THE PLEASANTON CHILDREN'S CENTER PROGRAM

SECOND-YEAR REPORT AND EVALUATION

1979 - 1980

February 14, 1980

THE NATIONAL COUNCIL ON CRIME AND DELINQUENCY

RESEARCH CENTER WEST

760 Market Street, Suite 433

San Francisco, California 94102

(415)956-5651

Pleasanton Children's Center Program Staff:

Yvette Lehman, Project Director
Carla Lowenberg, Administrative Assistant
Carolyn McCall, Co-Director
Louise Rosenkrantz, Children's Center Director

Center Staff:

Vivian Alarid
Rebecca Allen
Janine Bertram
Joyce Blott
Donna Dyer
JoAnn Ford
Sheila Hewitt
Carol Morris
Jessie Spann
Patricia Vargas

Report prepared by: Carolyn McCall

Our appreciation to:

The Rosenberg Foundation
Centerforce
The Wallace Alexander Gerbode Foundation
The Abelard Foundation
The United Methodist Church
The Bureau of Prisons
The Van Loben Sels Foundation

THE PLEASANTON CHILDREN'S CENTER:
YEAR-TWO REPORT AND EVALUATION

The Pleasanton Children's Center is a child-centered environment for inmate-mothers and their children inside the federal prison for women at Pleasanton, California. The program strengthens the bonds between imprisoned mothers and their children by creating a relaxed play setting for their relating, providing training in parenting and early childhood education, and facilitating the social services they need. The program relies on inmate and community involvement, attempting to form a bridge between the world "inside" and the necessary world of family and services "outside". We hope our model will encourage the correctional system to look at an incarcerated family as a total unit -- needing meaningful contact between parents and children during imprisonment and necessitating the coordination of prison and community based resources for their needs.

The Pleasanton Children's Center began, with assistance from the Rosenberg Foundation and Centerforce, in May, 1978. Since that time, we have changed and grown considerably in this institutional setting. This report represents an accounting and assessment of our second year's activities, from March, 1979, until February, 1980.

TABLE OF CONTENTS

I. INTRODUCTION

> The Center's like a comfort zone. You know that when you're there you can just be you and you don't have to be a model inmate or efficient on your job. . . there you can just be "mom". . . and we start being really good at it.
> -- an inmate-mother

> I think you've gone from real suspicion-- in almost everyone-- to folks saying, "This is a fantastic program. It is helping the mothers. It is helping the kids."
> -- an FCI staff member

> We just keep growing and keep discovering new areas and I think it's exciting and it's innovative and it's warm and it's one of the neatest programs I have ever been personally involved with. I enjoy working with the Children's Center Program because it is not problem oriented; it's really result oriented -- positive.
> -- The Warden at Pleasanton FCI

It has been an eventful year for the Pleasanton Children's Center. As we have moved through this second year, as noted by the FCI staff member above, the program has become much more stabilized and widely accepted within the institution. It has been a year of trial and exploration, in which we have learned much more about what is needed for children and incarcerated mothers within this model Accomplishments and changes this year have included:

1. Increased use of the Children's Center for mother-child relationship building: In 52 weekends, children made 1,064 visits to the Center, for an average per weekend of over 20. We have served an average of 83 children per quarter, with 15 families per quarter being able to use the Center at least twice a month.
2. Increasing and strengthening inmate participation: Through formal structuring for participation as staff, inmates' involvement in all aspects of planning and

service delivery has dramatically increased. As examples, inmate staff coordinated our recent conference with the Bureau of Prisons and assisted in the production of two video documentaries about the project.

3. Creating a program to train and credential inmates in the field of Early Childhood Education: We are about to begin a program to credential women as teachers of young children. They will be working toward acquiring the Child Development Associate credential. It will be a bilingual program, preparing teachers in both Spanish and English, and will be an ongoing part of the prison's vocational training for its inmates.
4. Facilitating the delivery of needed social services to inmate-mothers and their children: Since beginning to document this service in September, we have provided family crisis counseling to 60 inmate-mothers and information and referral to other services to 144. With the aid of a grant from the Van Loben Sels Foundation, we are now planning how best to secure services for children in local communities.
5. Improving prenatal services for pregnant inmates: Inmates can now use the Alternative Birth Center at Highland Hospital -- with a nurse/midwife, labor coaches, and "rooming in" for new babies with their mothers. The FCI staff liaison to our program has also just started a library and counseling center adjacent to the Children's Center for pregnant women.
6. Implementing a new Reading Is Fundamental program for children in the Center: Match funded by HEW, this program enables Pleasanton Children's Center to purchase and distribute multi-cultural, age appropriate books to children. A mother and her child can select

a book, read it together in the Center, and then the child can take it home -- a unique educational experience and a "bridge" between Center and home.

7. Obtaining Bureau of Prisons fiscal support for the program: The BOP is now providing funds for the running of the Center ($13,000) and for the new vocational training in Early Childhood Education ($2,700).
8. Increasing the impact of this program nationwide: We have provided program development assistance to two local jails (Alameda and San Francisco counties) and the New York State Prison for Women at Bedford Hills. In our attendance at seven conferences this year, we have made presentations about the program and greatly increased our outreach about its issues. This January, the Bureau of Prisons held a national conference at Pleasanton to introduce our model to other prisons. It was attended by representatives from four other federal prisons, Bedford Hills prison, and the Alameda County jail. It was extremely successful and may facilitate the development of similar programs in other settings.

Pleasanton Children's Center's biggest challenge this year may well be the arrival in February of male inmates at FCI Pleasanton, making the prison a "co-correctional" (i.e. male-female) facility. When this occurs, we will need to evaluate what changes in our program, if any, will be necessary to meet the needs of inmate-fathers' families.

We see this as a potentially fruitful chance to make an even broader policy impact on corrections. We have begun to demonstrate that a children's center program <u>can</u> work

effectively in a women's prison. Yet there are 20 times the numbers of men imprisoned, and separated from their children, as there are women. If we can effectively serve male parents and children, as well, we will have created a model that is much more relevant to the whole of the penal system.

II. METHODS OF DOCUMENTATION AND ASSESSMENT

Methods of record keeping and documenting throughout the year have been ethnographic: the program evaluator has recorded events that have seemed significant and the Director of the Center has maintained case records about families' interactions in the Center. At the end of this period, the evaluator collected different staff's (including inmate staff's) perceptions of major trends and compiled these into this running documentary.

In December, the evaluator designed and implemented more structured ways of polling different types of participants about their experiences with the program. Instruments were reviewed by inmate staff, who provided assistance in making these relevant from their perspectives. Surveys were administered to the entire inmate population and to those prison staff who have major contact with inmates. Face-to-face interviews were conducted by the evaluator with key actors -- inmate-mothers, guardians of their children, and prison staff.

