

Did you ever drink alcohol while using Quaalude? 1.3-Yes 98.7-No

168. Have you ever used speedballs? (cocaine/heroin shot together) 7.5-Yes 92.5-No
 Were speedballs ever a problem in your life? 1.9-Yes 98.1-No
 Did you use speedballs the last year you were free? 6.3-Yes 93.7-No
 If so, how often? _____ (see codes) ** Of those reporting use last year free

- 1. *Twice a day or more* 10%
- 2. *Daily or almost daily*
- 3. *3-5 times a week*
- 4. *Once or twice a week* 20
- 5. *Once every 2-3 weeks* 20
- 6. *Every month or two* 10
- 7. *Less than once every 3-4 mnths* 10
- 8. *Week-ends*
- 9. *Occasional/sporadic* 30
- 10. *Binge Pattern*
- 11. *Never*
- 99. *N/A*

Did you ever drink alcohol while using speedballs? 1.9-Yes 98.1-No

169. Have you ever used crack? 23.6-Yes 76.4-No
 Was crack ever a problem in your life? 11.9-Yes 88.1-No
 Did you use crack the last year you were free? 16.4-Yes 83.6-No
 If so, how often? _____ (see codes) ** of those reporting use last year free

- 1. *Twice a day or more* 29.63%
- 2. *Daily or almost daily* 37.04
- 3. *3-5 times a week*
- 4. *Once or twice a week* 11.76
- 5. *Once every 2-3 weeks*
- 6. *Every month or two* 5.88
- 7. *Less than once every 3-4 mnths*
- 8. *Week-ends* 11.76
- 9. *Occasional/sporadic* 23.53
- 10. *Binge Pattern*
- 11. *Never*
- 99. *N/A*

Did you ever drink alcohol while using crack? 12.0-Yes 88.0-No

170. Have you ever used LSD-other hallucinogens? 34.2-Yes 65.8-No
 Was LSD ever a problem in your life? 9.4-Yes 90.6-No
 Did you use LSD the last year you were free? 17.5-Yes 82.5-No
 If so, how often? _____ (see codes) **of those reporting use last year free

- 1. *Twice a day or more*
- 2. *Daily or almost daily* 12.9%
- 3. *3-5 times a week*
- 4. *Once or twice a week* 22.58
- 5. *Once every 2-3 weeks* 9.68
- 6. *Every month or two* 12.9
- 7. *Less than once every 3-4 mnths*
- 8. *Week-ends* 3.23
- 9. *Occasional/sporadic* 32.26
- 10. *Binge Pattern* 6.45
- 11. *Never*
- 99. *N/A*

Did you ever drink alcohol while using hallucinogens? 10.7-Yes 89.3-No

171. Have you ever used PCP? 32.3-Yes 67.7-No
 Was PCP ever a problem in your life? 13.1-Yes 86.9-No
 Did you use PCP the last year you were free? 19.5-Yes 80.5-No
 If so, how often? _____ (see codes) ****of those reporting use last year free**

- 1. *Twice a day or more* 12.12%
- 2. *Daily or almost daily* 27.27
- 3. *3-5 times a week* 3.23
- 4. *Once or twice a week* 9.09
- 5. *Once every 2-3 weeks*
- 6. *Every month or two* 9.09
- 7. *Less than once every 3-4 mnths*
- 8. *Week-ends* 3.23
- 9. *Occasional/sporadic* 36.36
- 10. *Binge Pattern*
- 11. *Never*
- 99. *N/A*

Did you ever drink alcohol while using PCP? 13.1-Yes 86.9-No

172. Have you ever used prescription drugs? 23.0-Yes 77.0-No
 Were prescription drugs ever a problem in your life? 7.5-Yes 92.5-No
 Did you use prescription drugs the last year you were free? 11.3-Yes 88.8-No
 If so, how often? _____ (see codes) ****of those reporting use last year free**

- 1. *Twice a day or more* 5.25%
- 2. *Daily or almost daily* 10.53
- 3. *3-5 times a week*
- 4. *Once or twice a week* 26.32
- 5. *Once every 2-3 weeks* 10.53
- 6. *Every month or two* 10.53
- 7. *Less than once every 3-4 mnths*
- 8. *Week-ends*
- 9. *Occasional/sporadic* 36.84
- 10. *Binge Pattern*
- 11. *Never*
- 99. *N/A*

Did you ever drink alcohol while using prescription drugs? 8.8-Yes 91.3-No

173. {For those using more than three substances...}

You have told me about using several different substances,
 would you say that you

14.8- used anything available

53.1- only used those specific substances

.6- other _____

31.5- not applicable

174. How old were you when you first drank alcohol? _____ never drank
range= 0-17; mean= 10.95 ; mode= 12

175. How old were you when you first used drugs? _____ never used drugs
range= 0-17; mean=12.422 ; mode= 12

176. Have you ever used a needle to inject drugs?
11.11%-yes 84.0-no 4.9-never used drugs _____ don't know

177. Would you be interested in participating in a drug/alcohol program while you are locked up?
68.5%-yes 28.4-no 3.1-never used drugs _____ don't know

178. Would you be interested in participating in a drug/alcohol program once you are released?
55.6%-yes 39.5-no 3.1-never used drugs 1.9-don't know

179. Have you ever participated in any treatment programs for drugs or alcohol?
68.5%-yes 31.5-no {if yes, ask:} which programs?

Use these codes:

1. In any correctional facility

2. In the community

1=1.9%; 2=1.2%-Alcohol Detox

1=26.5%; 2=14.2%; both=11.7%-Peer counseling - Self Help, AA, NA, CA etc

1= 1.2%-Alcohol Abuse education only

1=1.9%; 2=3.1%; both=.6%-Professionally lead group therapy - outpatient; drug free

1=1.2%; 2=.6%-Professionally lead individual therapy - private physician

1=.6%; 2=6.8%-Residential; hospital

1=.6%; 2=4.3%-Residential: recovery home

1=17.3%; 2=.6%; both=.6%-Drug education only

00%-Methadone maintenance

00%-Methadone Detox

00%-Other drug Detox

00%-Other drug maintenance

1=.6%; 2=3.1%-Probation sponsored

1=.6%; 2=.6%- Parole sponsored

1=3.1%; 2=.6%-CDC program

00%-Religious based programs

00%-Use of Antabuse/Naltrax

00%-Therapeutic community

1=4.9%; 2=1.2%; both=.6%-Other _____

180. How would you say your drug use has affected your life so far?

Probe for drug-crime-gang-street-delinquency connections.... but be brief (ha)

