CORRECTIONAL EDUCATION DATA GUIDEBOOK

A Working Guide for Correctional Education Administrators

February 2006

Michelle Tolbert
Steven Klein
Rosío Pedroso

MPR Associates, Inc.

THE U.S. DEPARTMENT OF EDUCATION
## Contents

**Working Group Membership** ................................................................. v

**Introduction** ............................................................................................. 1

Why Standardize Correctional Education Reporting? ...................................... 3

**Section I: Correctional Education Policy Issues** ....................................... 5

Policy Issue 1: Who Is Incarcerated? ................................................................. 7
Policy Issue 2: What Is the Need for Correctional Education? ........................ 11
Policy Issue 4: What Are the Outcomes of Participation in Correctional
Education? ........................................................................................................ 19
Policy Issue 5: How Are Correctional Facilities Responding to the Education
Needs of Inmates? ................................................................................................ 23
Policy Issue 7: What Is the Cost of Correctional Education? .......................... 27

**Section II: Correctional Education Variables** ............................................. 29

Correctional Education Variables..................................................................... 31

*Inmate Level Variables*

Demographics ................................................................................................ 35
Incarceration Characteristics ........................................................................... 41
Education Characteristics ................................................................................. 45
Program Eligibility and Participation .............................................................. 51
Program Completions and Outcomes .............................................................. 65
Employment Outcomes .................................................................................. 67

*Facility Level Variables*

Correctional Education Characteristics ........................................................... 73

*State Level Variables*

Staffing Characteristics of Correctional Facilities .......................................... 81
Corrections Budget Information ....................................................................... 83

**Appendix I: Country Codes** ................................................................... 85

**Appendix II: Offense Codes with Crimes by Category** ............................. 89
This page intentionally left blank
Working Group Membership

California Department of Corrections
Sandi Menefee, Staff Services Manager

Florida Department of Corrections
John Lewis, Research Manager
Brian Hays, Government Operations Consultant (former)

Maryland State Department of Education
Mike Rohrbaugh, Management Information System Coordinator

Missouri Department of Corrections
Stephanie Thomas, Youth Offender Program (YOP) Program Manager

New Jersey Department of Corrections
Gail Hartman, Coordinator, Assessment and Evaluation

New Mexico Corrections Department
William Heenan, Data Coordinator (retired)

New York State Department of Correctional Services
Linda Hollmen, Director of Education
Michele Staley, Program Research Specialist

North Carolina Department of Correction
Ken Phillips, Education Specialist/Youth Offender Program

Ohio Department of Rehabilitation and Correction
Richard Ebin, Project Manager

Pennsylvania Department of Corrections
Geoff Lucas, Division Chief, Correction Education
Texas Windham School District
Travis Henderson, Coordinator of Planning and Evaluation

Vermont Department of Corrections
Robert Lucenti, Education Director

U.S. Department of Justice, Bureau of Justice Statistics
Caroline Wolf Harlow, Statistician (retired)

U.S. Department of Justice, Bureau of Prisons
Bill Muth, Education Administrator (former)
Huilan Larson, Education Specialist

U.S. Department of Education
John Linton, Correctional Education

The authors also would like to thank the following people for their generous feedback: Jean Bracy, California Department of Corrections; Wendy Erisman, The Institute for Higher Education Policy; Dennis Giever, National Institute for Correctional Education, Indiana University of Pennsylvania; Johannes Hedrich, Arizona Department of Corrections; Angela Jalbert, Connecticut Department of Correction; Scott Olsen, Minnesota Department of Corrections; Ronald Stewart and Linnell Rantapaa, Oregon Department of Corrections; LaDean Watts-George, Michigan Department of Corrections; and Laura Winterfield, Urban Institute.
Introduction
This page intentionally left blank
Why Standardize Correctional Education Reporting?

State corrections agencies routinely collect and maintain detailed information on the status and outcomes of correctional education programs. These data—collected for a variety of administrative and judicial purposes—are seldom shared with policymakers or correctional administrators in other states, in part because no mechanism exists for centrally collecting or disseminating the information. By voluntarily standardizing correctional education data and reporting using a common language, state corrections agencies can create the beginnings of a national picture of correctional education and share data across state lines.

As policymakers face expanding inmate populations, they need comprehensive, reliable information that will convince them that investing in correctional education ultimately reduces recidivism, saves taxpayer dollars, and improves public safety. Such information should answer the following questions:

- Who is incarcerated?
- What are the educational needs of inmates?
- Who participates in correctional education?
- What are the education and employment outcomes of correctional education participation?
- What correctional education services do facilities offer?
- How are correctional education programs staffed?
- What are the costs of providing correctional education?

Policymakers and correctional administrators both need to know how their state correctional education program compares to the national average. By comparing their system with national data, they will be able to document their system’s strengths and weaknesses, identify promising practices, make program improvements, and market their successes to state and federal policymakers.

The purpose of the correctional education guidebook is to build consensus around common language for organizing and reporting state correctional data. It is not an implementation manual, and therefore, it does not provide, for instance, instructions for timing of measurement. It should be assumed, however, that the variables in the guidebook would be measured annually at a single point in time if correctional education data were to be collected and shared across states in the future.

The guidebook also should be considered a “living” document that can be modified and improved as feedback is received from more states and the capacity of states to collect and report correctional education data is strengthened.¹ This guidebook currently is based on guidance from correctional education administrators in 12 states—California, Florida, Maryland, Missouri, New Jersey, New Mexico, New York, and Federal Corrections Information Systems: An Inventory of Data Elements and Assessment of Reporting Capabilities, A Joint Project of the Association of State Correctional Administrators, Corrections Program Office, Bureau of Justice Statistics, and the National Institute of Justice at http://www.ojp.usdoj.gov/bjs/pub/pdf/sfcis.pdf.

North Carolina, Ohio, Pennsylvania, Texas, and Vermont—and the Bureau of Justice Statistics and Federal Bureau of Prisons. Some guidance also was offered by Arizona, Connecticut, Michigan, Minnesota, and Oregon.

The guidebook has two sections. The first section is organized by key policy issues. Under each policy issue is a rationale for collecting the data, a list of questions that federal and state legislators need answered to develop more informed correctional education policies, and a description of the data needed to answer those questions. States’ capacity to collect these data and issues affecting database development also are discussed. The second section lists the terms and suggested coding instructions for the data needed to address the policy issues outlined in the first section.
Section I
Correctional Education Policy Issues
Policy Issue 1: Who Is Incarcerated?

As policymakers make budgetary decisions and consider various approaches to addressing the critical education needs of inmates, they need basic statistics on the demographic characteristics of inmates. For example, they need to know the inmates’ average age and the number who have a documented learning disability and/or little proficiency in English. They also need to know when inmates will be released and how many recidivate. These data could be used to track changes in inmate populations over time and provide policymakers with a better understanding of the characteristics of inmates who will ultimately re-enter society.

While demographic data (e.g., gender, race/ethnicity, and age) on the general inmate population are collected annually at the national level, basic statistics on correctional education participants are not. Moreover, having demographic data on both the general inmate and correctional education populations will allow state correctional education administrators to compare the differences in composition between both populations over time.

Demographic data also could be used to answer relevant policy questions such as the following:

- **Personal Characteristics of Inmates**—individual attributes of each inmate.
  - How large is the nation’s inmate population, and how is it changing over time?
  - How do the characteristics of the inmate population compare to those of the general population?
  - What are the characteristics of inmates who participate in correctional education?