The intent this year in both surveys and interviews was to present fairly open-ended questions and areas for discussion, in order to let major themes emerge in regard to their views and assessments of program developments. Surveys and interviews were then content analyzed to define these themes which are detailed throughout the report.

As in all efforts of this nature, several mitigating factors or caveats should be cited. Using self-reporting by participants as a method relies on the premise that their views about developments <u>are</u> relevant and are, in fact, an effective description of what actually has transpired. This

however, lacks the more apparently objective cast of seeing a program through the eyes of an unattached observer who comes in with prestructured assessment instruments. Our stance this year, as last year, has been that this is an exploratory program, in which a more fluid, inter-program method for recording what is critical is the most effective.

Ethnography also must always take into account the cultural biases and viewpoints of the very participants who are providing documentation and assessment. Race might be a factor here, as all outside staff of PCC are White, while many inmate-mothers are non-White. Thus, case materials about families in the Center and the documentation of significant events were filtered through the eyes of staff who might be quite differently culturally oriented than are many of the participants.

The issue of the generally positive nature of the assessments presented here should also be addressed. The use of open-ended questions in both interviews and surveys was an attempt to allow negative as well as positive themes to emerge. It is clear, however, that there are aspects of this program which render "out front" negative evaluations somewhat difficult. For inmate-mothers, it is perceived as an important link, formerly denied to them, with their children. Hence, criticisms on their part might have been mitigated somewhat by their desires to see this program continue at FCI. This is similar to the "halo effect" often documented in innovative programs, in which actors perceive program elements as very special and positive, in part because they are new and there is so much positive energy involved on all parts in creating them.

With prison staff, the "halo effect" might have even another

dimension. The program currently has very strong support from the Warden and other administrative heads. Line staff might, thus, have tempered negative assessments somewhat because of their fears of being perceived as "against" the prison administration's special and favored program.

III. THE CHILDREN'S CENTER

> The Children's Center has made a big difference. . . now I can see my kids. I can play with them. Can be with them in a kind of setting that I would be with them on the streets. You know, like we might actually be in a children's center on the street, and it's normal. If anything can be normal here. And we get a chance to play together and know each other.
>
> -- an inmate-mother

In 52 weekends, from January, 1979, until December, 1979, children made 1,064 visits to the Center, for an average of 20.4 per weekend. Per quarter, we served an average of 83 children and an average of 51 families. This year we have documented numbers of cases in which we have either provided some kind of family crisis assistance or information and referral to other social service resources. Since we have been documenting this service in September, our records show that crisis assistance has been given to 60 inmates and information and referral provided for 144.

We administered a survey to the inmate population this year to ascertain their use and assessments of the program. We tabulated a return of 54 (out of a population of 238). These represented 40 mothers and 14 non-mothers, with a total of 91 children. While only 23 of these mothers had used the Center, most remaining (12) had been unable to do so, because their children lived too far away. A striking theme in these surveys was the overwhelmingly positive evaluation of this program by inmates. All but one gave the program their highest recommendations and stressed its importance. (She said that she was such a "newcomer" to the prison that she hadn't learned about PCC yet.) A number of non-mothers (5)

stressed that the program was important to them too, because it gave them a chance to be around children in this prison setting where so much of the community is excluded. Ten women praised the fact that the program allowed prison staff to see inmates in a much more humanized context, and in more normalized parenting roles, hence helping alleviate the tension and stereotypes between prison staff and inmates.

To describe the program this year, we are first presenting documentation and assessments of its dynamics from the point of view of its most involved participants, the children and their mothers, with additional information provided by children's guardians. Then we will turn to descriptions of programmatic changes that have occurred in the Center this year.

A. Children in the program:

We are focusing on the 15 children who currently use the program regularly (at least twice a month). We have documented aspects of their relationships with their mothers and/or their behavior in the Center from the point of view of the early childhood professional who directs Center activities, Louise Rosenkrantz.

For toddlers through adolescents, themes of dependence/ independence have emerged which are perhaps somewhat different than for children in a community children's program. For children within this age range, an educator would normally be encouraging independence of a child from his/her mother and an enhancement of peer relations for the child. Here at PCC, however, we find children needing to identify strongly with their mothers, seeing their mothers in a special,

helping relationship. This has been especially true for our toddlers and school age children. While peer support in the Center is important to these children, many of them, particularly the older ones, seem to need private and independent activities that they can have all to themselves, often sharing them in private ways with their mothers. While we hesitate to speculate without more structured observations, we believe that these differences in behavior may be indicative of the extraordinary needs of these families for relationship building between children and mothers who are separated because of imprisonment, coupled with a need for these children to work out carefully their own independent identities in these times of stress.

1. Infants:

At the time of this writing, we are regularly serving three infants who are in foster care near the prison and visit the Center at least once a week. We have enlarged our infant space to give them not only a quiet sleeping room, but also a more stimulating play and changing room. While not restricted to this space, mothers have liked this clearly delineated environment for their babies. It has enabled them to exert more control over the amount of noise, number of people, etc. in contact with their infants. Developmentally, these infants appear to be within the normal range. All of their mothers are hopeful that upon release they will assume full time care of these children.

2. Toddlers and pre-schoolers:

There are now five toddler and pre-school aged children who visit the Center a minimum of once a week. It is with this age group that the most programmatic changes have occurred.

In the traditional children's center, the focus for this age group is on encouraging independence from the mother and the moving to peer contact and relations. Our focus, on the other hand, has evolved as one in which we nurture identification of the mother as the person who can meet needs as well as enable the child to build or rebuild trust in their relationship. Various behavioral clues by children have led us to understand that most of these children had either lost or never even experienced the identification of "mother as helper". Therefore, our task has been to design Center programming to help meet this basic need.

An example of this lack, and an intervention strategy we designed to help fill it, is the case of Michael, a three year old. Michael was born while his mom was in prison, and they have never lived together. He has been in two foster homes during the last year and a half while participating in the Center program with his mother. In the first placement, he was encouraged to call the foster mother "mommy" and to call his biological mother Alice. As Alice began to feel concerned about this, our staff made a concerted effort to refer to Michael's mother as "mommy". Together with Alice, we discussed this problem and agreed to try a strategy in which the two women would be known as "mommy Carol" and "mommy Alice". At this point, our records show that Michael adapted quite quickly, beginning to use these names after only one month.