***percentages here= percent of responses**

7 (3.4%) no drug use

9 (4.3%) I did my crime (current or previous) while on drugs/alcohol

16 (7.7%) I did my crime "because of" drugs/alcohol

27 (13.0%) messed up my brain/ memory problems

21 (10.1%) made me do things (or neglect things) that I wouldn't otherwise do

25 (12.0%) got me into trouble, pathway into crime, gangs

9 (4.3%) made me violent, pumps me up to do crime

6 (2.9%) use them to escape problems, cover up feelings

12 (5.8%) school and family problems

12 (5.8%) made me not care what I did, it changed who I was

2 (1%) drugs are a part of life of crime

5 (2.4%) emotional problems

2 (1%) addictions

3 (1.4%) someone in R's life had problems/ violence because of dr/alc

6 (2.9%) yes, it had an affect, other

46 (22.1%) it didn't affect my life

Life Inside/ Correctional Program Questions {Now I want to ask you some questions about your life and how you spend your time here}

181. Which programs (other than a job) do you participate in? *{Mark all that apply}*

****responses= out of 162**

92.6%- Educational/Academic

8.6%- Vocational

List course _____

7.4%- Work Experience

List course _____

7.4%- Free Venture

4.3%- TWA

1.9%- Gold Coast

1.9%- Other _____

28.4%- Formalized Drug Program

13.0%- Informal Substance Abuse Programs (list: _____)

4.9%- Success Seminar

21.6%- Group Therapy

24.7%- Individual Therapy

6.8%- Physical Abuse Counseling

12.3%- Sexual Abuse Counseling

3.7%- Birthing Service

33.3%- Gang Awareness

6.8%- 187 Group

35.2%- Anger Management

22.2%- Parenting Program

31.5%- Religious Groups

21.0%- Recerational Programs

12.3%- Hobby-- arts/crafts/music

38.3%- Other

182. Which of these programs has been helpful/beneficial to you?
{open-ended}

183. What programs would you like to see here?

184.

a) Do you have a job here in the Youth Authority? 27.2%-yes 71.6%-no
(if yes, then go to Q 185... if no, then:

b) Would you like to have a job while you are here? 58.0%-yes 13.0%-no
if yes, What kind of job do you think you would like?

185. {for those with jobs}, what is your current assignment?

36.7%- Food Service

4.1%- Clerical

_____ Library

_____ Stockroom/Warehouse

_____ Laundry

2.0%- Other service

12.2%- Free Venture 2.0%

TWA 8.2%

Gold Coast 2.0%

_____ Landscape/Yard Crew

18.4%- Camp Program

6.1%- Dog Grooming

6.1%- Culinary

14.3%- Other _____

_____ No job

186. Do you earn any money at your current assignment? ****of sample**

14.2%-yes 85.8%-no

187. How much do you earn? {all figures are per month-- ask R to estimate if necessary}
****of 18 responding**

_____ do not earn money 5.6%- less than \$10.00 5.6%- \$10.01 to 12.99

_____ \$13.00 to 15.99 _____ \$16.00 to 20.99 5.6%- \$21.00 to 25.99

_____ \$26.00 to 30.99 _____ \$31.00 to 40.99 _____ \$41.00 to 50.99

77.8%- over \$51.00

188. Are you able to send money home from your earnings here?

6.2%-Yes 93.8%-No ****of sample**

189. Do you ever volunteer for work assignments outside your normal assignment?

46.3%-Yes 53.7%-No ****of sample**

190. How were you assigned to your current program?

27.2%- own request/desire	30.2%- counselor/team assignment
.6%- only program available	_____ medical reasons
_____ custody reasons	_____ disciplinary reasons
12.3%- not yet assigned	1.2%- don't know
21.6%- other _____	6.8%- missing

191. Where do you spend the bulk of your free time during the daytime here?

63%- in my room	9.9%- in the day room
3.7%- in the unit	6.8%- on the field
_____ in the library	_____ at hobby craft
_____ in the gym	.6%- the chapel
.6%- no one place	6.2%- other _____
9.3%- missing	

192. Where do you spend the bulk of your free time during the evenings here?

59.9%- in my room	16.0%- in the day room
4.3%- in the unit	3.7%- on the field
_____ in the library	_____ at hobby craft
_____ in the gym	.6%- the chapel
.6%- no one place	3.7%- other _____
11.1%- missing	

193. Where do you spend the bulk of your free time during the weekends here?

45.1%- in my room	11.7%- in the day room
1.9%- in the unit	16.0%- on the field
_____ in the library	_____ at hobby craft
_____ in the gym	3.7%- the chapel
1.9%- no one place	4.3%- other _____
15.4%- missing	

194. Do you shop (go to the canteen?) 80.2%-Yes 16.7%-No 1.9%-Not available

195. Do you spend the full amount for your canteen?

38.3%-Yes	31.8%-No (less than full amount)	6.5%-Not available
13.0%-sometimes, not always	10.4%-never shop	

196. Where does your canteen money come from?

70.2%- my parents/relatives 2.1%- my partner
.7%- my friends _____ my children
7.8%- own income/earned here
.7%- own income/from streets
.7%- no single source _____ no answer
2.1%- do not shop _____ trading
15.6%- have no money at all

198. Have you ever been without any money on your trust account here?

32.5%-yes 41.3%-not now but in past 26.3%-never

199. Which cottage to you now live in?

13.7%- Alborado (ALB)
13.0%- Buenaventura (BV)
19.3%- El Mirasol (EM)
18.0%- El Toyon (ET)
15.5%- Montecito (MC)
18.0%- Mira Loma (ML)
2.5%- Camp

200. We have asked you a lot of questions today. Is there any thing else you want to tell me that would help us understand your life here at the Ventura School or your life before you came here?

We very much appreciate your willingness to share this information with us. Thank you very much for your time and effort. It will be a great help to us.

