

Community-based corrections is the most exciting and important field in criminal justice for one simple fact: almost all offenders end up under some type of community supervision after adjudication.

Whether sentenced to jail, prison, or community-based correctional programs (e.g., probation, halfway house, drug court), all offenders receive some kind of community supervision. The numbers tell the story and suggest the importance of this text:

108,700	Number of juveniles in detention, correctional, or shelter facilities
562,600	Number of juveniles on probation
767,000	Number of adults in jail
819,000	Number of adults on parole
1,600,000	Number of adults in prison
4,200,000	Number of adults on probation

Yet for all its importance, community-based corrections has lagged behind its counterpart—institutional corrections (jails and prisons)—in academic coverage and criminal justice policy.

However, community-based corrections predates institutional corrections by centuries. The criminal codes of Hammurabi (nineteenth century B.C.) and the Persian Empire (sixteenth century B.C.), the Hebrew Law of Moses (fifteenth through ninth centuries B.C.), and the Twelve Tables (the first written laws of Rome issued in 451 B.C.) required various forms of public (and oftentimes brutal) punishment, but not incarceration. These same codes also ordered offenders to make compensation and restitution and to enter servitude. Only with the advent of nation-states in the Middle Ages did the state become the victim and did incarceration replace victim restitution as punishment. Incarceration as we know it today did not emerge until the late eighteenth century.

In the 1960s in the United States, community-based corrections flourished as new ideas, philosophy, and politics of offender punishment and treatment surfaced. However, its promise to reduce crime was vastly oversold. Lacking results, it soon fell out of favor with legislators and corrections policymakers. For the next few decades incarceration took center stage in policy and the classroom.

In the 1990s, liberals and conservatives returned to the concept of community-based corrections for two reasons: community-based corrections was cheaper than institutional corrections, and new strategies in community-based corrections (e.g., electronic monitoring, boot camps, intensive supervision) offered more control and higher-quality treatment of offenders in the community than did their predecessors of the 1960s.

Today's budget crisis has moved community-based corrections back to center stage as governors, legislatures, and departments of corrections work to reduce spending on expensive institutional corrections. Just a decade ago it would have been unthinkable and political suicide for politicians to advocate publicly for closing prisons, increasing

parole and early release, and creating a class of ex-prisoners whose parole would not be revoked. But today, such activity is advanced as being “smart on crime,” cost-effective, and in many cases evidence-based. Many of those ideas are discussed in this book.

Most colleges and universities offer a course on institutional corrections and another on community-based corrections. Sometimes the institutional corrections course is a lower-level undergraduate course, and the community-based corrections course is an upper-level undergraduate one. Some programs have them on equal footing. For the most part, however, it is safe to say that *Probation, Parole, and Community-Based Corrections* will fit any level undergraduate course in community-based corrections.

The Approach of This Text

The two of us have been teaching community-based corrections for 50 years combined. Both of us have also worked in juvenile community-based corrections. The problem we’ve seen with most community-based corrections textbooks is they are overly prescriptive or a compilation of disjointed chapters. They appear to be more helpful as “tool kits” for agency professionals than developing critical thinking skills in the next generation of professionals.

When we had the opportunity to write this book, we wanted an approach that would introduce students to the key issues and programmatic developments that are current in the field today that are helpful in getting started as a community-based corrections professional, but we wanted more. We wanted students to achieve critical thinking skills. Knowledge and understanding are critical to successful employment today, but higher-order learning objectives are key to career development.

Our approach has four themes: Explain and demonstrate the importance that evidence-based corrections (EBC) plays in the field. Embrace professionalism and theory as key components in EBC. And demonstrate that the acquisition of higher-order learning objectives can produce more EBC, and thereby control crime and increase public safety. These four themes serve as this textbook’s organizing principles.

- 1. Evidence-Based Corrections.** Today a new elephant has entered the room, so to speak—evidence-based corrections—by which we mean the application of social scientific techniques to the study of everyday corrections practices in order to increase effectiveness and enhance the efficient use of available resources. In evidence-based corrections, evaluation research is used to construct guidelines for correctional practices that will reduce crime.

The Center for Evidence-Based Corrections at the University of California, Irvine, describes the discipline this way:

Evidence-based policy . . . helps people make well-informed decisions about policies and programs by putting the best available evidence from research at the heart of policy development and implementation. This approach stands in contrast to opinion-based policy, which relies heavily on either the selective use of evidence (e.g., on single studies irrespective of quality) or on the untested views of individuals or groups, often inspired by ideological views and speculative conjecture.