- **Incarceration Characteristics of Inmates**—administrative detail on inmates’ incarceration status.
  - What is the average length of a sentence?
  - How many inmates will be released over time, and what are their characteristics?
  - What percentage of the inmate population recidivates, and what are their characteristics?
Variables

To answer policymakers’ questions about inmates’ personal and incarceration characteristics, state data administrators will need to standardize reporting around the following variables:

### Inmate Personal Characteristics

<table>
<thead>
<tr>
<th>Variable</th>
<th>Reference in Data Codebook</th>
<th>Variable Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Date of Birth</td>
<td>DOB</td>
</tr>
<tr>
<td></td>
<td>Date of Birth Verification</td>
<td>DOBV</td>
</tr>
<tr>
<td></td>
<td>Self-Reported Age</td>
<td>AGE</td>
</tr>
<tr>
<td>Gender</td>
<td>Gender</td>
<td>GENDER</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td>Ethnicity</td>
<td>ETHNIC</td>
</tr>
<tr>
<td></td>
<td>Race</td>
<td>RACE1</td>
</tr>
<tr>
<td></td>
<td>Race Alternative</td>
<td>RACE2</td>
</tr>
<tr>
<td>Citizenship</td>
<td>Citizenship Status</td>
<td>CITIZEN</td>
</tr>
<tr>
<td></td>
<td>Citizenship Status Verification</td>
<td>CITIZENV</td>
</tr>
<tr>
<td></td>
<td>Country of Origin</td>
<td>COUNTRY</td>
</tr>
<tr>
<td>Disability</td>
<td>Disability</td>
<td>DISAB</td>
</tr>
<tr>
<td></td>
<td>Disability Verification</td>
<td>DISABV</td>
</tr>
<tr>
<td></td>
<td>Learning Disabled</td>
<td>DISABLE</td>
</tr>
<tr>
<td></td>
<td>Speech Impairment</td>
<td>IMPAIRSL</td>
</tr>
<tr>
<td></td>
<td>Physically Disabled</td>
<td>DISABLPD</td>
</tr>
<tr>
<td></td>
<td>Emotionally Disturbed</td>
<td>EMOTION</td>
</tr>
<tr>
<td></td>
<td>Mental Retardation</td>
<td>MENTAL</td>
</tr>
<tr>
<td>Limited English Proficiency</td>
<td>Limited English Proficient</td>
<td>LEP</td>
</tr>
</tbody>
</table>

### Inmate Incarceration Characteristics

<table>
<thead>
<tr>
<th>Variable</th>
<th>Reference in Data Codebook</th>
<th>Variable Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correctional Facility</td>
<td>Correctional Facility Type</td>
<td>FACIL1</td>
</tr>
<tr>
<td></td>
<td>Correctional Facility Name</td>
<td>FACIL2</td>
</tr>
<tr>
<td>Date of Entry</td>
<td>Date of Entry in Correctional Facility</td>
<td>EXPIRE</td>
</tr>
<tr>
<td>Projected Release Date</td>
<td>Sentence Expiration Date</td>
<td>EXPIRE</td>
</tr>
<tr>
<td></td>
<td>Projected Release Date</td>
<td>PROJREAL</td>
</tr>
<tr>
<td></td>
<td>Length of Sentence</td>
<td>LENGTH</td>
</tr>
<tr>
<td>First-Time Offender/Recidivist</td>
<td>Previous Release Date</td>
<td>PREVDATE</td>
</tr>
<tr>
<td></td>
<td>Prior Criminal Record</td>
<td>PRIORREC</td>
</tr>
<tr>
<td>Type of Offense</td>
<td>Offense Category</td>
<td>OFFCAT</td>
</tr>
<tr>
<td></td>
<td>Appendix II</td>
<td></td>
</tr>
</tbody>
</table>
Standardizing State Reporting

Most states can report detailed statistics on the personal and incarceration characteristics of inmates under state custody or supervision. To aggregate data at the national level, however, inconsistencies among the states’ collection and reporting procedures will need to be addressed. Specifically:

1. **States should consider aligning their race and ethnicity categories with federal standards.**

    States classify inmates’ racial-ethnic background using various standards. For example, for security reasons, some states do not collect ethnicity data, while others combine racial and ethnic subpopulations into a limited number of categories. To increase comparability, states should consider aligning their race and ethnicity categories with the federal standards used for maintaining, collecting, and presenting data on race and ethnicity for all federal reporting purposes. These standards have five categories for data on race: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. There are two categories for data on ethnicity: “Hispanic or Latino,” and “Not Hispanic or Latino.”

2. **States should consider standardizing data collection procedures for recidivism.**

    Standardizing state data collection procedures to track recidivism will require that states address the following issues:

    - **States are unable to identify repeat offenders previously incarcerated outside the state system.**

        While state data administrators generally can identify inmates previously incarcerated within their state, they typically cannot determine if an inmate in their custody was at one time incarcerated in another state. To improve their ability to track recidivism rates, state administrators should consider negotiating data-sharing agreements that will allow them to identify and obtain correctional program records on incoming inmates to see if they have been previously incarcerated in another state. While this most likely would require additional resources and federal support to establish a process to share and match data (e.g., assigning a common identifier to each inmate that could be used across states, building the technical capacity of states to conduct matches, and addressing state privacy laws), it would significantly improve states’ ability to track and evaluate recidivism rates.

    - **States use different criteria to classify inmates as recidivists.**

        States differ on whom they consider recidivists; some may consider inmates to be recidivists if they are re-arrested, others may require the inmate to be resentenced, and others use the reincarceration standard. To improve reporting accuracy, states will need to develop common strategies for determining whether or not an inmate is a first-time offender or a recidivist. For this guidebook, the reincarceration standard is used. The following is the definition for recidivism used in the codebook:
An inmate previously sentenced and incarcerated in a state or federal correctional facility who has committed a new criminal act resulting in his/her return to a correctional facility with a new sentence following previous release date. Exclude jail and juvenile convictions and parole violators returning to a correctional facility under their original sentence.

As states build their capacity to collect data on recidivism, however, they should consider expanding the definition of a recidivist to include jail and juvenile convictions.
Policy Issue 2: What Is the Need for Correctional Education?

Inmates have among the lowest academic skills and literacy rates of any segment of society. Upon completing their sentence, most inmates re-enter society no more skilled than when they entered the correctional facility. Data on inmate education attainment and achievement at time of incarceration or enrollment in correctional education could help policymakers understand the relative need for instruction and how these needs change over time. Specifically, data could answer the following policy questions:

- **Education Attainment**—highest level of education completed by an inmate.
  - What types of degrees do inmates possess when incarcerated?
  - How does inmates’ educational attainment compare to that of the general population?
  - Have inmates’ educational attainment levels changed over time?

- **Education Achievement**—tested educational level of an inmate.
  - What are the educational achievement levels of inmates at intake or upon first enrollment in correctional education?
  - What are the average reading and math skills of inmates?
  - How do inmates’ achievement levels correspond to their educational attainment levels?
  - How do educational attainment levels differ across inmate groups?
**Variables**

To provide policymakers with a more comprehensive understanding of the educational deficits of the inmate population and the need for instruction, state administrators will need to standardize reporting around the following data elements:

<table>
<thead>
<tr>
<th>Variable</th>
<th>Reference in Data Codebook</th>
<th>Variable Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Attainment</td>
<td>Education Attainment</td>
<td>EDUC1</td>
</tr>
<tr>
<td></td>
<td>Education Attainment Alternative</td>
<td>EDUC2</td>
</tr>
<tr>
<td></td>
<td>Education Attainment Verification</td>
<td>EDUCV</td>
</tr>
<tr>
<td>Reading Achievement</td>
<td>Reading Assessment Test</td>
<td>READTEST</td>
</tr>
<tr>
<td></td>
<td>Reading Assessment Test Other</td>
<td>READOTHR</td>
</tr>
<tr>
<td></td>
<td>Reading Raw Score</td>
<td>READRAW</td>
</tr>
<tr>
<td></td>
<td>Reading Scale Score</td>
<td>READSCAL</td>
</tr>
<tr>
<td></td>
<td>Reading Score Percentile</td>
<td>READPERC</td>
</tr>
<tr>
<td>Math Achievement</td>
<td>Math Assessment Test</td>
<td>MATHTEST</td>
</tr>
<tr>
<td></td>
<td>Math Assessment Test Other</td>
<td>MATHOTHR</td>
</tr>
<tr>
<td></td>
<td>Math Raw Score</td>
<td>MATHRAW</td>
</tr>
<tr>
<td></td>
<td>Math Scaled Score</td>
<td>MATHSCALE</td>
</tr>
<tr>
<td></td>
<td>Math Score Percentile</td>
<td>MATHPERC</td>
</tr>
</tbody>
</table>
Standardizing State Reporting

Although all states collect data on the educational needs of inmates, the type of data they collect and when they assess inmates' skills vary. These differences make it difficult to compare statistics across states. To standardize reporting on education attainment and achievement:

1. **States should consider collecting education attainment or achievement data on all entering inmates.**

   At intake, many states ask inmates to report the highest level of education they have completed before incarceration, and some test all entering inmates to assess their educational skills. Others limit data collection to those participating in correctional education programs. To help policymakers understand the need for services among inmate populations, states should consider developing a common standard for how and when to document inmates' skills. For example, states could agree to test all inmates at intake using their state-approved standardized assessment.