Appendix C Revised Survey

Profiling the Needs of Youthful Female Offenders

Survey Instrument
revised draft
5/97

by
Barbara Owen, Ph.D.
Department of Criminology
California State University, Fresno
and
Barbara Bloom, Ph.D.
Department of Criminal Justice Administration
Sonoma State University

Today's date: month _____ /day _____ /year _____

case number # _____

Interviewer _____

Demographics and Educational Background:

{First, I'm going to ask you some questions about your background and education.}

1. How do you describe your race and ethnic origin?

- | | |
|--|---|
| <input type="checkbox"/> White, not Hispanic | <input type="checkbox"/> White and Hispanic Mixed |
| <input type="checkbox"/> Black, not Hispanic | <input type="checkbox"/> Black and Hispanic Mixed |
| <input type="checkbox"/> Hispanic | <input type="checkbox"/> Black and White Mixed |
| <input type="checkbox"/> Asian | <input type="checkbox"/> Other Mixed _____ |
| <input type="checkbox"/> Native American | |
| <input type="checkbox"/> Other _____ | |

{if necessary: ask, "What group do you identify with mostly?"}

2. What was your age at your last birthday? _____

3. What is your date of birth? M _____ D _____ Y _____

4. What is your marital status?

- | | | |
|--|----------------------------------|-------------------------------------|
| <input type="checkbox"/> Never Married | <input type="checkbox"/> Married | <input type="checkbox"/> Separated |
| <input type="checkbox"/> Divorced | <input type="checkbox"/> Widowed | <input type="checkbox"/> Common-law |
| <input type="checkbox"/> Other _____ | | |

5. What is your parents' marital status? (if necessary: who you lived with most growing up)

- | | | |
|--|----------------------------------|-------------------------------------|
| <input type="checkbox"/> Never Married | <input type="checkbox"/> Married | <input type="checkbox"/> Separated |
| <input type="checkbox"/> Divorced | <input type="checkbox"/> Widowed | <input type="checkbox"/> Common-law |
| <input type="checkbox"/> Other _____ | | |

6. What is your current religious preference?

- | | | |
|-------------------------------------|---|---------------------------------------|
| <input type="checkbox"/> Muslim | <input type="checkbox"/> Jewish | <input type="checkbox"/> Catholic |
| <input type="checkbox"/> Protestant | <input type="checkbox"/> Buddhist/other | <input type="checkbox"/> agnostic |
| <input type="checkbox"/> atheist | <input type="checkbox"/> no preference | <input type="checkbox"/> other (list) |

7. What religion were you raised in?

- | | | |
|-------------------------------------|---|---------------------------------------|
| <input type="checkbox"/> Muslim | <input type="checkbox"/> Jewish | <input type="checkbox"/> Catholic |
| <input type="checkbox"/> Protestant | <input type="checkbox"/> Buddhist/other | <input type="checkbox"/> agnostic |
| <input type="checkbox"/> atheist | <input type="checkbox"/> no preference | <input type="checkbox"/> other (list) |
| <input type="checkbox"/> don't know | | |

Educational background (Now I am going to ask you some questions about your family's educational background)

8.

a) What is the highest level of school, including any vocational/technical school, that your MOTHER has completed?

- | | |
|---|--|
| <input type="checkbox"/> less than Elementary | <input type="checkbox"/> Elementary school |
| <input type="checkbox"/> 1- 3 yrs HS, no GED | <input type="checkbox"/> 1 to 3 years of HS |
| <input type="checkbox"/> 4 years of high school | <input type="checkbox"/> GED completed |
| <input type="checkbox"/> tech./voc. school | <input type="checkbox"/> 1 to 3 years of college |
| <input type="checkbox"/> BA/BS | <input type="checkbox"/> Beyond 4 year degree |
| <input type="checkbox"/> don't know | |

b) What is the highest level of school, including any vocational/technical school, that your FATHER has completed?

- | | |
|---|--|
| <input type="checkbox"/> less than Elementary | <input type="checkbox"/> Elementary school |
| <input type="checkbox"/> 1- 3 yrs HS, no GED | <input type="checkbox"/> 1 to 3 years of HS |
| <input type="checkbox"/> 4 years of high school | <input type="checkbox"/> GED completed |
| <input type="checkbox"/> tech./voc. school | <input type="checkbox"/> 1 to 3 years of college |
| <input type="checkbox"/> BA/BS | <input type="checkbox"/> Beyond 4 year degree |
| <input type="checkbox"/> don't know | |

9. What is the highest level of school, including any vocational/technical school, that YOU completed before coming to this facility?

- | | |
|---|--|
| <input type="checkbox"/> less than Elementary | <input type="checkbox"/> Elementary school |
| <input type="checkbox"/> 1- 3 yrs HS, no GED | <input type="checkbox"/> 1 to 3 years of HS |
| <input type="checkbox"/> 4 years of high school | <input type="checkbox"/> GED completed |
| <input type="checkbox"/> tech./voc. school | <input type="checkbox"/> 1 to 3 years of college |
| <input type="checkbox"/> BA/BS | <input type="checkbox"/> Beyond 4 year degree |
| <input type="checkbox"/> don't know | |

10. What is the highest level of school, including any vocational/technical school, that YOU have completed since you have been here?

- | | |
|---|--|
| <input type="checkbox"/> less than Elementary | <input type="checkbox"/> Elementary school |
| <input type="checkbox"/> 1- 3 yrs HS, no GED | <input type="checkbox"/> 1 to 3 years of HS |
| <input type="checkbox"/> 4 years of high school | <input type="checkbox"/> GED completed |
| <input type="checkbox"/> tech./voc. school | <input type="checkbox"/> 1 to 3 years of college |
| <input type="checkbox"/> BA/BS | <input type="checkbox"/> Beyond 4 year degree |
| <input type="checkbox"/> don't know | <input type="checkbox"/> No schooling completed here |

11. {for those not finishing high school, quitting while on the streets}, what was your reason for quitting?

a) _____ most important reason

{go to Q15}

Use these codes

- | | | |
|---|-----------------------------------|-----------------------------|
| 1. I didn't belong | 2. I was pregnant | 3. I was bored |
| 4. I started to work | 5. Not living at home/left home | 6. Drug/alcohol use |
| 7. Expelled/kicked out | 8. Started to cut & didn't return | 9. Didn't care |
| 10. School was too hard | 11. Took GED test/passed | 12. Gang activities |
| 13. Fighting with others | 14. Involved in criminal activ. | 15. Taking care of siblings |
| 16. Was in juvenile hall and not attending school | | 17. Other _____ |
| 18. Not applicable to me | | |
| 99. Didn't quit | | |

b) Any other reasons? _____ coded
open-ended:

12. If you were to continue your education beyond high school level, would you consider college level classes or vocational school?