Shortly afterwards, there was a change in foster care placement for Michael. It was a trying period for both mother and child, as there was evidence of child abuse in the former foster home and he had to be moved quickly to a new placement. The child's identification with his own mother as being supportive and helpful thus became even more important. At this time Alice

clearly stated to both our staff and the new foster mother that Michael was to call her "mommy" and the surrogate parent by her first name. Within the Center, we attempted to form a bridge for the child to this new and stronger identification with his mother. We adopted the name "mommy-mommy" as a transitional one for him. This seemed to appeal to Michael and he used it for a two month period. He then spontaneously dropped the second half and began to call Alice "mommy".

While we believed we had reached a stage of verbal identification, we were not sure how much had been internalized. Through observations of this mother and child at play, however, we became confident that a relationship had, indeed, developed. One afternoon, Michael was trying to reach a box of table blocks on a shelf. No matter how hard he tried, he couldn't reach it. He then turned toward the group of women and children at a nearby table and looked at his own mother, who had been watching with interest, and said, "Mommy, come help me."

A second example of his newly internalized concept of "mother as helper" occurred when Michael was playing with trains with the Center Director. Someone walking by bumped the child, causing him to cry. Although the Center Director offered a hug -- a gesture which in the past had been effective in healing bumps -- this time Michael rejected the offer and searched out his own mother instead. This toddler seemed to have firmly internalized a positive concept of his mother. Perhaps now he can begin to move toward some independence and age appropriate tasks for a child with his mom in a parent co-op setting. Perhaps, however, the weekly separation from his mother will still make their Center time one of mother-child dependency for a while.

3. School-aged children:

The six school-aged children who visit regularly seem to utilize the environment appropriately in relation to the developmental tasks of their age groups. These children all actively engage in projects and can sustain their interest in them over a significant period of time. They will work on a project while sitting and talking with their mothers about both important and inconsequential matters. They will sit together at a table, perhaps unable to converse because of language barriers, enjoying each others' presence while doing such crafts as painting or needlepoint. With this age group, however, we have noticed a theme in terms of their needs; each needs to have something special which is his/her own accomplishment. As a result, we have shifted our emphasis to provide for children long-term projects of their own. It has become a shift in emphasis for all our age groups now.

Perhaps this shift can best be illustrated in our work with Trina, a non-English speaking eleven year old who visits the Center twice a week. As we observed Trina, she appeared to participate willingly in appropriate activities, but seemed to lack a sense of completion and "pride in her work." Everything was equally acceptable. Trina would visit each weekend, take part in the program and say "gracias," but as a staff we questioned the depth of her involvement. Her mother also expressed an interest in more long-term projects for her daughter. We brought in two such activities to the Center for Trina: a teen book in Spanish and a needlecraft project. These were clearly identified as hers and a special place was designated for their safekeeping during the week. Trina's interest immediately began to pick up. As we saw the depth of her new involvement, her asking each weekend for her

special materials, her pleasure in exhibiting her progress to her mother, we decided to extend this notion of possession to other children in other age groups.

Whereas in a community-based center there is usually an emphasis on learning to share, maybe these children have too few of their own special activities, including a special relationship with their mothers. Instead, they can use the Center environment to grow in their sense of personal achievement, in turn, sharing that with their mothers. For our infants, this has meant giving each mother the opportunity to chose a few special toys and/or clothes that will be kept especially for her child. We have also encouraged mothers of toddlers and pre-schoolers to choose a few toys from the equipment catalogues that they consider appropriate and would enjoy sharing with their child. One mother, for instance, chose finger paints. Programmatically this means that in addition to the Center supply of finger paints, this mother and child have their own small set that they can take out and use together whenever they want. This new program emphasis is served particularly well by our new Reading Is Fundamental program. With RIF, a mother and her child can choose a book together to be the child's own book to take home. The book can then be both a special possession of the two in the Center and can provide a bridge at home for the child between the Center and life at home.

4. Adolescents:

At this time there is one Spanish speaking adolescent who visits the Center regularly and a number of other drop-ins. At an age when conflict and stress is to be expected between parents and children, we are bringing together mothers and young people and encouraging them to spend concentrated time

together. This time, moreover, is spent in a space much more oriented to younger children. While they tell us that spending time with their mothers in the Center is preferable to visiting in the visiting room, we, as a staff, have concerns about developing a more appropriate program for these older children.

B. Inmate-mothers:

> . . . just the fact that visiting in here and watching your child play, it's like I have learned what things my own child likes. I have learned where his problems are, as far as his counting and his colors and I have had time to teach him a lot of those things. . . and it's better. It helps a lot. . . without the Center it would really be lousy. I don't know that without the Center if I would have been able to get our relationship back together. . . we wouldn't have had the time alone. We wouldn't have been able to walk off into another room. I wouldn't have been able to make him feel comfortable and happy. You can't really sit there in the visiting room with a three year old child and try and relate to him while the officers are staring at you. . . .
>
> -- an inmate-mother

Inmate-mothers have utilized the Center in a variety of ways this year both for their own growth and for the strengthening of their relationships with their children. All nine mothers who were interviewed this quarter evaluated their experiences with the program as highly positive. They spoke of experiencing growth in such areas as: their parenting skills and confidence in their abilities to assume effective mothering roles with their children; their relationships with their children, sometimes established firmly for the first time in a child's life; their abilities to deal with their children's

problems and crises on the outside and their own anxiety and anguish about their children on the inside; their relationships with other inmate-mothers in the program -- viewed as a source of support during imprisonment; an enhanced knowledge about child development, hence an ability to see their own and others' children in a sensible and knowledgeable perspective; their growth in confidence and sense of self in general, positively affecting other aspects of their lives while imprisoned, such as work and relations with prison staff.

Mothers use the Center as an environment for relating to their children in individualized ways, but all seem to see the Center as their own. There is a sense of ownership of this space which appears to be very important. As with the mother who described the Center as a "comfort zone," women come here to be with their children in relaxed, sometimes sad, sometimes happy, and largely unstructured ways. In this framework, they utilize the play and learning materials together, allowing a mom to see her child present him/herself more as in the outside world and allowing her to interact with her child in a parenting role.

One mother described herself as moving from an attitude of wanting to use her Center time with her two children in prescribed ways, with special time for each, to finding out that their needs and her own varied greatly from visit to visit, to finally relaxing and "moving with the punches" -- letting each time with her children bring its own problems and its own small successes in relating. She said that in the course of a year and a half, she has seen her eleven year old change from "acting out" his problems by withdrawing and sulking to relaxing and talking with her, telling her the problems that he might be having on the outside and sometimes

has trouble sharing with his grandfather who is caring for him. This mother also reported that they have learned to deal more openly with emotions of sadness. Once she saw her young daughter trying to conceal tears upon having to say good-bye to her mother. This mother was subsequently able to say to herself, and then to her child, that they both had to take time to share their sadness, that they could trust each other to see and stand these emotions.