Our text is the first to make evidence-based practices in community-based corrections a dominant theme. We introduce and define the concept in Chapter 1.

In later chapters we discuss the evidence-based literature that applies to a range of intermediate sanctions: pretrial release, diversion, probation, parole, therapeutic courts, residential and non-residential programs, and so on. Where additional research is still needed, we note that—for example, with regard to faith-based programs, day fines, and work release programs.

2. **Professionalism.** Evidence-based corrections is grounded in the assumption that corrections personnel embrace research results as fundamental to effective practice. In our book, we define corrections professionalism as an attitude that develops among all program staff regardless of level of education, training, or credentialing and that demonstrates respect for evidence-based approaches, acknowledges the problem-solving potential of social science research methods, and accepts program evaluation as an integral means of improving treatment effectiveness.
3. **Theory.** A major task of evidence-based corrections is to build theories related to correctional interventions that work and to unmask those that don't. Some community-based texts pay lip service to theory, and others don't mention it at all, believing perhaps that students have learned all they need to learn in a stand-alone course on criminological and criminal justice theory. We do not believe that approach is sufficient in the context of evidence-based corrections. Thus, in Chapter 3, we cover theories of crime causation and the pivotal role theory plays in the development of evidence-based community corrections.

One of the most promising theoretical approaches we discuss is the evolving “principles of effective correctional intervention.” This approach is rooted in the empirical literature of criminology, behavioral psychology, and correctional evaluation.

Our approach to theory will work for instructors who teach community-based corrections at comprehensive research universities as well as at regional and two-year schools.

4. **Critical Thinking.** We may not always want to think critically in our day-to-day existence, but we need those skills when dealing with the difficult subject of crime and criminals.

The new world of evidence-based corrections requires us to rely on reason rather than emotion. It requires us to follow evidence where it leads and to be more concerned with finding the best explanation than with being right.

Critical thinkers are by nature skeptical, they ask questions and analyze, and they are open to new ideas and perspectives. By contrast, noncritical thinkers see things in either/or terms. They take their facts as the only relevant facts, their own perspective as the only sensible one, and their goals as the only valid ones. The history of risk assessment discussed in Chapter 4 is a case in point.

For the first half of the twentieth century, the belief in risk assessment was that as community corrections officers gained knowledge and experience, they developed an intuitive sense, or a “gut” feeling, of an offender's risks and needs and of the probability that he/she might reoffend. Their intuitive sense guided the case plans they developed and the interventions they believed would protect the public. However, as many scholars have since pointed out, clinical assessment was oftentimes biased and subjective. Too often community corrections officers missed important information while overemphasizing trivial information. Unfortunately, too many probation and parole agencies nationwide still believe that “professional opinion is adequate.”

To counterbalance such beliefs, our book engages students in developing higher order thinking skills. Thus, we have not written a “how-to” book. While we believe that students must be familiar with the types of community-based programs in operation today, we know those programs will be short-lived. Instead, by creating a book that encourages students to be critical thinkers, to analyze and evaluate evidence, we are preparing them for tomorrow.

Organization

Probation, Parole, and Community-Based Corrections is presented in 12 chapters and is easily adapted to most academic calendars. Every chapter begins with a high-profile case taken from today’s headlines that provide timely corrections coverage and the background needed to understand the role of community-based corrections in today’s world.

Chapter 1 introduces the case of U.S. District Senior Judge Jack Camp, who received the same community-based sentence that he had been handing down for 25 years after he was convicted of paying a stripper for sex, using and attempting to purchase illegal drugs, and giving the stripper his government-issued laptop. We present the student with an understanding of community-based corrections by explaining what community-based corrections is and isn’t. We explain the importance of evidence-based corrections, outline the major strategies of community-based corrections and intermediate sanctions, and compare the goals of retributive and restorative justice in the context of community-based corrections.

Chapter 2 asks the reader to critically evaluate whether Leandro Andrade should have been sentenced to life in prison with no possibility of parole because his third felony was petty theft with a prior conviction—he stole \$150 worth of videotapes from two Kmart stores in California. Would a community-based sentence have been more appropriate? We explain how the four filters affecting community-based corrections (the legislative filter, the apprehension filter, the adjudication filter, and the corrections filter) impact community-based sentencing. We also explain what community corrections acts are and why states use them. The chapter discusses the relationship between arrest rates and corrections, the influence that drug offenders have on the criminal justice system, the relationship between sentencing laws and community-based corrections, and provides examples of the policy changes that are occurring as a result of the current economic crisis.