- _____ college level {go to # 13}
_____ vocational {go to # 14}
_____ won't continue {go to # 15}

13. If you were to go to college, what do you think you would study? _____ {mark one only}

Use these codes

- | | | |
|------------------------|---------------------------|-------------------------|
| 1. General education | 2. Business or management | 3. English/literature |
| 4. Education | 5. Social sciences | 6. Psychology |
| 7. Agriculture | 8. Natural sciences | 9. Computer sciences |
| 10. Arts/Music | 11. Philosophy, Theology | 12. Protective services |
| 13. Nursing/Pre-med | 14. Physical education | 15. Don't know yet |
| 16. Other _____ | | |
| 99. No college planned | | |

14. If you were to attend vocational or technical school, what kind of course would you be MOST interested in?

Use these codes:

- | | | |
|-------------------------------|----------------------------|------------------------------------|
| 1. Business, secretarial | 2. Medical, dental | 3. Cosmetology |
| 4. Construction trades | 5. Drafting, design | 6. Modeling/fashion |
| 7. Marketing | 8. Electrical, electronics | 9. Interior decoration |
| 10. Food Preparation | 11. Automotive technology | 12. Travel, hotel related |
| 13. Heavy equipment operating | 14. Cabinetry/woodworking | 15. Air conditioning/Refrigeration |
| 16. Other | | |
| 99. Not planning to attend | | |

15. Are you in school now in the institution? ___yes ___no {go to # 17}

16. What educational programs are you involved in here?

- ___ Elementary
- ___ High School (not GED)
- ___ GED
- ___ College courses
- ___ Vocational (list:) _____
- ___ None

Work History {Now I'm going to ask you some questions about your work history}

17. During the year before you came here, did you support yourself financially, or did your parent(s) support you?

{if R states she was in any type of facility or program before this facility, ask "last time free".}

- Parent(s) supported
 Self supported
 Some combination

18. What source(s) of income were involved in supporting you?

{Ask question first and then go over categories and write code number}

Use these codes:

Any legitimate source such as:

- parent(s) self parent(s) and self 1. *working at a legitimate job/business*
 parent(s) self parent(s) and self 2. *supplemental security income*
 parent(s) self parent(s) and self 3. *(SSI, welfare or other public assistance)*
 parent(s) self parent(s) and self 4. *unemployment compensation because of layoffs/fired*
 parent(s) self parent(s) and self 5. *spouse, family or friends (legitimate)*

Any illegal source such as:

- parent(s) self parent(s) and self 6. *welfare fraud*
 parent(s) self parent(s) and self 7. *prostitution*
 parent(s) self parent(s) and self 8. *drug dealing/ sales*
 parent(s) self parent(s) and self 9. *shoplifting, fencing or other hustling*
 parent(s) self parent(s) and self 10. *spouse, family or friends (illegitimate)*
 parent(s) self parent(s) and self 12. *crime other than ones above*
 parent(s) self parent(s) and self 13. *any other illegal source*

list:

19. Have you ever been involved in making money through prostitution of any kind?

yes no

20. If you supported yourself, was money ever a problem for you?

- yes, sometimes
 yes, all the time
 no, never
 N/A: parents supported

21. If your parent(s) supported you, was money ever a problem in the family?

- yes, sometimes
- yes, all the time
- no, never
- N/A: self supported

22. {For those answering "self-support by working" to Q 18}-, was it

- full-time
- part-time
- temporary/seasonal
- not working
- N/A- parents supported

23. {For those answering "parent(s) support by working" to Q18}-, was it

- full-time
- part-time
- temporary/seasonal
- not working
- N/A- self-supported

24. {For those answering "parent(s) and self support by working" to Q22}-, was it

- full-time
- part-time
- temporary/seasonal
- not working
- N/A parents only or self only supported

25. What kinds of jobs have you ever had?

_____ no job ever

26.

a) What is the highest hourly salary you earned on the streets before you came to this facility?

- \$4.25 or less
- \$4.26 to 6.50
- \$6.51 to 10.00
- \$10.01 or <
- didn't work
- N/A- never had a job

b) Please estimate/guess the amount of money your family earned the last year? {this one may be hard to estimate-- help R figure out}

- under \$10,000
- \$10,001 to 25,000
- \$25,000 to 40,000
- \$40,001 and over

27. Have you ever received public assistance/welfare?

- Yes
- No
- Don't Know

28. Has your family ever received public assistance/welfare?

- Yes
- No
- Don't Know

29.

a) Did you receive any public assistance in the last year on the streets?

___ Yes ___ No

b) Did your family receive any public assistance in the last year on the streets?

___ Yes ___ No ___ N/A- wasn't with family ___ Don't Know

30. Including the jobs you just told me about, what two jobs are you the most skilled or trained to do?

_____ have no training

31. {For those with work histories}, where did you learn how to do these jobs?
{code for most important, most skilled job}

___ Have no training

___ High school/College

___ Vocational or tech school

___ US military

___ On-the-job training

___ Correctional facility

___ Family/friends

___ Other _____

32. Are you planning to work when you are released?

___ yes ___ no {if no} because {write very clearly}:

33. {For those planning to work} What kind of job do you want when you are released?

___ not planning to work

34. What do you need to increase your chances of getting the kind of job you want?

___ most important

1. More education

2. More experience

3. English skills

4. Dental work

5. Help in self-presentation(grooming,application,interview)

6. More technical training

7. None, fully qualified

8. Won't be working

9. other: _____

35. Do you think these things are available here? ___ Yes ___ No ___ DK ___ N/A

36. What kind of additional work programs would you like to see here to help yourself?

37. What kind of additional work programs would you like to see here to help other young women here?

38. Beyond work, school or other training, could you describe how you spent your time during the last three months before your commitment?
{write clearly and briefly}

Living Situation questions {Now I'm going to ask you some questions about your living situation in the year before this commitment.}

39. Right before you were arrested for this term, where and with whom did you live? _____

Use these codes for 39 and 45.

- | | |
|-------------------------------------|--|
| 1. Lived alone | 2. Lived with both parents |
| 3. Lived with mother alone | 4. Lived with mother and her spouse (not father) |
| 5. Lived with mother & partner | 6. Lived with father alone |
| 7. Lived with father & wife | 8. Lived with father and his partner |
| 9. Lived with grandparents | 10. Lived with other relatives |
| 11. Lived with spouse/partner | 12. Lived with friends/roommate |
| 13. Had no permanent residence | 14. Homeless/on the streets |
| 15. Shelter | 16. Recovery home/other drug program |
| 17. Other Comm. Program (non-drug) | 18. On the run |
| 19. Other Juvenile Offender Program | 20. Work Furlough facility |
| 21. Out of state/with family | 22. Anywhere but last place/Calif. |
| 23. Don't have a place to go | 24. Too soon to think about this |
| 25. Don't know | 26. Does not apply/no answer |
| 27. Same situation as before | 28. Other _____ |

40. Do you have children? ____ Yes ____ No
(note that we may ask more questions about children later)

41. Were any of your children living with you in the place you just told me about?
____ yes-- all of them ____ yes--some of them ____ no-- kids somewhere else
____ N/A- no children ____ don't know

42. Was this typical of your living situation before your arrest? ____ Yes ____ No

43. Do you plan to return to this living situation {on your release}?
____ Yes ____ No ____ Too soon to think about it ____ Don't know

44. How will this living situation effect your chances for staying out of trouble?
____ negatively ____ positively ____ N/A- not returning to same place