Another mother and her five year old child have used fantasy play in the Center to work out separation fears and to rebuild their relationship. This mother was concerned, because the child's father and grandparents were trying to conceal the fact that she was in prison. She thought the child sensed the truth and believed it would be better for their relationship if they could talk about it openly. The play school environment soon gave her that chance. Her child began to engage in elaborate fantasy play with the small wooden houses, cars and people in the doll corner, creating fantastic "escape scenes" in which the little people would be cornered by police in the house and then would each time get away, in ever more bizarre but effective ways. After a while he was able to ask his mother whether this was, in fact, a prison and the mother was able to say "yes" and then move on to tell the child briefly about why she was there; she didn't come here because she wanted to leave him; and no, she couldn't escape like that, but she would be coming back home soon to be with him. The child seemed to accept these facts, having been able to work through in fantasy his hopes and some of his fears and then talk more honestly with his mother. He then began a type of fantasy play that is still continuing, the making of elaborate enclosed structures for himself and his mother. As this mother describes it, the child will carefully construct these spaces out of blocks or large

apparatus materials and then draw his mother inside with him to "live," to make tea or whatever. This is his graphic and creative way of creating closeness and privacy for their relating.

Another mother spoke of using the Center to establish a relationship with her growing two year old that was difficult but necessary -- that of parent as providing appropriate discipline. As the child moved into his normal independence-seeking "terrible twos," he began testing out his mother's authority. This mother felt somewhat vulnerable in this role, as the child had been cared for by foster parents since his birth, hence, she herself felt rather defensive about her role as his mother and found it difficult to assume a disciplinary stance with him when it seemed needed. A good deal of testing then ensued, in which the child engaged in regular tantrums. This mother learned to use a quiet room for herself and the child at such times. She was finally able to relax, let the child have his tantrum, while she remained firm, waiting until he had seen that she was secure in her role.

These mothers spoke of the Center as providing an extremely intensive experience in relating, much more intensive than would probably be experienced by them or their children in the outside world. In the Center a mother can feel "on stage" with her child for each four hour session. Motherhood is seldom experienced in quite this way in the outside world. Women felt their experiences were intensified, moreover, because of the fact that they often felt defensive about their ability to mother while incarcerated, fearing that their relationships with their children were severely threatened by this separation. Feelings of wanting to be the "perfect mother" in the Center often arise, and the

intensity and length of each session can be so wearing that such a role is hard to maintain, hence causing feelings of guilt.

In regard to such feelings, women felt that the emphasis of the program on enhancing their knowledge aobut child development and about the wide variety of appropriate parenting attitudes and roles was helpful. They learned to see their own children and themselves better in these broader perspectives and to see other mothers and children going through similar experiences. This sharing of experiences between mothers becomes the basis of strong friendships between some, providing them with support during imprisonment. As one mother put it, it's hard to form supportive relationships in prison, but sharing experiences as mothers in the Center can help cement these ties a great deal.

C. Children's guardians:

> The bond between child and mother is unreal. . . I think for a child that has never lived with his mother, it is incredible. He gets so excited when it's the day to go and see his mother. And how he knows is because every night before he goes to bed, I always have to put out his clothes; he demands that I put his clothes on the dresser, you know. Well, naturally, the clothes during the week are his old play clothes, and his clothes to go see his momma are his cowboy boots and his outfit. . .
>
> -- foster parent of an inmate-mother's three year old

This year we did face-to-face interviews with several guardians -- one foster mother, a foster mother and father couple, and a maternal grandmother. These revealed striking themes in both the problematic and the positive aspects of parenting in

these situations. They present the unique vantage points of caretakers' daily experiences with children in the world outside the prison's walls.

These guardians spoke of the difficulties in providing surrogate care during a mother's imprisonment. The two sets of foster parents had cared for three children this year who had been designated by doctors as "failure to thrive" babies. One of these, now a toddler, had just come from a home from which he had been removed because of suspected child abuse. these guardians expressed their difficulties in providing care when they did not know exactly what a child might have experienced before, and what, given his/her present condition, the child might be needing now.

These difficulties were complicated, moreover, by the foster parents' concern that whatever care they provided would be consistent with the inmate-mother's desires for her child and that the provision of care by them would not make her feel overly jealous or defensive. In this vein, the foster parents stressed the importance and usefulness of the foster parent orientation classes we held last Spring -- in which inmate-parents and foster parents were able to meet together to share their concerns and develop better co-parenting models for these children.

All of these guardians felt that children's relationships with their moms had been considerably strengthened by their participation in the Center's program. They provided many examples of this relationship building from their experiences with these children on a daily basis. Themes of children's adaptability to dual parenting emerged from these descriptions. All of these children had devised some ways of dealing with a movement between their lives on the outside during the week

and the Center environment with their natural mothers on the weekend.

For the three toddlers, taking a bath and the laying out of special clothes the night before a Center session had become signals that they were about to be with their mothers. Behavior changes, such as demanding the boots and cowboy suit, mentioned above, and becoming very upset when the visit, for some reason, did not take place as indicated by their "signs," indicated to the guardians the importance of these routines to the children. One toddler had established his "post Center" routine for Mondays following visits with his mom. His foster mother reported that this is his quietest and most structured day. It's a self-imposed structure, in which the child goes to get his cookie at a certain time, plays outside with the same toy, and seems to need touching and support from her the most on this one day in the week. Another child brings home an apple each Saturday, proudly announcing that his mom gave it to him, as an apparent bridge between Center and home.

The maternal grandmother we interviewed is caring for two school aged children. She expressed some of the same concerns as the foster parents, in terms of wanting to provide supportive care in her daughter's absence while at the same time making sure these children felt reinforced in their relationships with their own mother. She spoke particularly of the importance of the program to these children in their relationships at school -- again with the program being a kind of "bridge" between their time with their mother inside and their life in the outside world. The older child had particularly enjoyed sharing her success in a spelling bee with her mother, calling her every night during the bee and describing her experiences during the Center time that weekend. The younger child had

decided she wanted to share her experiences with her mother in the Center with her class at school. Her teacher later related to the grandmother how marvelous this had been for the child and for others in the class, attributing this child's good adjustment to school largely to her involvement with her mother in the Center and her ability to share that involvement with others.