2. **States should consider verifying inmates' self-reported education attainment claims.**

   State correctional administrators verify a relatively high percentage of inmates' education attainment claims to ensure that inmates are placed in the appropriate courses and to prevent them from fraudulently enrolling in coursework to avoid other correctional assignments. Few states, however, verify the education status of inmates who report that they were dropouts. Moreover, some states have found that inmates' education attainment claims frequently do not match the academic knowledge and skills they possess, as documented by standardized assessments. Using existing data, states could assess the extent to which verification improves data validity, the probable effect of relying on self-reported data in states that do not verify inmate claims, and the degree to which education attainment is a good indicator of an inmate's knowledge and skills. States could then use this information to determine whether or not they should agree to verify inmates' self-reported education attainment claims.
This page intentionally left blank
Policy Issue 3: Who Participates in Correctional Education?

Although nearly all federal and most state and private prisons offer some form of instruction, only about half of state prisoners participate in educational programs while incarcerated. Participation rates are affected by a variety of factors, including eligibility criteria, program availability, and inmate transfers from one facility to another. As policymakers decide how much funding to allocate for correctional education, they need current statistics on who is and is not receiving instruction and why. Relevant policy questions include:

- **Inmate Program Eligibility**—conditions that must be met by inmate to participate.
  - Who is eligible to participate in correctional education, and how many of those eligible actually enroll?
  - How many inmates voluntarily enroll in correctional education, compared to those required to enroll?
  - How many inmates qualify for special education or English as a second language services, and how many receive those services?
  - Do state and private correctional facilities provide equal access to education for inmates?
  - Has inmate access to educational programs changed over time?

- **Inmate Program Participation**—intensity of inmate participation.
  - In what types of academic and vocational programs do inmates enroll?
  - Do specific education programs have waitlists, and if so, what is the average length of time inmates wait to enroll?
  - How much instructional time do inmates receive?
  - Why do inmates stop participating in correctional education?

**Variables**

To provide state and federal policymakers with an accurate assessment of program eligibility and participation, state data administrators will need to standardize reporting around the following variables:
**Inmate Program Participation**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Reference in Data Codebook</th>
<th>Variable Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Eligibility</td>
<td>Correctional Education Eligibility</td>
<td>EDELIG</td>
</tr>
<tr>
<td></td>
<td>Reason for Correctional Education Enrollment</td>
<td>EDENRL</td>
</tr>
<tr>
<td>Special Education Participation</td>
<td>Special Education Services</td>
<td>SPECED</td>
</tr>
<tr>
<td>English as a Second Language Participation</td>
<td>English as a Second Language</td>
<td>ESL</td>
</tr>
<tr>
<td>Adult Basic Education (ABE) Participation</td>
<td>ABE Enrollment</td>
<td>ABEENR</td>
</tr>
<tr>
<td></td>
<td>ABE First Enrollment Date</td>
<td>ABENRFI</td>
</tr>
<tr>
<td></td>
<td>ABE Last Enrollment Date</td>
<td>ABEENRLA</td>
</tr>
<tr>
<td></td>
<td>ABE Current Enrollment Date</td>
<td>ABEENRCU</td>
</tr>
<tr>
<td></td>
<td>ABE Waitlisted Date</td>
<td>ABEWAIT</td>
</tr>
<tr>
<td></td>
<td>ABE Status</td>
<td>ABESTAT</td>
</tr>
<tr>
<td></td>
<td>ABE Contact Hours</td>
<td>ABEHOURS</td>
</tr>
<tr>
<td>Adult Secondary Education (ASE) Participation</td>
<td>ASE Enrollment</td>
<td>ASEENR</td>
</tr>
<tr>
<td></td>
<td>ASE First Enrollment Date</td>
<td>ASENRFI</td>
</tr>
<tr>
<td></td>
<td>ASE Last Enrollment Date</td>
<td>ASEENRLA</td>
</tr>
<tr>
<td></td>
<td>ASE Current Enrollment Date</td>
<td>ASEENRCU</td>
</tr>
<tr>
<td></td>
<td>ASE Waitlisted Date</td>
<td>ASEWAIT</td>
</tr>
<tr>
<td></td>
<td>ASE Status</td>
<td>ASESTAT</td>
</tr>
<tr>
<td></td>
<td>ASE Contact Hours</td>
<td>ASEHOURS</td>
</tr>
<tr>
<td>Vocational Education Program (VOC) Participation</td>
<td>VOC Enrollment</td>
<td>VOCENR</td>
</tr>
<tr>
<td></td>
<td>VOC First Enrollment Date</td>
<td>VOCENRFI</td>
</tr>
<tr>
<td></td>
<td>VOC Last Enrollment Date</td>
<td>VOCENRLA</td>
</tr>
<tr>
<td></td>
<td>VOC Current Enrollment Date</td>
<td>VOCENRCU</td>
</tr>
<tr>
<td></td>
<td>VOC Waitlisted Date</td>
<td>VOCEWAIT</td>
</tr>
<tr>
<td></td>
<td>VOC Status</td>
<td>VOCESTAT</td>
</tr>
<tr>
<td></td>
<td>VOC Contact Hours</td>
<td>VOCEHOURS</td>
</tr>
<tr>
<td>Life Skills/Cognitive Restructuring/Transition Program (LCT) Participation</td>
<td>LCT Enrollment</td>
<td>LCTENR</td>
</tr>
<tr>
<td></td>
<td>LCT First Enrollment Date</td>
<td>LCTENRFI</td>
</tr>
<tr>
<td></td>
<td>LCT Last Enrollment Date</td>
<td>LCTENRLA</td>
</tr>
<tr>
<td></td>
<td>LCT Current Enrollment Date</td>
<td>LCTENRCU</td>
</tr>
<tr>
<td></td>
<td>LCT Waitlisted Date</td>
<td>LCTWAIT</td>
</tr>
<tr>
<td></td>
<td>LCT Status</td>
<td>LCTSTAT</td>
</tr>
<tr>
<td></td>
<td>LCT Contact Hours</td>
<td>LCTHOURS</td>
</tr>
<tr>
<td>Postsecondary Education Program (PSE) Participation</td>
<td>PSE Enrollment</td>
<td>PSEENR</td>
</tr>
<tr>
<td></td>
<td>PSE First Enrollment Date</td>
<td>PSEENRFI</td>
</tr>
<tr>
<td></td>
<td>PSE Last Enrollment Date</td>
<td>PSEENRLA</td>
</tr>
<tr>
<td></td>
<td>PSE Current Enrollment Date</td>
<td>PSEENRCU</td>
</tr>
<tr>
<td></td>
<td>PSE Waitlisted Date</td>
<td>PSEWAIT</td>
</tr>
<tr>
<td></td>
<td>PSE Status</td>
<td>PSESTAT</td>
</tr>
<tr>
<td></td>
<td>PSE Contact Hours</td>
<td>PSEHOURS</td>
</tr>
</tbody>
</table>
**Standardizing State Reporting**

States use different terminology and criteria to classify various correctional education courses (e.g., ABE and ASE), and they use various approaches to collect waitlist data. These differences among states, which may not be easily resolved, will affect the accuracy of eligibility and participation statistics aggregated at the national level. Specifically, the following differences among states will need to be considered and noted when analyzing the data across states:

1. **The academic skill levels of inmates within similarly titled courses may differ across states.**

   States assign inmates to academic programs based on their score on standardized exams administered either when the inmates are first incarcerated or prior to enrollment. Since states may use different exams (e.g., Tests of Adult Basic Education, Comprehensive Adult Student Assessment, etc.) to assess inmates or may establish different scoring thresholds for program placement, inmates with different abilities may be enrolled in classes bearing the same titles. Consequently, inmate participation rates within some courses may vary across states as a result of how inmates are assigned to coursework rather than inmates’ actual skills.