45. Where do you plan to go upon your release? {codes above} _____

46. {for those with children} Do you plan to live with any of your children?
____ yes-right away ____ yes-but need to get settled first
____ no- can't get custody ____ no- not in kids interest/ cannot care for them
____ no-kids in good situation ____ don't know/too soon
____ N/A no children

Family History {Now I'm going to ask you some questions about your family's arrest and prison history}

47. Have any members of your family ever been arrested? ___ Yes ___ No

48. {If yes} Who? ___

49. Have any members of your family ever been on formal probation? ___ Yes ___ No

50. {If yes} Who? ___

51. Have any members of your family ever been in jail/prison
or any kind of detention? ___ Yes ___ No

52. {If yes} Who? ___

use these codes for 48,50,52

1. mother

2. father

3. sister

4. brother

5. step-brother

6. step sister

7. husband

8. son

9. daughter

10. boyfriend

11. other relatives

12. other guardian

13. step-father

14. step-mother

99. N/A- none at all

53. {If any parent/guardian incarcerated ask:} Was this while growing up/in their care?
___ yes {if yes, ask which ones: use codes to indicate who} ___
___ no
___ N/A- no parent or guardian arrested

54. Do you feel that family's involvement with the Criminal Justice system affected your life?
___ yes
___ no
___ N/A- no family involvement

55.. {for those that answered yes} How has this involvement affected you life?
(write clearly)

56. Is there anyone you consider your spouse or partner from the streets?

yes

no

{includes ex-- as well--if NO go to next section Q #62}

57. Has your partner/spouse ever been incarcerated?

yes

no

N/A- no spouse/partner

58. Is former/current partner/spouse now incarcerated?

yes

no

N/A- no spouse/partner

59. Is {he/she} incarcerated because of something related to your offense?

yes

no

N/A- not incarcerated

N/A- no spouse/partner

60. Is {he/she} incarcerated because of any offense against you?

yes

no

N/A- not incarcerated

N/A- no spouse/partner

{for those with children...}

61. Is {he/she} incarcerated because of any offense against your children?

yes

no

N/A- no children

N/A- no spouse/partner

Juvenile history/justice system questions :

{Now I'd like to ask you some questions about your own past in the juvenile history and justice system}

62. Are you a juvenile court or criminal court commitment?

___ juvenile court ___ criminal court

For the following, ask yes or no and number of times:#:

63. Were you ever declared a status offender? ___ yes ___ no ___ #

64. Were you ever declared a ward of the court? ___ yes ___ no ___ #

65. Did you ever live in a foster home? ___ yes ___ no ___ #

66. Did you ever live in a group home? ___ yes ___ no ___ #

67. Were you ever on probation as a juvenile? ___ yes ___ no ___ #

68. Were you ever on parole as a juvenile? ___ yes ___ no ___ #

69. Have you ever served time in juvenile hall longer than a day?
___ yes ___ no ___ #

70. Have you ever served time in a youthful offender prison? ___ yes ___ no ___ #

71. Did you ever serve time in an adult jail? ___ yes ___ no ___ #

72. Did you ever run away/ or leave home? ___ yes ___ no ___ #

Could you describe some of the reasons that you ran away: write briefly and clearly:

73. How old were you when you first started getting into trouble? _____

74. How old were you the first time you were arrested? _____

75. What offense were you arrested for the first time? _____

- | | | |
|---|---|-------------------------------|
| 1. homicide | 2. voluntary manslaughter | 3. assault |
| 4. robbery | 5. motor vehicle violations | 6. DUI |
| 7. weapons offense | 8. burglary | 9. forgery |
| 10. welfare fraud | 11. prostitution | 12. child abuse or child case |
| 13. child endangerment | 14. child homicide | 15. involuntary manslaughter |
| 16. kidnapping | 17. grand theft | 18. grand theft/auto |
| 19. petty theft with a prior | 20. fraud/check fraud | 21. embezzlement |
| 22. possession | 23. narcotics sales | 24. other narcotics |
| 25. car jacking | 26. sexual assault | 27. other sexual |
| 28. parole violation | 29. probation violation | 30. attempted murder |
| 31. battery | 32. drive-by shooting | 33. giving false info |
| 34. resisting arrest | 35. assault on peace officer/corr staff | |
| 36. runaway from corr. fac./placement failure | | 37. other property |
| 38. influencing a minor | 39. making terrorist threats | 40. torture |
| 41. vandalism | 42. extortion | 43. arson |
| 44. runaway | 45. aggravated mayhem | 46. high speed chase |
| 47. stabbed someone | 48. shot someone | 49. fighting/ beat people up |
| 50. caused a miscarriage | 51. school problems | 52. held someone hostage |
| 53. inflicting great bodily harm | 54. witnessed murder/accessory | 55. alcohol violations |
| 56. other _____ | | |
| 57. no response/declined | | |

76. As a juvenile, what was your most serious offense? (whether apprehended or not)
{use codes listed above} _____

77. Can you describe for me some of the reasons that you think you started getting involved in these things that you have just told me about? {Write very clearly and probe for running away, juvenile offending life and gang life}

78.

a) Have you ever been in what you would consider a gang?

yes

no

b) Was this gang a

all female gang mixed male and female gang mostly male gang

N/A- no gang involvement

c) Was this gang made up of

completely your own racial/ethnic group

mostly your own racial/ethnic group

a mixture of different racial/ethnic groups

cannot describe

N/A- no gang involvement

d) What was the worst thing that you did when you were with the gang? (use codes for question 75 above)

N/A- no gang involvement

Arrest and Sentence Information {Now I'm going to ask you some questions about your arrest and sentencing for this offense that you are locked-up for.}

79. Were you on probation or parole immediately prior to this arrest?
 probation parole both neither DK-N/A

80. Are you/ were you represented by legal counsel for this offense?
 no
 yes-public defender/state-appointed
 yes-private counsel

81. Have you been sentenced for this offense?

(these will vary by jurisdiction)

New Commitment
 Parole Violator Only
 Diagnostic/Observation
 Other
 Don't Know

82.

a) What is the maximum amount of confinement time (sentence) that you received from court?

Parole Revocation {list term of sentence _____ months}
 6 months or less
 less than 1 year
 1 year to 2 years, 11 months
 3 yrs to 5 yrs, 11 mths
 6 yrs to 9 yrs, 11 mths
 10 yrs to 14 yrs, 11 mths
 15 yrs to 19 yrs, 11 mths
 20 yrs to 29 yrs, 11 mths
 over 30 years
 15 to life
 15+ - 20 to life
 20+ - 30 to life
 30+ and over to life
 life plus
 90-day OBS
 don't know
 Other _____

b) What is the amount of time you were given by your sentencing authority at your initial hearing?