Another interesting theme, from the viewpoint of these surrogate caretakers, was the kind of new extended family networking they were beginning to provide in support of these mothers and children. One of these foster mothers, a long time foster parent for many children, has cared for three FCI mothers' children now. Recently she agreed to take the new infant of a pregnant participant in our program. She and her husband then had an experience which they describe as unique in their history of foster parenting -- they became involved in the entire birthing process with this new mother, attending her at the hospital during her labor, picking up the baby there when she was ready to go home with them, and having the baby's christening, for mother and friends and our staff and prison staff, at their home. To them, this represented a rare and valuable opportunity to feel more connected with a mother whose child was in their care.

A second foster parent couple had found themselves voluntarily becoming involved in other aspects of their foster child's mother's incarceration. They had testified at her parole hearing, arguing for her early release to enable her to be with her child, and had provided a home to which this mother could take a furlough from prison.

The maternal grandmother had made a helpful link with another guardian close-by, a grandfather caring for another mother's

two children. She is now providing regular transportation for these children, as well as those in her own care, to the Center program. When she heard that this other grandparent was having a difficult time, she even offered to help arrange temporary care for these children in her home should it become necessary.

D. Changes in the Center Program:

The most significant change in programming this year has occurred in the improvement of ways for inmates to assist in program development. Although the involvement of these participants in program decision-making has been a goal from the start, we have lacked formalized procedures for it. This summer, we instituted new ways to ensure inmate input into program planning and development. Inmates working closely with the program are designated as inmate staff. Outside staff meet biweekly inside the prison with inmate staff. Aspects of program planning and service delivery are discussed and finalized at these meetings. The group breaks down into special working committees (such as for CDA training, for funding, or for research) which work on special program needs. A recent example of highly effective inmate staff involvement was in the planning and coordination of the Bureau of Prisons conference about the Center Program.

This increased involvement by inmates is causing many kinds of benefits. Excitement in the program has increased, as outside and inside staff work more closely together. Whereas finding enough inmates to help staff the Center sometimes used to be a problem, now we have a core group of women who see that the Center is sufficiently staffed and who even ran the Center one weekend when the Center Director was unable to come in. Further, four more inmates just signed up to work

in the Center after seeing the enthusiasm produced in the prison by the BOP conference. Prison staff and community representatives are beginning to see inmates as legitimately involved in important roles within the project, an extremely valuable adjunct to community and staff education that these women can be valuable additions to any program. The best result, however, is in increasing outside staff's awareness of inmate-mothers' needs and sensitizing them to how these needs can best be met. Women in this program have been consistently and firmly the best spokespersons for their and their children's special concerns. They must be heard from constantly in order for any program like this one to be a success.

A second change, moving somewhat more slowly, has been in the environment of the Children's Center. This year we have attempted to make our designated space within the Education Building more clearly an environment for children. The use of dividers and new equipment has provided us with a more stable and recognizable space, as well as some degree of flexibility. With the new BOP contract, we gained some funds for equipment. We used these to purchase rolling wooden storage cabinets. These units hold most of our supplies. Because they can be locked, furthermore, they can remain out in the building during the week, when it returns to its usage as an adult educational environment. Not having to put the equipment and supplies away in the small locked storage closet after each weekend saves much time and energy. In addition, the rolling cabinets provide more flexibility in regard to setting up different kinds of interest centers in different locations, depending on programmatic needs each session.

Space still remains a critical issue for the program. Our plans for a permanent location for the Center are in abeyance.

It is likely that sometime this year we will be moved from our present location in the Education Building into two small rooms off of the visiting room. We have resisted this move primarily because we fear we will lose the openness to the entire inmate population that we now have. In all probability, women wanting to utilize the program in the visiting room complex would have to submit to search procedures. Many women have told us this would cut down on their involvement. On the other hand, a location closer to the visiting room would make it possible for other caretakers of children to visit in the Center with mothers and children. Presently, however, inmate-mothers tell us that they like the private, special place for just themselves and their children that the current Children's Center location offers.

This is a difficult issue and one in which we will probably have only limited decision-making. With male inmates coming into Pleasanton, custody issues, such as protection against contraband entering the prison, are paramount to FCI staff. The belief is that if we were closer to the visiting room, surveillance and custody protection would be easier to operationalize. Our concern is that in whatever change we do undergo, we are able to maintain as relaxed and open an environment for parent and child interaction as possible.

IV. EARLY CHILDHOOD EDUCATION

> The Center program has helped me so much to see my daughter _____ in perspective . . . That we are not just _____ and _____, a mother and child with all our pain and hopes, but a parent and a child of six. And I have learned so much seeing other children here and having a sense of child development. My own growth in working with them. . . I can't even evaluate that, it's too great to describe.
>
> -- an inmate trainee

Throughout this Fall and Winter, training in early childhood education has continued in monthly workshops in the Center. Several topics covered were: children's literature; services in Valley Child Care (a local child care referral center); and quiltmaking. Workshops have been attended by an average of 20 inmates each time. Service providers from the community have assisted our staff on a volunteer basis in these workshops.

The most significant change in the education component of the Children's Center Program is the initiation of a Child Development Associate (CDA) credential program. Long planned, this new training will make it possible for participants to work toward obtaining this competency based credential in the field of early childhood education. This credential could be particularly useful to women in prison for several reasons. First of all, it is national, a boon to women who come from all over the country, but who need a standardized credential in order to work with children in their home states. Secondly, it is competency based, stressing demonstrated skills with children, rather than formalized course work and degrees. These women, as many others in the community, come with varying levels of skills and types of academic credentials. CDA can

validate their previous experiences working with children as well as their current work with children in our ongoing program. With the addition of the CDA credentialling program, the Center can become a laboratory training school, something for which inmate staff have argued since the beginning of the Pleasanton Children's Center Program.

The CDA will be a bilingual program, training teachers in both Spanish and English. This should be extremely useful in this prison where about a quarter of the women are Spanish speaking. Additionally, having this bilingual ability would make our trainees much more valuable in the children's center job market upon release.

In order to articulate CDA training into our ongoing program, some staffing changes will occur. Yvette Lehman, Project Director and major service provider of early childhood education for women thus far, and Louise Rosenkrantz, the parent educator directing the Children's Center, will collaborate by team teaching. This will help coordinate the training of women in the Center with their more formalized classes in early childhood education. The team will coordinate instruction for trainees for two days during the week and for one day of practical experience working with children in the Center.

We are discussing with prison administrators how to have the CDA program be designated as one of the vocational training programs offered to inmates by the institution. (There is now vocational training in business and in cashiering.) This would mean that inmates would have release time during the week and for the weekend from their regular prison jobs in order to participate. It could also mean that a practical program for the education of young children would become an

ongoing part of the Bureau's training programs for its inmates.