2. **States use different strategies to identify inmates waitlisted for services.**

   Due to resource constraints, not all inmates eligible for educational services are able to enroll. Those in need of services often are placed on waitlists until a class vacancy becomes available. How these waitlists are maintained, however, varies across and even within states. Moreover, states that test inmates upon incarceration may automatically place all inmates with identified skill deficits on correctional education waitlists, irrespective of whether inmates desire program services. As a consequence, in some states, waitlist data may not accurately reflect the number of inmates needing or desiring services.
Policy Issue 4: What Are the Outcomes of Participation in Correctional Education?

A primary purpose of correctional education programs is to equip inmates with the knowledge and skills needed to be successful in the workforce and society. This has been shown to reduce recidivism, thus increasing public safety and reducing state costs associated with rearresting, reconvicting, and reincarcerating repeat offenders. However, the challenges associated with collecting post-release data and aggregating data across states limit what we know about recidivism to individual state studies that do not provide a national picture.

Quantifying the number of inmates who successfully return to society is perhaps one of the most important contributions that state data analysts can make in analyzing correctional education data. As policymakers evaluate the effect of correctional education on the recidivism rate, they need data on inmates’ course completion, degree/certificate attainment, and employment within a certain period of time after incarceration.

These data could be used to address the following policy questions:

- **Inmate Program Completions and Outcomes**—degree/certificate or skill level gain achieved by inmate.
  - What percentage of inmates participating in correctional education completes their courses or programs?
  - How do completion rates differ across correctional education programs?
  - How many inmates earned a degree or certificate?
  - How many inmates showed skill increases?
  - What are the characteristics of inmates who complete an education program?
  - How does participation in correctional education affect recidivism?

- **Inmate Employment Outcomes**—employment status before and after incarceration.
  - How many inmates get and retain a job after being released?
  - How does correctional education participation affect employment outcomes?
  - How do the post-release earnings of correctional education participants compare to those who did not receive any educational services while incarcerated?
Variables

To respond effectively to policymakers’ questions about recidivism, states will need to standardize reporting around data on inmate program completion and employment outcomes, including:

<table>
<thead>
<tr>
<th>Inmate Program Completions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Variable</strong></td>
</tr>
<tr>
<td>Skills Gains</td>
</tr>
<tr>
<td>Completed GED</td>
</tr>
<tr>
<td>Completed Certificate</td>
</tr>
<tr>
<td>Completed 2-year Degree</td>
</tr>
<tr>
<td>Completed 4-year Degree</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inmate Employment Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Variable</strong></td>
</tr>
<tr>
<td>Employment Prior to Arrest</td>
</tr>
<tr>
<td>Employment Status Prior to Arrest</td>
</tr>
<tr>
<td>Prior Employment Verification</td>
</tr>
<tr>
<td>Income Prior to Arrest</td>
</tr>
<tr>
<td>Employment Post-Incarceration</td>
</tr>
<tr>
<td>Employment Status Post-Incarceration</td>
</tr>
<tr>
<td>Post-Incarceration Employment Verification</td>
</tr>
<tr>
<td>Income Post-Incarceration</td>
</tr>
<tr>
<td>Recidivist</td>
</tr>
</tbody>
</table>

Standardizing State Reporting

All states track the outcomes of their correctional education programs. These outcomes may vary across states not simply because one correctional program is more successful than another, but also because states use different criteria for program placement and completion. An accurate assessment of program outcomes is also limited by the difficulty states have with collecting inmate employment data. To improve reporting and the ability to aggregate outcome data at the national level, states should address these issues, described in more detail below. Until these issues are addressed, however, the differences between states should be noted in any assessment of program outcomes that is conducted.
1. **Program completion rates may differ among states as a result of different program placement criteria.**

States assign inmates into academic coursework based on their performance on standardized tests administered upon incarceration or prior to enrollment. Differences in how states use data to assign inmates have implications for program outcomes. For example, states that set relatively high thresholds for ASE participation (e.g., students scoring 9.0 or above on the TABE) may appear to have higher completion rates or GED attainment rates than states serving a more educationally challenged population (e.g., students scoring 6.0 or above on the TABE). One way to standardize reporting may be to focus analyses on students scoring above an agreed-upon threshold to ensure that all states are measuring outcomes from comparable student populations.

2. **States may set different scoring thresholds for attainment of a GED certificate.**

States may set a composite passing score higher than the current GED passing score for use by the states' correctional education programs. These differences could have implications for the number of GEDs awarded in each state. States may wish to identify the different thresholds and how the differences affect the number of GEDs awarded across states.

3. **Program completion rates may differ among states because of differences in curriculum and completion requirements.**

States may establish different curriculum and completion requirements for some correctional education programs. For example, a Life Skills seminar may consist of a two-hour class in one state, versus a six-week commitment in another. These differences in curriculum and intensity have implications for program outcomes. For courses offered in most correctional facilities that do not result in a degree or certificate, states should consider using common curriculum and completion standards.

4. **States may assign inmates with special learning needs into regular academic courses.**

Inmates with special needs may face greater challenges completing program coursework. States mixing inmates with learning disabilities or language deficits with regular correctional education participants (federal law has established a number of mainstreaming requirements for individuals with learning disabilities) may appear to have lower completion rates because those with special learning needs often require additional instruction to make the same gains as other inmates. Controlling for participant characteristics can assist states in differentiating outcomes for inmates with special needs from other participants, providing a more accurate measure of program completion.
5. **Inmate employment and income data is difficult for states to obtain.**

While states are generally able to collect employment data on inmates who have been paroled, they are much less successful tracking the employment status of inmates once they are released from supervision. States, therefore, should consider building their capacity to match data across state administrative databases. This would require addressing various obstacles, including the accuracy of inmate-reported Social Security numbers (SSN), the quality of centralized databases in other agencies, the reliability and use of SSN as a unique identifier within these databases, state technical capacity to conduct matches, and state privacy laws. While overcoming these obstacles would require considerable effort, a better tracking system would provide states with valuable information about ex-offenders' reintegration into the community.
Policy Issue 5: How Are Correctional Facilities Responding to the Education Needs of Inmates?

To help inmates acquire skills that enable them to be more successful upon release, nearly all states offer educational services ranging from secondary or postsecondary academic instruction to vocational skills training to courses in life skills and cognitive restructuring. To make sound decisions about allocating scarce resources, federal and state policymakers need to know the types of educational services routinely provided to inmates, their intensity, and the extent of inmates’ access to these services. State data can be used to answer policy questions such as:

- **Facility Correctional Education Characteristics**—a facility’s academic and vocational programs.
  - What types of education courses are provided to inmates?
  - What criteria do facilities use when placing inmates in programs?
  - Do inmates have equal access to educational programs within state and private facilities? Nationwide?
  - Has inmate access to educational services changed over time?
  - How often and for how long are classes offered?