- _____ Parole Revocation {list term of sentence _____ months}
- _____ 6 months or less
- _____ less than 1 year
- _____ 1 year to 2 years, 11 months
- _____ 3 yrs to 5 yrs, 11 mths
- _____ 6 yrs to 9 yrs, 11 mths
- _____ 10 yrs to 14 yrs, 11 mths
- _____ 15 yrs to 19 yrs, 11 mths
- _____ 20 yrs to 29 yrs, 11 mths
- _____ over 30 years
- _____ 15 to life
- _____ 15+ - 20 to life
- _____ 20+ - 30 to life
- _____ 30+ and over to life
- _____ life plus
- _____ 90-day OBS
- _____ don't know
- _____ Other _____
- _____ N/A- adult case

83. What was your committing offense for this time?

- | | | |
|---|---|-------------------------------|
| 1. homicide | 2. voluntary manslaughter | 3. assault |
| 4. robbery | 5. motor vehicle violations | 6. DUI |
| 7. weapons offense | 8. burglary | 9. forgery |
| 10. welfare fraud | 11. prostitution | 12. child abuse or child case |
| 13. child endangerment | 14. child homicide | 15. involuntary manslaughter |
| 16. kidnapping | 17. grand theft | 18. grand theft/auto |
| 19. petty theft with a prior | 20. fraud/check fraud | 21. embezzlement |
| 22. possession | 23. narcotics sales | 24. other narcotics |
| 25. car jacking | 26. sexual assault | 27. other sexual |
| 28. parole violation | 29. probation violation | 30. attempted murder |
| 31. battery | 32. drive-by shooting | 33. giving false info |
| 34. resisting arrest | 35. assault on peace officer/corr staff | |
| 36. runaway from corr. fac./placement failure | | 37. other property |
| 38. influencing a minor | 39. making terrorist threats | 40. torture |
| 41. vandalism | 42. extortion | 43. arson |
| 44. runaway | 45. aggravated mayhem | 46. high speed chase |

47. stabbed someone 48. shot someone 49. fighting/ beat people up
 50. caused a miscarriage 51. school problems 52. held someone hostage
 53. inflicting great bodily harm 54. witnessed murder/accessory 55. alcohol violations
 56. other _____
 57. no response/declined

* If homicide, ask victim: _____ (relationship-- NOT NAME)

84. Do you have co-defendants? {ask gender if R does not mention}

- ___ yes- male (# ___)
 ___ yes-female (# ___)
 ___ yes- male and female (#M ___ #F ___)
 ___ no

85. Is/are this person/they serving time for this offense?

- ___ yes, all
 ___ yes, some (#M ___ #F ___)
 ___ none
 ___ N/A no co-defendants

86. {If yes} Longer or shorter than your term?

- ___ longer (#M ___ #F ___)
 ___ shorter (#M ___ #F ___)
 ___ same (#M ___ #F ___)
 ___ don't know
 ___ N/A not serving time
 ___ N/A no co-defendants

87. What were your reasons for committing the offense that got you here?

_____ most important
_____ second important

use these codes

- | | | |
|---|--|----------------------------------|
| 1. to pay for drugs | 2. economic pressures | 3. poor judgment |
| 4. to protect self/family | 5. intoxicated or high | 6. pressured by friend |
| 7. helping a friend | 8. anger | 9. fear |
| 10. to escape abuse | 11. desperation | 12. gambling |
| 13. to get attention | 14. greed | 15. revenge |
| 16. claim innocence | 17. ignorance of the law | 18. drug deal gone bad |
| 19. running the streets | 20. took rap for other(s) | 21. wouldnt inform on another |
| 22. gang related | 23. I was bored | 24. to prove myself/ get respect |
| 25. didn't want to be in placement/ to be with friends, family, child | | |
| 26. it was fun | 27. I didn't care what I did | 28. went along with others |
| 29. jealousy | 30. to get away from the gang/the life | |
| 31. mentally unstable | 32. wanted to get high/drunken | |
| 33. looking for emotional fulfillment | | 34. wanted/needed a car |
| 35. I felt like it | 36. rebellion | 37. challenge |
| 38. accident/wrong person | 39. to feel powerful | 40. other |

88.

(a) Have you ever used a weapon to protect yourself?

_____ yes
_____ no

(b) Have you ever used a weapon to protect your children?

_____ yes
_____ no
_____ N/A- no children

89. Did you (ever) serve any time for this weapons use?

_____ yes
_____ no
_____ N/A no use reported

Now I would like to ask some questions about HIV and AIDS.

91. Have you ever been tested for HIV/AIDS? Yes No

92. Would you like to be tested at this institution? Yes No

93. Would you be interested in AIDS/HIV education and counseling?
 Yes No

94. Do you have any comments about this?

yes no If yes, list briefly:

ABUSE SECTION

These next questions ask you about some sensitive questions about things that might have happened to you or that may have happened to many girls and women in correctional facilities. I know they are hard to answer, but they will help us develop programs to help those women who may need help. If asking these questions brings up any painful issues, please talk to your counselor.

Physical

95.. Have you ever been physically abused/harmed/hit...as a child? ___ Yes ___ No

96. Can you tell me all of the people who may have hurt you and how often this occurred?
{list for as many abusers as necessary; space given for three abusers}

_____ {abuser code} _____ {frequency code}
_____ {abuser code} _____ {frequency code}
_____ {abuser code} _____ {frequency code}

Use these codes for abuser/perpetrator:

- | | |
|--|---|
| 1. father | 2. step-father |
| 3. mother's boyfriend | 4. your boyfriend |
| 5. spouse/partner | 6. other male relatives (not incl. brother) |
| 7. brother | 8. sister |
| 9. step-brother | 10. step-sister |
| 11. sibling's peers | 12. your peers (includes gang peer) |
| 13. family friend/neighbor | 14. authority figure (teacher, minister/priest etc) |
| 15. stranger | 16. customers of prostitutes--tricks |
| 17. pimps | 18. your mother |
| 19. your stepmother | 20. any female relatives |
| 21. any one in a correctional facility | 22. a police or correctional officer |
| 23. didn't know who they were | 24. anyone else _____ |
| 99. N/A- not abused in this way | |

Use these codes for frequency:

1. a one time event
2. more than once but not an ongoing, recurrent event
3. an on-going, recurrent event
99. N/A-not abused in this way

Sexual abuse (not assault)

97. Have you ever been sexually abused/molested...as a child? ___ Yes ___ No

98. Can you tell me all of the people who molested you and how often this occurred? {list for as many abusers as necessary; space given for three abusers}

____ {abuser code} ____ {frequency code}
____ {abuser code} ____ {frequency code}
____ {abuser code} ____ {frequency code}