Chapter 3 begins with the question “Why did Sean Penn break the camera of a photographer filming a story about paparazzi?” Our focus is on theories of offender treatment. No one theory explains crime or offers a magic bullet for crime control. Therefore students are given a brief introduction to the major theoretical approaches of the classical and positivist schools of criminology, and a discussion of what community-based corrections policies would flow from each theoretical perspective.

Chapter 4 uses the story of California sex offender Phillip Garrido, who kidnapped and sexually assaulted Jaycee Lee Dugard for 18 years, to explain the importance of classification in assessing offender risk and the guidance provided by the risk-need-responsivity principle. We sketch the history of risk and needs assessment from clinical judgment to a scientific approach that not only identifies an offender’s potential risk of reoffending and his/her criminogenic needs, but also the services, in what duration, and with what level of intensity, that will produce the best outcomes based on the assessed

risks and needs. We explain where risk and needs assessment are conducted, who special-needs offenders are and what corrections is doing to assess their risks and needs, project what classification might be like in the future, and identify sound principles for classification and risk/needs assessment.

Chapter 5 uses the case of Rush Limbaugh, who entered an 18-month substance abuse treatment program for addiction to painkillers and for “doctor shopping” to explain pretrial diversion as an alternative to prosecution. We explain how pretrial release developed in the United States, how it operates, how risk assessment is used to facilitate its use, what the benefits and challenges are, and the policy issues that increase the potential for pretrial defendants to appear in court.

Chapter 6 brings up the simple battery case of Kid Rock and asks if tariff (fixed) fines are a slap on the wrist for the rich who don’t feel the sting of punishment and who could afford to pay more. The student is then introduced to the different types of economic sanctions that are used in the United States, the differences between tariff and day fines and restitution and compensation, and the benefits and challenges of community service.

Chapter 7 asks the student to evaluate whether Chris Brown’s five years’ probation sentence for felony assault by means likely to cause great bodily injury against Robin “Rihanna” Fenty was fair. We explain the difference between probation and intensive supervised probation (ISP) and discuss how remote location monitoring and home confinement/house arrest are often applied as special conditions of ISP. We trace the historical roots of probation, discuss the characteristics of those who are on probation today, explain the differences between the casework and brokerage models of probation, contrast the investigative and supervision roles of probation officers, differentiate between general and special conditions of probation, and explain revocation, the reasons why probation is revoked and what some jurisdictions are doing to scale back revocations noting the economic impact when probation is revoked and more expensive sanctions are applied especially for technical violations. And finally, we sketch how probation is organized in the United States and why some states are turning to probation privatization for supervision of low-risk offenders.

Chapter 8 relates the story of Mike Danton, former National Hockey League player with the St. Louis Blues, to parole. Danton was sentenced to seven-and-a-half years in prison followed by three years of parole for masterminding a murder-for-hire plot. After serving five years in federal prison Danton, a Canadian citizen, was transferred to Canada and later granted parole. Students are asked what conditions should apply to Danton’s parole. The chapter also introduces the reader to a brief history of American parole development, the role and function of a paroling authority, the reasons for parole revocation and the impact the U.S. Supreme Court has had on the parole revocation hearing, the changing role of parole officers, how today’s budget cuts are affecting a parolee’s successful reentry, promising innovations to inmate reentry, the importance of gender-based reentry, and we conclude with a discussion of why evidence-based practices in parole are important.

Chapter 9 begins with a quote by Lieutenant Colonel Bruce Conover, Chief of Corrections with the U.S. Army. Conover’s quote compares military and correctional boot camps and hints at the importance of aftercare for both. The reader is then introduced to the major features of correctional boot camps and what the evidence-based literature tells us about boot camps. The second half of Chapter 9 introduces the student to jail-based issues of work release, community service, reentry, substance abuse treatment, and therapeutic communities.

Chapter 10 explains the transition of Grammy-winning rap artist “T.I.” from federal prison to a residential community center after conviction on federal weapons charges. The student is asked to evaluate if residential community centers provide public safety and offender rehabilitation. We then trace the development of residential community centers in the United States, describe their characteristics and the role that cognitive-behavioral therapy plays in treatment. The second half of Chapter 10 introduces two other community-based programs: day reporting centers and drug courts. Their characteristics are discussed as well as what we know about their effectiveness from the evidence-based literature.