**Variables**

To respond effectively to policymakers’ questions about the instructional services offered by correctional facilities, states will need to standardize reporting around the following data:

<table>
<thead>
<tr>
<th>Facility Correctional Education Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Variable</strong></td>
</tr>
<tr>
<td>Program Placement Criteria</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>ABE Program Intensity</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>ASE Program Intensity</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>VOC Program Intensity</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Facility Correctional Education Characteristics

<table>
<thead>
<tr>
<th>Variable</th>
<th>Reference in Data Codebook</th>
<th>Variable Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCT Program Intensity</td>
<td>LCT Hours</td>
<td>LCTHOUR</td>
</tr>
<tr>
<td></td>
<td>LCT Days</td>
<td>LCTDAY</td>
</tr>
<tr>
<td></td>
<td>LCT Weeks</td>
<td>LCTWEEK</td>
</tr>
<tr>
<td>PSE Program Intensity</td>
<td>PSE Hours</td>
<td>PSEHOUR</td>
</tr>
<tr>
<td></td>
<td>PSE Days</td>
<td>PSEDAY</td>
</tr>
<tr>
<td></td>
<td>PSE Weeks</td>
<td>PSEWEEK</td>
</tr>
</tbody>
</table>

Standardizing State Reporting

States currently classify programs using different terminology. To improve reporting, states will need to work together to build consistent definitions for education programs. Current issues that will need to be resolved include:

1. **States do not use the same definitions to classify programs.**
   Definitions designating correctional education programs may differ across states, and in some cases within states, so that program titles do not always describe what is taught in the classrooms. For example, in some states, inmate skilled labor may be classified as vocational education, while most states reserve this classification for more traditional occupational training. This can mean that institutions are credited with offering instruction that may not lead to inmates earning a vocational certificate. By working together to clarify terminology, states can help ensure that nationwide estimates accurately reflect the availability of instructional programs.

2. **Program offerings in private facilities are not included in state totals.**
   States that house a percentage of their inmates in private facilities may be unable to report detailed information about the education programs offered in these facilities, because program data are not always collected. To ensure that statewide totals accurately reflect the correctional education services provided in all facilities housing inmates under state custody, states should modify their contract agreements with private facilities to require them to collect and provide detailed data on their correctional education programs.
Policy Issue 6: How Are Correctional Education Programs Staffed?

The number of correctional education instructors has failed to keep pace with increases in inmate populations over the past decade. To convince policymakers to allocate additional funds for more correctional education staff, states will need to provide them with a better understanding of staffing patterns in corrections and how these patterns may help or hinder correctional education programs. These data could answer the following types of policy questions:

- **Facility Staffing Characteristics**—attributes of correctional education staff.
  - What percentage of the total correctional facility staff provides correctional education?
  - How are education programs staffed (i.e., paid instructors, community volunteers, inmate tutors)?
  - What is the ratio of inmates to educational staff, and how has this ratio changed over time?

**Variables**

Tracking staffing patterns in correctional facilities will require that states be able to report consistent data on the following data elements:

<table>
<thead>
<tr>
<th>Variable</th>
<th>Reference in Data Codebook</th>
<th>Variable Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Staff</td>
<td>Total Paid Staff</td>
<td>TOTSTAFF</td>
</tr>
<tr>
<td>Correctional Education Staff</td>
<td>Educational Staff</td>
<td>EDSTAFF</td>
</tr>
<tr>
<td>Non-Correctional-Education Staff</td>
<td>Administration</td>
<td>ADMIN</td>
</tr>
<tr>
<td></td>
<td>Correctional Officers</td>
<td>COOFF</td>
</tr>
<tr>
<td></td>
<td>Clerical Support</td>
<td>CLERICAL</td>
</tr>
<tr>
<td></td>
<td>Professional and Technical Staff</td>
<td>PROFTECH</td>
</tr>
<tr>
<td></td>
<td>Other Staff</td>
<td>OTRSTAFF</td>
</tr>
<tr>
<td>Volunteers</td>
<td>Volunteers</td>
<td>VOLUN</td>
</tr>
</tbody>
</table>
Standardizing State Reporting

States should develop standardized terminology to distinguish correctional education staff, including those who work for other state entities (e.g., local school districts and postsecondary institutions), from those who work elsewhere in the facility and to capture the contribution made by volunteers who support classroom instruction. Specifically:

1. **States will need to improve the ability of different divisions of corrections to access data housed in various state databases.**

   Most states use different databases to track different parts of the corrections systems. A correctional education data analyst can, therefore, find it difficult to access data on variables not collected by correctional education programs, such as the number of administrators or correctional officers employed by a facility or the state. To streamline the reporting process, states should consider consolidating their databases to allow selected data analysts to access all data for reporting purposes.

2. **States will need to record the number of volunteers participating in correctional education programs.**

   Many states do not maintain records on the number of volunteers who support their correctional education programs. Volunteers, however, can be a significant source of labor for some programs. For staffing data to accurately reflect the correctional education services offered by a facility, states should consider keeping better records of their volunteers.
Policy Issue 7: What Is the Cost of Correctional Education?

States invest substantial resources in corrections. Data on correctional education expenditures can provide important information on states’ relative investment in education services and how this investment is changing over time in relation to other costs in corrections. For policymakers to make informed budgetary decisions, they need timely information about how funds are being used. Specifically, they will need answers to a number of important questions, including:

- **State Corrections Budget Information**—the annual operations expenditure for state correctional facilities.
  - What is the per-inmate expenditure on correctional education, and how has this changed over time?
  - What proportion of total correctional facility expenditures are invested in educational services?
  - What proportion of correctional education resources can be traced to federal sources? State or local sources? Other sources?
  - Are higher rates of state expenditures associated with increased inmate participation and success in correctional education?

Variables

Tracking expenditures for correctional education will require standardizing state data collection and reporting around the following data elements:

<table>
<thead>
<tr>
<th>Variable</th>
<th>Reference in Data Codebook</th>
<th>Variable Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Correctional Facility Expenditures</td>
<td>Total Correctional Facility Expenditures</td>
<td>TOTEXP</td>
</tr>
<tr>
<td>Correctional Education Expenditures</td>
<td>Correctional Education</td>
<td>EDUCEXP</td>
</tr>
<tr>
<td>Non-Correctional-Education Expenditures</td>
<td>Correctional Facility Administration</td>
<td>ADMEXP</td>
</tr>
<tr>
<td></td>
<td>Security and Institutional Operations</td>
<td>SECEXP</td>
</tr>
<tr>
<td></td>
<td>Health Services</td>
<td>HTHEXP</td>
</tr>
<tr>
<td></td>
<td>Information Technology</td>
<td>INFOEXP</td>
</tr>
<tr>
<td></td>
<td>Community Corrections</td>
<td>COMEXP</td>
</tr>
</tbody>
</table>
Standardizing State Reporting

State expenditures for correctional education programs are difficult to quantify because of differences in state accounting procedures and the various funding streams that support instructional programs. To improve reporting on correctional education funding:

1. **States will need assistance in identifying, categorizing, and quantifying educational funding streams.**

   State expenditures for correctional education programs may flow from various federal, state, local, and private agencies, not all of which are tracked in the same database. States will need assistance with establishing a common approach to compiling and quantifying data from the various funding streams to report accurate costs of correctional education programs.

2. **States will need assistance in tracking expenditures.**

   States have some discretion in how they allocate resources across correctional education programs. They will need assistance in developing an institutional database that tracks and quantifies the relative expenditure of correctional education resources by function.
Section II
Correctional Education Variables
Correctional Education Variables

The correctional education variables defined in this guidebook are organized into eight topical areas intended to span the correctional education field. These topical areas fall into three categories: inmate, facility and state-level variables.

Inmate-level variables include data on inmates’ demographics, incarceration characteristics, education characteristics, correctional education program eligibility and participation, program completions, and employment characteristics. These data elements refer to inmates who are under state custody or supervision. Facility-level variables include aggregated statistics on correctional facilities’ educational programs and facility staffing, while state-level variables focus on statewide correctional facility expenditures.