Sexual assault

99. Have you ever been sexually assaulted {using violence} as a child?
___ Yes ___ No

100. Can you tell me all of the people who sexually assaulted you and how often this occurred? {list for as many abusers as necessary; space given for three abusers}

____ {abuser code} ____ {frequency code}
____ {abuser code} ____ {frequency code}
____ {abuser code} ____ {frequency code}

Use these codes for abuser/perpetrator:

- | | |
|--|---|
| 1. father | 2. step-father |
| 3. mother's boyfriend | 4. your boyfriend |
| 5. spouse/partner | 6. other male relatives (not incl. brother) |
| 7. brother | 8. sister |
| 9. step-brother | 10. step-sister |
| 11. sibling's peers | 12. your peers (includes gang peer) |
| 13. family friend/neighbor | 14. authority figure (teacher, minister/priest etc) |
| 15. stranger | 16. customers of prostitutes--tricks |
| 17. pimps | 18. your mother |
| 19. your stepmother | 20. any female relatives |
| 21. any one in a correctional facility | 22. a police or correctional officer |
| 23. didn't know who they were | 24. anyone else _____ |
| 99. N/A- not abused in this way | |

Use these codes for frequency:

- 1. a one time event
- 2. more than once but not an ongoing, recurrent event
- 3. an on-going, recurrent event
- 99. N/A-not abused in this way

Emotional Abuse

101. Have you ever been emotionally abused or neglected as a child? ___ Yes ___ No

102. Can you tell me all of the people who neglected you or emotionally abused you and how often this occurred? {list for as many abusers as necessary; space given for three abusers}

___ {abuser code} ___ {frequency code}
___ {abuser code} ___ {frequency code}
___ {abuser code} ___ {frequency code}

Use these codes for abuser/perpetrator:

- | | |
|--|---|
| 1. father | 2. step-father |
| 3. mother's boyfriend | 4. your boyfriend |
| 5. spouse/partner | 6. other male relatives (not incl. brother) |
| 7. brother | 8. sister |
| 9. step-brother | 10. step-sister |
| 11. sibling's peers | 12. your peers (includes gang peer) |
| 13. family friend/neighbor | 14. authority figure (teacher, minister/priest etc) |
| 15. stranger | 16. customers of prostitutes--tricks |
| 17. pimps | 18. your mother |
| 19. your stepmother | 20. any female relatives |
| 21. any one in a correctional facility | 22. a police or correctional officer |
| 23. didn't know who they were | 24. anyone else _____ |
| 99. N/A- not abused in this way | |

Use these codes for frequency:

1. a one time event
2. more than once but not an ongoing, recurrent event
3. an on-going, recurrent event
99. N/A-not abused in this way

{If any abuse reported, ask the following questions for ANY mention}

103.

a) You have told me about some things that have happened to you as an adult/child. Do you feel this has had anything to do with your reasons for committing crime?
___ yes ___ no ___ no abuse reported ___ D/K

b) {if yes} Can you tell me in what ways this abuse has affected your reasons for committing crime?

c) Was any of this abuse tied to your membership in a gang?

___ no, NO gang membership

___ no, in a gang but no abuse

___ yes (brief description:)

104. Have you received counseling for this abuse while in this facility?

___ yes ___ no ___ no abuse reported ___ D/K

105. Would you like to receive counseling or participate in a program dealing with surviving abuse?

___ yes ___ no ___ N/A- no abuse ___ D/K ___ no interest/need

106.

a) {For those that have received any counseling}, do you feel that any counseling you have received has helped?

___ yes ___ no ___ never received any counseling

___ never needed any counseling ___ no abuse- N/A

b) Is there any other abuse that you may want to tell me about? {Brief description}

Drug Use History {Now I would like to ask you some general questions about your drug and alcohol use in the past. Remember that none of these answers will be reported to any staff here or any other authorities. All your responses are confidential and will be used to plan programs for young women like you. }

Use these codes for this section:

- | | |
|------------------------------------|--------------------------|
| 1. Twice a day or more | 2. Daily or almost daily |
| 3. 3-5 times a week | 4. Once or twice a week |
| 5. Once every 2-3 weeks | 6. Every month or two |
| 7. Less than once every 3-4 months | 8. Week-ends |
| 9. Occasional/sporadic | 10. Binge Pattern |
| 99. N/A | |

107. Have you ever used alcohol? Yes No
 Was alcohol use ever a problem in your life? Yes No
 Did you drink alcohol the last year you were free? Yes No
 If so, how often? _____ (see codes)

108. Have you ever used marijuana? Yes No
 Was marijuana ever a problem in your life? Yes No
 Did you use marijuana the last year you were free? Yes No
 If so, how often? _____ (see codes)
 Did you ever drink alcohol while using marijuana? Yes No

109. Have you ever used heroin? Yes No
 Was heroin ever a problem in your life? Yes No
 Did you use heroin the last year you were free? Yes No
 If so, how often? _____ (see codes)
 Did you ever drink alcohol while using heroin? Yes No

110. Have you ever used powdered cocaine? Yes No
 Was cocaine ever a problem in your life? Yes No
 Did you use cocaine the last year you were free? Yes No
 If so, how often? _____ (see codes)
 Did you ever drink alcohol while using cocaine? Yes No

111. Have you ever used amphetamines/speed/crank? Yes No
 Were amphetamines/speed/crank ever a problem in your life? Yes No
 Did you use amph/speed/crank the last year you were free? Yes No
 If so, how often? _____ (see codes)
 Did you ever drink alcohol while using amphetamines? Yes No

Use these codes for this section:

- | | |
|----------------------------------|--------------------------|
| 1. Twice a day or more | 2. Daily or almost daily |
| 3. 3-5 times a week | 4. Once or twice a week |
| 5. Once every 2-3 weeks | 6. Every month or two |
| 7. less than once every 3-4 mths | 8. Week-ends |
| 9. Occasional/sporadic | 10. Binge Pattern |
| 99. N/A | |

112. Have you ever used sniffed glue or other inhalants? Yes No
 Were inhalants ever a problem in your life? Yes No
 Did you use inhalants the last year you were free? Yes No
 If so, how often? _____ (see codes)
 Did you ever drink alcohol while using inhalants? Yes No
113. Have you ever used Quaalude? Yes No
 Were Quaalude ever a problem in your life? Yes No
 Did you use Quaalude the last year you were free? Yes No
 If so, how often? _____ (see codes)
 Did you ever drink alcohol while using Quaalude? Yes No
114. Have you ever used speedballs? (cocaine/heroin shot together) Yes No
 Were speedballs ever a problem in your life? Yes No
 Did you use speedballs the last year you were free? Yes No
 If so, how often? _____ (see codes)
 Did you ever drink alcohol while using speedballs? Yes No
115. Have you ever used crack? Yes No
 Was crack ever a problem in your life? Yes No
 Did you use crack the last year you were free? Yes No
 If so, how often? _____ (see codes)
 Did you ever drink alcohol while using crack? Yes No
116. Have you ever used LSD-other hallucinogens? Yes No
 Was LSD ever a problem in your life? Yes No
 Did you use LSD the last year you were free? Yes No
 If so, how often? _____ (see codes)
 Did you ever drink alcohol while using hallucinogens? Yes No
117. Have you ever used PCP? Yes No
 Was PCP ever a problem in your life? Yes No
 Did you use PCP the last year you were free? Yes No
 If so, how often? _____ (see codes)
 Did you ever drink alcohol while using PCP? Yes No