The Reading Is Fundamental Program is another new addition to our educational component. Match funded by HEW, RIF's goal is to encourage reading and a love for books through the distribution of low cost, multi-cultural books to children. We have raised $230 so far, locally, now being matched by HEW for book purchases. (We chose this opportunity to raise money from small groups, rather than larger fundors, for broader based community education about our issues.) Through RIF, children and mothers will be able to pick out and share books in the Center; children will then be able to take the books home with them. Our hope is that this will both give the parent and child a unique educational experience in choosing attractive, age appropriate books and the child a link between prison and home, in the book that can be read again and again with memories of the Center experience with mom.

V. SOCIAL SERVICES ASSISTANCE FOR INMATE-MOTHERS AND CHILDREN

> If it weren't for the Center, in my situation I wouldn't have had anyone to turn to when things happened with _____ and _____ and everything else. I knew I had someone there that I could talk to and who would understand. I couldn't go to an officer. I didn't want them to see me crack. I didn't want them to see the tears and think, "she's really shakey." And they would put it down in their log book and it turns out to where, "you can't handle yourself on the streets" all of a sudden, because a mother got upset about her child. We are in a position where we can't do anything and we wouldn't have had anybody to help and discuss it with us.
>
> -- an inmate-mother describing some of her needs and problems with social services for her child

The issue of help with social services for children has been problematic for us as a program. When we began, we conceived of this model as an early childhood one, creating a children's center inside for mothers and children and providing instruction in child development and parenting. As we progressed, however, we learned that family crises on the outside can be critical and harmful to both mothers and children and that these families need assistance in obtaining social services on the outside to help with those crises. From the beginning, therefore, the Center Director has been called upon increasingly to provide moral support for mothers in crises concerning their children and to facilitate referrals to community services whenever possible.

Undoubtedly even this limited help has been one of the most salient factors of the program for both inmates and FCI counseling staff. Women expressed, as above, how useful it has been to have community workers inside the prison who

can serve as much needed advocates with their problems concerning their children. FCI staff have consistently shown that they rely on Center staff to help women in these crises, help that they are neither mandated nor, in some cases, qualified to provide. The consensus has been that no one system of control -- neither the penal system in control of the mother nor social service systems in control of her child -- sees this unit as a family in need of quality coordinated services. In the meantime, both mothers and children can be put considerably at risk in times of family crises.

This year we have moved farther in identifying what some of these special needs are and in planning how these best could be met by coordinated services. Our first concerted attempt concerned getting better prenatal and natal services for pregnant inmates. Pregnancy in prison can be extremely difficult. Good prenatal care and counseling is hard to obtain and sometimes very inadequately provided. The prison system should not be faulted solely here. County medical systems, which typically provide care on contract with a prison, are not very responsive to an inmate-mother's need for consistent and empathetic counseling and medical assistance during her pregnancy. Pregnant women at Pleasanton have had in the past some very unpleasant experiences being shunted from doctor to doctor at Highland Hospital, bearing their fears and sometimes their very real prenatal problems without much assistance.

Working with FCI staff, we have begun to make some limited improvements in these women's birthing experiences. The county hospital now allows FCI women to participate in its new Alternative Birth Center. This program allows women to have regular contact with a nurse midwife, as well as a doctor

if they so choose, before the birth. She is then available to answer questions about delivery, provide instruction in natural childbirth techniques and participate in the delivery. The Birth Center also provides labor coaches for those women choosing natural childbirth, and "rooming in" can be arranged, where mothers can care for their newly delivered infants in their own hospital rooms. To explain this service, the FCI staff liaison to the Pleasanton Children's Center Program has just set up at FCI a new library and discussion center for pregnant inmates. It is an attempt to begin to provide supportive social and medical services to women who bear babies while imprisoned here.

Other problems concerning children have also been difficult to tackle. The problems, for example, with obtaining an emergency foster care placement for a child rendered suddenly homeless on the outside. The help for a mother and her adolescent when the child is so disturbed about her absence and related factors that he/she has run away from home. What to do when a guardian steadfastly refuses to either let a child come to visit her mother in prison, even though both child and mother need contact, or even to seek the counseling assistance that the child may need in her mother's absence. We have attempted to respond to these problems. However, our staff, and indeed our model, focus on programs and services in the field of early childhood education and not, as is indicated in these cases, on social welfare.

This year we have obtained assistance in delineating these needs and beginning to design an effective service delivery system. The Van Loben Sels Foundation has granted funds to allow us to hire a qualified professional -- to assess these families' needs for supportive services and to design a system which can coordinate prison and community based

resources. We have just hired a social welfare professional and hope to have a plan by late Spring.

In the meantime, we are exploring interim avenues for bringing inmate-mothers assistance and advocacy in meeting their children's needs. We are in the process of trying to set up a program here, in concert with a university based program in Social Welfare, for interns training in that field. Interns would be able to provide some assistance to families in obtaining social services. We also have arranged access to interns assigned to the prison's Psychological Services Department from a local university (John F. Kennedy in Orinda), while we are attempting to set up a specialized internship program for the Center.

VI. INSTITUTIONAL RESPONSE TO THE PROGRAM

> We have had excellent assistance from Children's Center staff. The program is definitely needed in this institution. It serves an important function as far as the maintenance of the family ties, specifically the mother/child bond. It assists inmates in successfully meeting their obligations here. Reduces stress and anxiety from being separated from their children. It is psychologically and physically stimulating for children -- aids in their developmental stages. It lessens anxiety and fear that children experience from being separated from their mothers. It assists staff in the complexities that surface as a result of child-related problems. Definitely lessens the strain on inmate/staff relationships.
>
> -- an FCI staff member, assessing the impact of the Center

No program inside of a prison can be successful without institutional staff support and some degree of involvement. This year we wanted to do an effective job of polling staff concerning their usage and evaluations of the program. We administered a survey to staff and performed face-to-face interviews with ten. Staff reactions to the program were in large part highly positive, revealing, as with those of children's guardians, unique perspectives on this program's usefulness.

The surveys were returned by 28 staff. It is particularly interesting to compare responses on these to ones on a similar survey we administered last year to staff, in September, 1978, just four months after the Center had opened. We had 20 returns last year. One of the most striking differences between the two sets was in the degree of involve-

ment of staff with the program. Last year only seven out of 20 expressed their involvement. This year 17 of the 28 described themselves as using the program in some way. Type of involvement was usually expressed as referring inmates to the program. Getting assistance from Center staff in reporting on inmates' progress, going on our escorted trips with inmates, and just "dropping by" the Center to visit on weekends were also mentioned. A second striking difference was in proportions of positive evaluations of the program and its impact. Last year only five of the 20 assessed the Center positively. (Most, 11, expressed unfamiliarity with it.) This year 23 of the 28 gave the program high ratings on the institution's need for it and on its effectiveness. There were only two negative assessments and these centered on custody issues, in regard to worries about the possible introduction of contraband and about children's safety, and space problems in regard to our location in the Education Building. Echoing inmate responses, five staff also mentioned how the program "humanized" the institution, helping staff see inmates in legitimated roles as mothers, rather than merely as inmates or criminals.