Each data element is specified using a variable name, field length, variable type, description, and response coding. When needed, additional instructions for the codes are provided. The following definitions explain the fields of the variables.

- **Name**—The data element or field name.
- **Length**—The number of characters in the field.
- **Type**—Indicates whether a field is a numeric or text field.
- **Description**—A short definition of the data element.
- **Coding**—The value label assigned to the response.

Instructions for the timing of measurement are not provided since the purpose of this guidebook is to build consensus around common definitions and coding instructions. Timing is crucial, however, if correctional education data are to be collected and shared in the future across states. If this were to happen, a date would be stipulated when states should collect their data. For the purposes of this guidebook, however, it should be assumed that the variables refer to a single point in time.

The variables in this guidebook also do not represent all possible data that might be collected on correctional education. It is anticipated that, over time, additional data elements may be added to the guidebook, and existing elements modified, to address the need for new information or to incorporate changes in state capacity to collect and report data.
This page intentionally left blank
Inmate Level Variables
Demographics

Date of Birth

Name: DOB
Length: 8
Type: Numeric
Description: Inmate’s date of birth.

Report date as MMDDYYYY. If date of birth is not collected, mark Code -8 and refer to Self-Reported Age (AGE).

Coding:
-8 — Missing
-9 — Information Not Collected

Date of Birth Verification

Name: DOBV
Length: 2
Type: Numeric
Description: Indicates whether or not inmate’s date of birth was verified for accuracy.

If date of birth is not collected, mark Code -8 and refer to Self-Reported Age (AGE).

Coding:
1 — No
2 — Yes
-8 — Missing
-9 — Information Not Collected

Self-Reported Age

Name: AGE
Length: 3
Type: Numeric
Description: An alternative to inmate’s Date of Birth (DOB). Refers to age of inmate as self-reported at entry.

If date of birth is collected, mark Code -7 and refer to Date of Birth (DOB).

Coding:
-7 — Not Applicable, inmate’s DOB collected
-8 — Missing
-9 — Information Not Collected

Gender

Name: GENDER
Length: 2
Type: Numeric
Description: Inmate’s gender.

Coding:
1 — Male
2 — Female
-8 — Missing
Ethnicity

Name: ETHNIC
Length: 2
Type: Numeric
Description: Inmate’s ethnicity.

Coding:
1 — Hispanic or Latino
   Inmate of Mexican, Puerto Rican, Cuban, Central or South American, or other
   Spanish culture of origin, regardless of race.
2 — Not Hispanic or Latino
-8 — Missing
-9 — Information Not Collected

Race

Name: RACE1
Length: 2
Type: Numeric
Description: Inmate’s race.

If detailed description of inmate’s race is not collected, mark Code -8 and refer to Race Alternative (RACE2).

Coding:
1 — White, not of Hispanic/Latino origin
   Inmate having origins in any of the original peoples of Europe, North Africa, or
   the Middle East.
2 — Black, not of Hispanic/Latino origin
   Inmate having origins in any of the black racial groups of Africa. Terms such as
   “Haitian” or “Negro” can be used in addition to “Black or African American.”
3 — Asian
   Inmate having origins in any of the original people of the Far East, Southeast
   Asia, or the Indian subcontinent including, for example, Cambodia, China,
   India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and
   Vietnam.
4 — American Indian or Alaskan Native
   Inmate having origins in any of the original people of North or South America
   (including Central America) and who maintains tribal affiliation or community
   recognition.
5 — Native Hawaiian or Other Pacific Islander
   Inmate having origins in any of the original people of Hawaii, Guam, Samoa,
   or other Pacific Islands.
6 — Multiracial
   Inmate having origins in more than one of the above racial categories.
-8 — Missing
-9 — Information Not Collected
**Race Alternative**

_Name_: RACE2  
_Length_: 2  
_Type_: Numeric  
_Description_: An alternative to Race (RACE1), when reporting entities do not collect a detailed description of inmate’s race.

If detailed description of inmate’s race is collected, mark Code -7 and refer to Race (RACE1).

_Coding_:  
1 — White, not of Hispanic/Latino origin  
Inmate having origins in any of the original peoples of Europe, North Africa, or the Middle East.

2 — Black or African American, not of Hispanic/Latino origin  
Inmate having origins in any of the black racial groups of Africa. Terms such as “Haitian” or “Negro” can be used in addition to “Black or African American.”

3 — Other  
All other races.

-7 — Not Applicable, inmate’s RACE1 collected.

-8 — Missing

-9 — Information Not Collected

**Citizenship Status**

_Name_: CITIZEN  
_Length_: 2  
_Type_: Numeric  
_Description_: Inmate’s birthplace and citizenship status at entry.

_Coding_:  
1 — U.S. Citizen by Birth  
Inmate is considered a U.S. citizen if born in the U.S., Puerto Rico, a U.S. Island Area, or abroad to a U.S. citizen parent.

2 — U.S. Citizen by Naturalization  
Inmate is considered a U.S. citizen if declared as such through the U.S. naturalization process.

3 — U.S. Citizen, birth and naturalization status unknown  
Inmate is considered a U.S. citizen, but whether by birth or by naturalization is unknown.

4 — Dual Citizenship  
Inmate is a citizen of the U.S. and another country.

5 — Citizen of Other Country, not U.S. citizen  
Inmate is a citizen of another country.

-8 — Missing

-9 — Information Not Collected

**Citizenship Status Verification**

_Name_: CITIZENV  
_Length_: 2  
_Type_: Numeric  
_Description_: Indicates whether or not inmate’s birthplace and citizenship status was verified for accuracy.

_Coding_:  
1 — No

2 — Yes

-8 — Missing

-9 — Information Not Collected
### Country of Origin

**Name:** COUNTRY  
**Length:** 4  
**Type:** Numeric  
**Description:** The country where inmate was born.  
See Appendix I for country codes.  

**Coding:**  
-8 — Missing  
-9 — Information Not Collected

### Disability

**Name:** DISAB  
**Length:** 2  
**Type:** Numeric  
**Description:** Indicates whether or not inmate has a disability. Disability refers to a learning, speech, physical, or mental disorder that adversely affects an individual’s educational performance or ability to participate in vocational education coursework.  

**Coding:**  
1 — No  
2 — Yes  
-8 — Missing  
-9 — Information Not Collected

### Disability Verification

**Name:** DISABV  
**Length:** 2  
**Type:** Numeric  
**Description:** Indicates whether or not inmate’s disability was verified for accuracy.  

**Coding:**  
1 — No  
2 — Yes  
-8 — Missing  
-9 — Information Not Collected

### Learning Disabled

**Name:** DISABLE  
**Length:** 2  
**Type:** Numeric  
**Description:** Indicates whether or not inmate has a learning disability that adversely affects his/her educational performance or ability to participate in vocational education coursework. Refers to a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations (i.e., perceptual disabilities, brain injuries, attention deficit disorder, dyslexia, and developmental aphasia). Does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, or mental retardation, or emotional disturbance, or of environmental, cultural, or economic disadvantage.  

**Coding:**  
1 — No  
2 — Yes  
-8 — Missing  
-9 — Information Not Collected
Speech/Language Impairment

Name: IMPAIRSL
Length: 2
Type: Numeric
Description: Indicates whether or not inmate has a speech or language impairment. Refers to a communication disorder (i.e., stuttering, impaired articulation, a language impairment, or a voice impairment) that adversely affects an individual’s educational performance or ability to participate in vocational education coursework.

Coding:  
1 — No  
2 — Yes  
-8 — Missing  
-9 — Information Not Collected

Physically Disabled

Name: DISABPD
Length: 2
Type: Numeric
Description: Indicates whether or not inmate has a physical disability. Refers to a physical disorder (e.g., visual, hearing, or other physical disability) that adversely affects an individual’s educational performance or ability to participate in vocational education coursework.