118. Have you ever used prescription drugs? Yes No
 Were prescription drugs ever a problem in your life? Yes No
 Did you use prescription drugs the last year you were free? Yes No
 If so, how often? _____ (see codes)
 Did you ever drink alcohol while using prescription drugs? Yes No

119. {For those using more than three substances...}
 You have told me about using several different substances,
 would you say that you
 used anything available
 only used those specific substances
 other _____
 N/A- did not use more than three substances

120. How old were you when you first drank alcohol? _____ never drank

121. How old were you when you first used drugs? _____ never used drugs

122. Have you ever used a needle to inject drugs?
 yes no never used drugs don't know

123. Would you be interested in participating in a drug/alcohol program while you are locked up?
 yes no never used drugs don't know

124. Would you be interested in participating in a drug/alcohol program once you are released?
 yes no never used drugs don't know

125. a) Have you ever participated in any treatment programs for drugs or alcohol?
 yes no

b){if yes} What programs have you participated in?

- institutional programs
 programs sponsored by probation or other community correction/court ordered program
 community program on a volunteer basis

126. How would you say your drug use has affected your life so far?
 Probe for drug-crime-gang-street-delinquency connections.... but be brief.

Appendix D Staff Survey Instrument

Staff Interview Guide: Youthful Female Offender Protocol

1. Over-all impressions of programs available to female wards:
2. Nature of needs of female wards:
 - Physical needs: (housing, medical etc)
 - Educational
 - Vocational
 - Emotional/psychological
 - Recreational
 - Visiting
 - Re-entry
 - Family
 - Relationship
 - Sexual/Reproductive/Parenting
 - Abuse
 - Drug/Alcohol
 - Other:
3. Staff needs in dealing with females:
 - Training/Education
 - Staff/Ward Ratio
 - In-service
 - Other:
4. Best things about programs here
5. Needs Improvement?
6. Comparisons of male to female program opportunities
7. Things you would like others to know about working with female wards?
8. Anything else?

Appendix E Program Survey Instruments

Informed consent statement
Profiling the Needs of California's Female Youthful Offenders

by
Barbara Owen, PhD
Department of Criminology
California State University, Fresno
and
Barbara Bloom, PhD
Department of Criminal Justice Administration
Sonoma State University

The purpose of this survey is to learn more about young women who are presently in the California Youth Authority. We have randomly chosen your name from a list of all young women currently at the Ventura School. We will not report your name, your i.d. number or any other specific detail that identifies you personally. We will combine your answers with those of other California female wards to create a profile of the characteristics, needs and opinions of individuals like you who are incarcerated.

Your participation is entirely voluntary. You are free to decline to participate in the interview, withdraw at anytime or decline to answer any question that makes you uncomfortable. We do hope that you can help us with all the information so we may have a more accurate picture of young women in CYA. We will ask you to answer questions about yourself, your family, your education and work experience, your alcohol and drug use, about your arrest and your life in this institution. The interview usually takes about one hour to complete. No one will look at these answers other than the research project staff. The CSUF Committee on the Protection of Human Subjects has reviewed and approved these procedures. If you have any questions or comments about this study, you may contact Barbara Owen at 209/278-5715 and the above address or the CPHS at 209/ 278-2083.

By signing below, you acknowledge the following:

I have read the description of this study and understand that I will receive no reumeration or other consideration for volunteering to participate in this study. I further understand that I may refuse to participate in the study or to answer any particular questions at any time. I also have received a copy of this statement.

Today's date: month _____/day _____/year _____

name: _____

interviewer _____

VENTURA SCHOOL PROGRAM SITE VISIT INTERVIEW

PARTICIPANT

DATE

NAME OF PROGRAM

PROGRAM DESCRIPTION

HOW LONG HAVE YOU BEEN PARTICIPATING IN THIS PROGRAM?

WHEN WILL YOU COMPLETE THIS PROGRAM?

IS THERE A WAITING LIST FOR THIS PROGRAM? IF SO HOW LONG?

IS THIS PROGRAM HELPING YOU NOW? IF SO, HOW? IF NOT, WHY?

DO YOU THINK THIS PROGRAM IS PREPARING YOU FOR LIFE WHEN YOU LEAVE HERE? IF SO, HOW? IF NOT, WHY?

WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVING THIS PROGRAM?

WHAT OTHER TYPES OF PROGRAMS WOULD YOU LIKE TO SEE AT THE VENTURA SCHOOL?

VENTURA SCHOOL PROGRAM SITE VISIT INTERVIEW

PARTICIPANT

DATE

NAME OF PROGRAM

PROGRAM DESCRIPTION

HOW LONG HAVE YOU BEEN PARTICIPATING IN THIS PROGRAM?

WHEN WILL YOU COMPLETE THIS PROGRAM?

IS THERE A WAITING LIST FOR THIS PROGRAM? IF SO HOW LONG?

IS THIS PROGRAM HELPING YOU NOW? IF SO, HOW? IF NOT, WHY?

DO YOU THINK THIS PROGRAM IS PREPARING YOU FOR LIFE WHEN YOU LEAVE
HERE? IF SO, HOW? IF NOT, WHY?

WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVING THIS PROGRAM?

WHAT OTHER TYPES OF PROGRAMS WOULD YOU LIKE TO SEE AT THE VENTURA
SCHOOL?

VENTURA SCHOOL PROGRAM SITE VISIT INTERVIEW

STAFF

DATE

NAME OF PROGRAM

CONTACT PERSON (name, title)

ADDRESS (if different from Ventura School)

TELEPHONE

PROGRAM CATEGORY

Jobs/training (indicate if "free venture): _____

Education: _____

Recovery/Self-Help: _____

Self Development: _____

Community-Based: _____

Other: _____

BRIEF DESCRIPTION OF PROGRAM

PROGRAM MISSION/GOALS

TARGET POPULATION (substance abusers, violent offenders)

REFERRAL SOURCES (counselor, classification, self)

Appendix F References

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