We performed the ten interviews with a variety of staff, attempting to elicit evaluations from a number of institutional perspectives: the Warden and one administrative head who is responsible for programs at FCI; two unit managers, who are the administrators of living units; one case manager, who handles the files and paperwork of a large group of inmates; one teacher in the Education Department; the head of Psychological Services; and three representatives from the Custody staff -- the Captain, one lieutenant and one officer.

An interesting theme, mentioned by four, concerned the integration and acceptance over time of our community staff

in this institutional environment. One spoke of initial distrust among staff of these "goody-goodies" from the community who intended to come in and tell staff how to run their prison. Acceptance and mutual respect had grown thereafter, based on the professionalism of Center staff and their ability to learn and observe prison rules, and based on the usefulness of the program to them in their own institutional work.

Ways in which Center work helped staff in their own roles inside the institution emerged in every interview and depended, logically, on the particular role that the interviewee assumed at FCI. Much attention was given to the really significant change in the atmosphere of the visiting room, due to the fact that most children now went to the Center. Custody staff, who are responsible for security and smooth management of the visiting room, said that it was <u>much</u> quieter and more conducive to adult visiting without restless and bored children present. Administrative and case and unit management staff spoke of the unnaturalness of this context for family relating and the great benefit to both mothers and children of having, instead, a child-centered environment for their interactions.

Staff concerned with inmates' problems and rehabilitation were impressed with the amount of help Center staff had been able to provide for women with family concerns. Such concerns, as expressed by the quote above, comprise a large portion of the problems that come up in a mother's institutional life. Prison counselors, however, usually feel stymied in these cases, not knowing enough about community-based resources for children with problems and, often, not having the particular social service expertise that is needed to even decide what kind of referral to make for a family. Center staff, they

expressed, had been most useful in providing interim counseling for family problems and relevant referrals to different types of social services -- foster care, welfare aid, legal services, child guidance counseling and so forth. As one interviewee put it, "One of the major problems for a woman being incarcerated is separation from her family. . . They have a feeling like, what have I done to my children? How will they react to all this? Who is going to take care of them? . . . We've had problems with this, and the Children's Center staff has been very helpful in assisting these women with these problems. They have been extremely helpful in a liaison type work with the institution and the local county welfare system. . . It's a resource for us."

Staff also had opinions about the program's impact in regard to rehabilitation. Many expressed that they believed that in some cases dramatic changes had occurred in inmates' lives, changes that should be reflected in re-entry and after, with a much improved chance for success on the outside. Their notion was that during imprisonment a mother has time, and the concern to go with it, to really evaluate her children's importance to her and her desire to "make it" as a mother after release. They felt the program had provided a valuable context in which women, who were ready for this change, could pursue it.

Interestingly, some of these interviewees had many negative things to say about the process of incarceration, paralleling what inmates had described, in terms of its unnatural confinement and removal of sense of self. In this vein, they liked certain aspects of the Center program -- particularly for its ability to lessen women's sense of isolation from the community and in the effectiveness of having community staff inside to work with women in a more humane way than was usually possible

for them as prison staff.

Some concerns were raised about drug and safety issues. Custody staff in particular were concerned that when male inmates come into the environment there might be more of a chance to smuggle in contraband and/or of children's safety to be threatened in some way. What was somewhat different this year, in terms of these fears, was that staff would hasten to add that they believed that the Pleasanton Children's Center Program had been clean so far and that, if any infraction did occur, it would probably occur inadvertently and not by action of any of the program's own participants.

VII. COMMUNITY EDUCATION AND OUTREACH

> We have also, through the Children's Center Board, stimulated a lot of interest in what happens in this prison. . . and we appreciate that, because the prison is a very closed community and this has been another door that has been opened, to give us the dialogue with the people out there. . . and back to the Congressional Hearings I just attended, the Director [of the BOP] asked me specifically about this program, because it is unique. . . I gave information and they were extremely interested. . . I think we can have a real impact. I know we're getting requests and the Congress is getting requests from other places: "Tell us more about this. Where do we start? What do we do?" So I think we are going to see more of this kind of program.
>
> -- the Warden at FCI

Our interfaces with the local community and the broader ones of corrections and policy have broadened this year. In fact, it is becoming somewhat difficult to balance focusing in on our ongoing concerns at Pleasanton with requests for various kinds of information and assistance from other communities. We have tried to balance both, however, because intrinsic to this model is its bridging of institutional life with the outside world. We have participated in three types of education and development efforts this year: 1) state and national conference attendance; 2) local program presentations; 3) program development assistance to other correctional settings. As often as possible, we have involved inmate participants in these efforts.

An extremely useful adjunct in our community and policy work has been our new videotape. This tape was produced by means of a grant from the Abelard Foundation, with the participation of two inmate staff in assistance to F/M Video (Producers: Doug

MacBeth and Richard Fauman). It is, we believe, a moving description about the problems that families encounter when a mother goes to prison and the needs of inmate parents to maintain meaningful contact with their children. When we show it in the community, it provokes concerns and questions that lead discussion to the core issues of this program.

A. State and national conferences:

We have viewed conferences as good formats in which to reach a large number of people with information about this program and its issues and as a means of involving different kinds of professionals in our work. We have attended six conferences in this funding period. These are listed below, followed by a more detailed description of our own conference with the Bureau of Prisons.

1. "Women in Crisis," the first annual conference, May, 1979, in New York, of a wide range of program representatives, legislators and policy makers concerned with women's needs and problems. We were represented by Louise Brown, a member of our Advisory Board.

2. California Probation, Parole and Correctional Association Annual Statewide Conference, June 14, in Sacramento. Pleasanton Children's Center was honored with a special award for innovation and achievement by this prestigious organization of correctional workers. Present to receive the award were inmate staff, our staff and the Institution's Education Director.

3. California Association for the Education of Young Children, Fall 1979, in Sacramento. This was the state conference for professionals in the field of Early Childhood Education. A workshop about the Center was presented by an inmate staff person, assisted by the Project Director.

4. National Association for the Education of Young Children, November 7-11, in Atlanta, Georgia. Three Children's Center staff attended this annual conference of early childhood professionals from all over the United States, and presented a workshop on the Center using our new videotape.