Coding:  
1 — No  
2 — Yes  
-8 — Missing  
-9 — Information Not Collected

Emotionally Disturbed

Name: EMOTION
Length: 2
Type: Numeric
Description: Indicates whether or not inmate has an emotional disturbance that adversely affects his/her educational performance or ability to participate in vocational education coursework. Refers to an emotional condition exhibiting one or more of the following characteristics: 1) an inability to learn that cannot be explained by intellectual, sensory, or health factors; 2) an inability to build or maintain satisfactory interpersonal relationships with peers or teachers; 3) inappropriate types of behavior or feelings under normal circumstances; 4) a general pervasive mood of unhappiness or depression; or 5) a tendency to develop physical symptoms or fears associated with personal or school problems. Includes schizophrenia. Does not include individuals who are socially maladjusted, unless it is determined to be an emotional disturbance.

Coding:  
1 — No  
2 — Yes  
-8 — Missing  
-9 — Information Not Collected
**Mental Retardation**

*Name:* MENTAL  
*Length:* 2  
*Type:* Numeric  
*Description:* Indicates whether or not inmate has a mental retardation that adversely affects his/her educational performance or ability to participate in vocational education coursework. Refers to an individual with significantly sub-average general intellectual functioning and deficits in adaptive behavior.

*Coding:*  
1 — No  
2 — Yes  
-8 — Missing  
-9 — Information Not Collected

**Limited English Proficient**

*Name:* LEP  
*Length:* 2  
*Type:* Numeric  
*Description:* Indicates whether or not inmate is LEP upon entry or enrollment in a correctional education program. Refers to individuals (1) who were not born in the U.S. or whose native language is other than English, (2) who have difficulty speaking, reading, writing, or understanding English, and (3) whose difficulties may deny them the opportunity to learn successfully in classrooms where the language of instruction is English.

*Coding:*  
1 — Not LEP  
2 — LEP  
-8 — Missing  
-9 — Information Not Collected
Inmate Level Variables—Incarceration Characteristics

**Correctional Facility Type**

*Name:* FACIL1  
*Length:* 2  
*Type:* Numeric  
*Description:* The type of facility in which an inmate under state custody or supervision is housed. Refers to any confinement facility administered by the state; administered by a private corporation contracting with the state; and intended for adult inmates or juvenile inmates sentenced as adults. Does not include privately operated facilities primarily housing state inmates with sentences of less than a year or who are awaiting trial; facilities operated and administered by local government that are not contracted to house state inmates exclusively; and facilities housing only juveniles.

*Coding:*  
1 — Prison, Penitentiary or Correctional Institution  
2 — Jail  
3 — Boot Camp  
4 — Prison Farm  
5 — Reception, Diagnostic, or Classification Center  
6 — Road Camp, Forestry, Conservation, or Other Prison Camp  
7 — Vocational Training Facility  
8 — Prison Hospital or Health Unit  
9 — Community-based Facility (e.g., halfway/group home, work release or prerelease center)  
10 — Treatment facility (e.g., secure drug and alcohol treatment, medical or surgical)  
11 — Other  
-7 — Not Applicable, inmate on probation or parole  
-8 — Missing

**Correctional Facility Name**

*Name:* FACIL2  
*Length:* 50  
*Type:* Text  
*Description:* Facility name where inmate is housed.

*Coding:*  
-8 — Missing

**Date of Entry in Correctional Facility**

*Name:* DOE  
*Length:* 8  
*Type:* Numeric  
*Description:* Date inmate was taken into custody to begin serving most recent sentence. Does not refer to time served pending a trial or sentencing, unless that time is later applied to inmate's sentence. If inmate is a parole violator returning to a correctional facility under original sentence, use date of initial entry. If inmate is a parole violator returning to a correctional facility as a result of a new criminal charge(s), use date of most recent entry.

Report date as MMDDYYYY.

*Coding:*  
-8 — Missing
**Sentence Expiration Date**

*Name:* EXPIRE  
*Length:* 8  
*Type:* Numeric  
*Description:* Date when inmate will satisfy (complete service of) all sentences imposed. Refer to the latest date inmate can be incarcerated and do not include any good time credits (diminution time, gain time, meritorious time, sentence remission, diminution of sentence, or time off for good behavior). Do not refer to the time inmate spent in a correctional facility pending a trial or sentencing, unless that time is later applied to the inmate’s sentence.

Report date as MMDDYYYY.

*Coding:*  
-8 — Missing

**Projected Release Date**

*Name:* PROJREAL  
*Length:* 8  
*Type:* Numeric  
*Description:* Earliest date inmate can be released. Derive by subtracting predicted good time credits (diminution time, gain time, meritorious time, sentence remission, diminution of sentence, or time off for good behavior) from Sentence Expiration Date.

Report date as MMDDYYYY.

*Coding:*  
-8 — Missing

**Length of Sentence**

*Name:* LENGTH  
*Length:* 4  
*Type:* Numeric  
*Description:* The number of years inmate is sentenced to serve. Derive by subtracting Date of Entry from Sentence Expiration Date. Do not refer to time spent in a correctional facility pending trial or sentencing, unless that time is later applied to the sentence. For parole violators returning to a correctional facility under original sentence, report the number of years of original sentence and any additional time incurred. For parole violators returning to a correctional facility as a result of new criminal charges, report the number of years of new sentence.

*Coding:*  
-8 — Missing

**Previous Release Date**

*Name:* PREVDATE  
*Length:* 8  
*Type:* Numeric  
*Description:* Date inmate was released from most recent incarceration unrelated to the current sentence.

Report date as MMDDYYYY.

*Coding:*  
-7 — Not Applicable, no previous incarceration  
-8 — Missing  
-9 — Information Not Collected
Prior Criminal Record

Name: PRIORREC
Length: 2
Type: Numeric
Description: Inmate's prior criminal record upon entry for current incarceration.

Coding:

1 — First-Time Offender
Inmate not previously incarcerated in a state or federal correctional facility. Include parole violators returning to a correctional facility under their original sentence. Exclude parole violators returning to a correctional facility as a result of a new criminal sentence and those with prior jail time or juvenile convictions.

2 — Recidivist (in-state)
Inmate previously sentenced and incarcerated in the same state who has committed a new criminal act resulting in his/her return to a correctional facility with a new sentence following previous release date. Include parole violators returning to a correctional facility as a result of a new criminal sentence. Exclude prior jail and juvenile convictions and parole violators returning to a correctional facility under their original sentence.

3 — Recidivist (out-of-state)
Inmate previously sentenced and incarcerated in another state who has committed a new criminal act resulting in his/her return to a correctional facility with a new sentence following previous release date. Include parole violators returning to a correctional facility as a result of a new criminal sentence. Exclude prior jail and juvenile convictions and parole violators returning to a correctional facility under their original sentence.

4 — Recidivist (federal)
Inmate previously sentenced and incarcerated in the federal system who has committed a new criminal act resulting in his/her return to a correctional facility with a new sentence following previous release date. Include parole violators returning to a correctional facility as a result of a new criminal sentence. Exclude prior jail and juvenile convictions and parole violators returning to a correctional facility under their original sentence.

-8 — Missing

-9 — Information Not Collected
**Offense Category**

**Name:** OFFCAT  
**Length:** 2  
**Type:** Numeric  
**Description:** Offense for which inmate is incarcerated.

For inmates with multiple offenses, pick the code associated with the longest sentence. See Appendix II for list of crimes included with each offense code.

**Coding:**

1 — Violent  
Murder, negligent manslaughter, kidnapping, sexual assault, robbery, and assault.

2 — Property  
Illegal possession, sale, distribution or use of money or property, including burglary, larceny, motor vehicle theft, arson, fraud, and stolen property.

3 — Drug  
Illegal possession, manufacturing, distribution, sale or use of a drug.