Chapter 11 introduces the issue of special population offenders by relating the problem of “sexting” and sex offenders. Shortly after turning 18, Phillip Alpert sent nude pictures of his 16-year old girlfriend to her family and friends. Alpert was found guilty of distributing child pornography and required to register as a sex offender. Special needs offenders—persons who suffer from mental illness, sex offenders, and some women offenders—present unique treatment needs and public safety concerns. This chapter discusses theoretical explanations for their behavior, the problems they face in the criminal justice system, and how communities can assist in their successful reintegration.

Chapter 12 asks how a 14-year old boy can be tried as an adult. The case of Lionel Tate is both complex and disturbing yet it highlights the importance of community-based programming for youth under the age of 18. The chapter also traces the history of juvenile community-based corrections in the United States, the major U.S. Supreme Court decisions that have shaped juvenile justice, how and why juveniles are transferred to adult court, the services juvenile probation agencies provide these young offenders, the groundswell of innovative and evidence-based practices we find in juvenile community-based corrections, and we conclude with a discussion of the importance of gender-specific programming for juvenile female offenders.

Special Features

The special features we developed to support our four themes are:

1. **Chapter Outline and Learning Objectives.** To provide students with an overview of the chapter structure and a clear idea of their learning goals, each chapter opens with these reading and learning aids.
2. **Chapter-Opening Stories.** These high-profile community-based corrections cases are taken from recent headlines and focus on the chapter topic as well as the application of theory.
3. **Career Profiles.** In this feature, we introduce individuals who are working in the field of community-based corrections while acquainting students with the types of jobs available, the training and credentials required for such jobs, and the real-life experience of those who hold such positions.
4. **Policy Implications.** Every chapter concludes with a discussion of the policy implications for community-based corrections. From theory to practice, every chapter suggests how evidence-based community corrections practices can shape criminal justice policy.
5. **CBC Online.** Every chapter includes at least three online exercises that direct students to an Internet Web site. Questions related to what they’ve read or viewed at the Web site ask them to employ critical thinking. Each chapter also includes at

least three Web-based exercises of this kind on the text's Online Learning Center, located at www.mhhe.com/bayens1e.

6. **Chapter Summaries.** Each chapter ends with a summary of the important concepts keyed to the chapter's learning objectives.
7. **Key Terms.** Each chapter also ends with a list of terms that have been defined in the chapter, and tagged with page references so students can use them for review.
8. **Questions for Review.** These objective study questions are keyed to chapter objectives and summary points, thus allowing students to test their knowledge of the chapter's essential elements and prepare for exams.
9. **Question of Policy.** These real-life scenarios, which also appear at the end of each chapter, provide insight into the dilemmas facing corrections professionals and ask students to offer opinions or analysis.
10. **What Would You Do?** These real-life scenarios, which appear at the end of each chapter, prompt students to focus on professional values and integrity and consider how they would act in specific situations.
11. **End-of-Book Glossary.** This comprehensive tool includes all key terms with definitions.
12. **International Perspectives in Community-Based Corrections.** These narratives, available at the book's Web site, www.mhhe.com/bayens1e, present examples of community-based corrections programs and practices around the world, especially evidence-based practices where available. Including this feature reinforces our themes of evidence-based community corrections, professionalism and theory.

Supplements

An extensive package of supplemental aids accompanies this edition of *Probation, Parole, and Community-Based Corrections*. Visit our Online Learning Center at www.mhhe.com/bayens1e for robust student and instructor resources.

For Students

Student resources include three Internet exercises per chapter, CBC Online exercises, International Perspectives in Community-Based Corrections, and multiple-choice quizzes.

For Instructors

The password-protected instructor portion of the Web site includes the instructor's manual, a comprehensive computerized test bank using the EZ Test[®] test generator, and PowerPoint lecture slides.

Additional instructor resources include:

CourseSmart
Learn Smart. Choose Smart.

This text is available as an eBook at www.CourseSmart.com. At CourseSmart, your students can take advantage of significant savings off the cost of a print textbook, reduce their impact on the environment, and gain access to powerful Web tools for learning. CourseSmart eBooks can be viewed online or downloaded to a computer. The eBooks allow students to do full

text searches, add highlighting and notes, and share notes with classmates. CourseSmart has the largest selection of eBooks available anywhere. Visit www.CourseSmart.com to learn more and to try a sample chapter.