5. "Incarcerated Parents and Their Children," an invitational conference hosted by the National Institute of Mental Health, October 13-14, in Bethesda, Maryland, was attended by two staff. This conference presented the unusual opportunity to share information with researchers and practitioners addressing the problems involved in maternal imprisonment.

6. California Congress of Ex-Offenders Fourth Annual Conference, January 21-23, 1980, at Asilomar. Two Center staff gave a presentation about our program, including our slide show and the video, and received an Award of Merit for the Children's Center from this organization of programs and agencies who work in prison and ex-offender programs throughout the state.

7. Bureau of Prisons' "Workshop on the Pleasanton Children's Center" was co-hosted by the Pleasanton Children's Center, at FCI, January 19-21, 1980. This conference was the conceptualization of the Federal Bureau of Prisons (particularly of Sylvia McCollum, Education Administrator) with the goal of presenting this model to other federal institutions. We also invited county jails and two state prisons for women, with which we had had some contact. Attending were: Bureau staff from Washington, D.C.; two Regional Education Supervisors for the BOP; staff from three federal male prisons (Lompoc, California, Inglewood, Colorado, and Seagoville, Texas) and the other all-female prison in the federal system, FCI at Alderson, West Virginia;

community project representatives interested in developing a children's center at the state prison for women in Bedford Hills, New York; two officers from Alameda County's Santa Rita jail; representatives from the Children's Television Workshop, who developed the "Sesame Street" programs for children adjacent to visiting rooms in many prisons; our inmate and outside staff; and many staff at FCI Pleasanton.

This was a practically oriented workshop, in which our staff and prison staff shared information about how we had developed this program, why it is viewed as successful and how it could work in this institutional setting. We also put emphasis on learning about participants' own correctional settings and how, or if, some of the tenets of our program might be useful to them. It was particularly interesting to explore similarities and differences in type of setting with representatives from the three male institutions. All participants left with ideas for how to either create new programs for prisoner parents and children or how to build on more social and educational services to existing visiting room programs. Two institutions, Bedford Hills and Alderson FCI, have requested that we provide some form of technical assistance to them in the future as they begin to develop mother/child programs.

B. Local program presentations:

We continue to use "monthly program trips" as ways to take inmate staff out to make presentations about the program to various community groups, both to enhance their own learning and to raise community consciousness about the needs of inmate-mothers and their children. This year we made program presentations to the following groups:

1. Foster parent conference at Chabot Community College.
2. Foster parent conference at Merritt Community College.
3. Class for foster parents at Las Madonnas Community College.
4. Social Welfare class at San Francisco State University.
5. The Children's Interest Commission of Alameda County.
6. Videotape presentation at NCCD for the San Francisco community.
7. Early Childhood Education class at Sonoma State University.

Another type of community education occurs when we invite different types of service providers to visit the Children's Center and hold workshops inside about their services and how to coordinate them with our program. This year a variety of groups have visited the Center, including Valley Child Care, the Children's Home Society, and Dr. Sheri Glucoft-Wong, a local child and family psychologist.

C. Program development assistance to other correctional settings:

Two local county jail systems have inquired about our program model and asked for some assistance (San Francisco and Alameda counties). At the request of Sheriff Dyer, in Alameda County, we visited Santa Rita jail with members of our staff and Board to see if a mother/child visiting program could be created in that setting. It is a difficult context, however. Contact visits are prohibited and security concerns are high with prison staff. A program there would be quite difficult without some revamping of visiting procedures. At the county's request, we also visited its community-based work furlough program for sentenced women. We found that a better environ-

ment for visiting children might easily be created in that modern apartment-styled center, but that the greatest need there was probably for a better referral system to help mothers locate local social and educational services for themselves and their children. With Proposition 13 cutbacks, however, it seems unlikely that this will occur.

The San Francisco Sheriff's Department has been attempting for some time to create a community-based work furlough program for jailed women. They approached us to obtain information about children's services, should they be able to create a residential center where mothers could have their children live with them (as in the Women's Residential Center in San Jose). We are continuing to provide assistance to these planners.

This Fall several events coalesced around the potential of creating a children's center at Bedford Hills State Prison for Women. The assistant of a Superior Court Judge in New York visited the Center, saying that she was developing program ideas for inmate-mothers in the state correctional system. Independently of her visit, the Warden at FCI received a letter from a Deputy Commissioner of the New York State Department of Corrections, asking about the Center, with the intent of creating something similar at Bedford Hills. We were able to put these agents in touch with each other, sparking their quick interest in this model for that prison. When our Co-Director Carolyn McCall was in the East this Fall, the Judge and Commissioner requested a day of technical assistance at the institution about this model and how it could be used at Bedford Hills. Attending that day were the Commissioner, prison staff, and two community programs interested in sponsoring a children's program. One of these agencies, in addition, just sent two representatives to the Bureau of

Prisons' workshop here at Pleasanton to get more first hand information about how to create a program. It looks as if their plans may become a reality. The Governor of New York has just allocated $88,000 in next year's budget for a center program at Bedford. These planners have asked that we provide technical assistance to them in the next year and are seeking funds for this purpose. This may be our first test case of how we can be of assistance to other prisons in creating models of this kind.

VIII. FUNDING

This year we have been able to obtain considerably more fiscal support for the program, with funds being granted for both general operating expenses and for special projects. We have received the following grants:

The Rosenberg Foundation March 1, 1979 - February, 1980	$35,000
The Gerbode Foundation August 7, 1979 - August 31, 1980	5,000
The Abelard Foundation October, 1979 - September, 1980	5,000
The Abelard Foundation (for a video documentary of the program)	1,800
The Van Loben Sels Foundation (for a clinical consultant to plan social services)	3,000
The Bureau of Prisons, contracting for: The Children's Center CDA Training October 1, 1979 - September 30, 1980	13,000 2,700
Centerforce August, 1979 - December, 1979	4,000
The United Methodist Church (for conferences and outreach)	5,000
TOTAL:	$74,500

By the end of this funding period we will have expended about $53,000. Funds remaining are mainly for the operation of the Center and for CDA training for the Bureau, and small grants for specific purposes (such as for social service planning and for conferences and outreach).

It is particularly significant that the Bureau of Prisons has moved so quickly to provide fiscal support for this program. The addition of operational funding for the Children's Center and for the development of the CDA program have both vastly improved resources for these components as well as

begun to establish them in the organizational and fiscal structure of the BOP.

We are now working out a three year plan in which funding plans would be articulated with long range programmatic goals. At the end of three years we would like to see this program be based in a local social service or educational agency. Funding would be provided by a combination of BOP funds, for the Center itself, and outside social service agencies, for those needs of children which must ultimately be met in the local community.

END