Craft your teaching resources to match the way you teach! With McGraw-Hill Create™, www.mcgrawhillcreate.com, you can easily rearrange chapters, combine material from other content sources, and quickly upload content you have written such as your course syllabus or teaching notes. Find the content you need in Create by searching through thousands of leading McGraw-Hill textbooks. Arrange your book to fit your teaching style. Create even allows you to personalize your book's appearance by selecting the cover and adding your name, school, and course information. Order a Create book and you'll receive a complimentary print review copy in 3–5 business days or a complimentary electronic review copy (eComp) via email in minutes. Go to www.mcgrawhillcreate.com today and register to experience how McGraw-Hill Create™ empowers you to teach *your* students *your* way.

In Appreciation

In writing *Probation, Parole, and Community-Based Corrections*, we were greatly assisted by people who merit special recognition. Special thanks to Anthony Lopez for his ideas on chapter opening stories; to Phyllis Berry for her contribution to our chapter on special offenders; and Don Hummer at Penn State Harrisburg for his early involvement with the project.

We greatly appreciate the help and support of the dedicated community-based corrections professionals who provided their career profiles that make this book come alive. They are:

- Chapter 1: Jesse Montgomery, Chief of Parole, Illinois Department of Corrections
- Chapter 2: Beverly Morgan, Supervising U.S. Probation Officer, Western District of North Carolina
- Chapter 3: Matthew Crow, Associate Professor of Criminal Justice, University of West Florida
- Chapter 4: Beth Robinson, Corrections Counselor, Clark County District Court, Vancouver, Washington
- Chapter 5: Kimberly Rieger, Supervising U.S. Probation and Pretrial Officer, Western District of Oklahoma
- Chapter 6: Dan Petersen, Senior Faculty, National Victim Assistance Academy
- Chapter 7: Kelli Matthews, U.S. Probation Officer Assistant, Southern District of Alabama
- Chapter 8: Rick Robinson, Community Corrections Officer, Washington State Department of Corrections
- Chapter 9: Joseph Schuetz, Reentry Officer, Shawnee County, Kansas Department of Corrections

- Chapter 10: Lora Hawkins Cole, Deputy Commissioner of Community Corrections, State of Mississippi
- Chapter 11: Angela Goering, Senior Vice President of Clinical Operations, Armor Correctional Health Services, Inc., Miami, Florida
- Chapter 12: Randy McWilliams, Juvenile Probation Officer, 46th Judicial Juvenile District, Vernon, Texas

Reviewers pointed out the book's strengths and weaknesses. We took their comments seriously and hope they find their educational needs met more fully. They are:

Pierrette Ayotte, Thomas College
Elmer Bailey, Houston Community College
John Stuart Batchelder, North Georgia College and State University
Robert Bing, University of Texas–Arlington
Curtis Blakely, Truman State University
Brenda Brady, Rowan-Cabarrus Community College
Barbara Carson, Minnesota State University–Mankato
Gary Cornelius, George Mason University
David Johnson, University of Baltimore
Robert Keeton, Gulf Coast Community College
Kathryn Morgan, University of Alabama–Birmingham
Amy Nemmetz, University of Wisconsin–Platteville
Don Peavy, Sr., Canyon College
Diane Kay Sjuts, Metropolitan Community College
Steve Unterreiner, Southeast Missouri State University

We also want to acknowledge the special debt that we owe to the McGraw-Hill team, including Jessica Cannavo, Sponsoring Editor; Robin Reed, Developmental Editor; Angela FitzPatrick, Marketing Coordinator; Jane Mohr, Project Manager; Brenda Rolwes, Design Coordinator; Sue Culbertson, Buyer; and finally to Katie Stevens for encouraging us to write this book even though it took us several years to answer her call. A special thank you also goes out to Susan Messer, who obtained some very valuable reviewer feedback and helped us develop the chapters.

Ultimately, however, the full responsibility for the book is ours alone.

Gerald Bayens
Professor and Chair
Department of Criminal Justice and Legal Studies
Washburn University
gerald.bayens@washburn.edu

John Ortiz Smykla
Distinguished University Professor
University of West Florida
jsmykla@uwf.edu