4 — Public Order  
Possession of weapons, offenses involving alcohol, obstruction of justice, and violation of probation or parole.

5 — Other  
Inmate serving a sentence for any conviction other than the four mentioned above.

-8 — Missing
Education Characteristics

Education Attainment

Name: EDUC1
Length: 2
Type: Numeric
Description: Inmate’s highest level of education completed at time of entry. Do not include diplomas or certificates earned during current incarceration.

If inmate’s highest level of education completed is not collected at time of entry, report highest level of education attainment upon first enrollment in the correctional education program. For reporting entities that do not collected detailed information on inmate’s postsecondary education, mark Code -8 and refer to Education Attainment Alternative (EDUC2).

Coding:

1 — High School Dropout
Inmate who completed less than 12th grade and does not have a regular high school diploma, General Educational Development (GED) credential, or other high school equivalency credential.

2 — GED
Inmate who has a GED credential or other high school equivalency credential. Include credential recipient who has participated for less than one year of postsecondary education.

3 — High School Diploma
Inmate who has a regular high school diploma. Include high school graduate who participated for less than one year of postsecondary education.

4 — One or More Years Postsecondary
Inmate who has earned a high school diploma, GED credential, or other high school equivalency credential and reported attending a 2-year or 4-year postsecondary institution, but did not graduate. Exclude inmate who participated for less than one year of postsecondary education.

5 — Certificate
Inmate who completed a sub-baccalaureate certificate or apprenticeship program. Sub-baccalaureate certificates are usually awarded in a vocational field and may cover the same coursework as a vocational associate’s degree, but without the general education requirements.

6 — 2-Year Postsecondary
Inmate has an associate’s degree in a vocational or academic field.

7 — 4-Year Postsecondary
Inmate has a bachelor’s degree.

8 — Incomplete Post-Baccalaureate degree
Inmate who has a postsecondary degree and who reported attending a graduate or post-graduate program, but did not graduate.

9 — Post Baccalaureate degree
Inmate has a graduate or post-graduate degree.

-8 — Missing
-9 — Information Not Collected
**Education Attainment Alternative**

*Name:* EDUC2  
*Length:* 2  
*Type:* Numeric  
*Description:* An alternate to Educational Attainment (EDUC1) for reporting entities that do not collect detailed data on highest level of postsecondary education completed by inmate.  

If detailed data on highest level of postsecondary education completed by inmates is collected, mark Code -7 and refer to EDUC1.  

*Coding:*  
1 — High School Dropout  
Inmate who has completed less than 12th grade and does not have a regular high school diploma, GED credential, or other high school equivalency credential.  

2 — GED  
Inmate who has a GED credential or other high school equivalency credential. Include credential recipient who has participated for less than one year of postsecondary education.  

3 — High School Diploma  
Inmate who has a regular high school diploma. Include high school graduate who participated for less than one year of postsecondary education.  

4 — One or More Years Postsecondary  
Inmate who has a high school diploma, GED credential, or other high school equivalency credential and reported attending a 2-year or 4-year postsecondary institution, but did not graduate. Exclude inmate who participated for less than one year of postsecondary education.  

5 — Certificate  
Inmate who completed a sub-baccalaureate certificate or apprenticeship program. Sub-baccalaureate certificates are usually awarded in a vocational field and may cover the same coursework as a vocational associates degree, but without the general education requirements.  

6 — Postsecondary Graduate  
Inmate who completed some form of postsecondary education, including a 2-year degree or 4-year degree, or who participated in or completed post-baccalaureate education.  

-7 — Not Applicable, data for EDUC1 are collected  
-8 — Missing  
-9 — Information Not Collected

**Education Attainment Verification**

*Name:* EDUCV  
*Length:* 2  
*Type:* Numeric  
*Description:* Indicates whether or not data on inmate’s highest level of education completed was verified for accuracy.  

*Coding:*  
1 — No  
2 — Yes  
-8 — Missing  
-9 — Information Not Collected
Reading Assessment Test

Name: READTEST
Length: 2
Type: Numeric
Description: The standardized test used to assess inmate’s reading achievement before or upon first enrollment in the correctional education program as approved by the National Reporting System (NRS) for Adult Education.

If test is not listed, mark Code 8 and refer to Reading Assessment Test Other (READOTHR).

Coding:
1 — TABE, Tests of Adult Basic Education
2 — CASAS, Comprehensive Adult Student Assessment System
3 — ABLE, Adult Basic Learning Examination
4 — AMES, Adult Measure of Essential Skills
5 — BEST, Basic English Skills Test
6 — ESLOA, English as a Second Language Oral Assessment
7 — GED, General Educational Development Test
8 — Other, test not listed
-7 — Not Applicable, no test used
-8 — Missing
-9 — Information Not Collected

Reading Assessment Test Other

Name: READOTHR
Length: 4S
Type: Text
Description: An alternative to Reading Assessment Test (READTEST) when list does not include test used to assess inmate’s reading achievement before or upon first enrollment in the correctional education program.

Provide name of other reading test. If the reading test used is listed under READTEST, mark Code -7 and refer to READTEST.

Coding:
-7 — Not Applicable, no other test used
-8 — Missing
-9 — Information Not Collected

Reading Raw Score

Name: READRAW
Length: 10
Type: Numeric
Description: Inmate’s raw reading score (total score) as tested before or upon first enrollment in correctional education during current incarceration.

Coding:
-7 — Not Applicable, no raw score available
-8 — Missing
-9 — Information Not Collected
**Reading Scaled Score**

*Name:* READSCAL  
*Length:* 10  
*Type:* Numeric  
*Description:* Inmate's reading scaled score as tested before or upon first enrollment in correctional education during current incarceration.  
*Coding:*  
-7 — Not Applicable, no scaled score available  
-8 — Missing  
-9 — Information Not Collected

**Reading Score Percentile**

*Name:* READPERC  
*Length:* 2  
*Type:* Numeric  
*Description:* Inmate's reading score percentile as tested before or upon first enrollment in correctional education during current incarceration.  
*Coding:*  
-7 — Not Applicable, no percentile score available  
-8 — Missing  
-9 — Information Not Collected

**Math Assessment Test**

*Name:* MATHTEST  
*Length:* 2  
*Type:* Numeric  
*Description:* The standardized test used to assess inmate's math achievement before or upon first enrollment in the correctional education program as approved by the National Reporting System (NRS) for Adult Education. If test is not listed, mark Code 8 and refer to Math Assessment Test Other (MATHOTH).  
*Coding:*  
1 — TABE, Tests of Adult Basic Education  
2 — CASAS, Comprehensive Adult Student Assessment System  
3 — ABLE, Adult Basic Learning Examination  
4 — AMES, Adult Measure of Essential Skills  
5 — BEST, Basic English Skills Test  
6 — ESLOA, English as a Second Language Oral Assessment  
7 — GED, General Educational Development Test  
8 — Other, test not listed  
-7 — Not Applicable, no test used  
-8 — Missing  
-9 — Information Not Collected
Math Assessment Test Other

Name: MATHOTH
Length: 45
Type: Text
Description: An alternative to Math Assessment Test (MATHTEST) when list does not include test used to assess inmate's math achievement before or upon first enrollment in the correctional education program.

Provide name of other math test. If the math test used is listed under Math Assessment Test (MATHTEST), mark Code -7 and refer to MATHTEST.

Coding:
-7 — Not Applicable, no other test used
-8 — Missing
-9 — Information Not Collected

Math Raw Score

Name: MATHRAW
Length: 10
Type: Numeric
Description: Inmate's raw math score (total score) as tested before or upon first enrollment in correctional education during current incarceration.

Coding:
-7 — Not Applicable, no raw score available
-8 — Missing
-9 — Information Not Collected

Math Scaled Score

Name: MATHSCALE
Length: 10
Type: Numeric
Description: Inmate's scaled math score as tested before or upon first enrollment in correctional education during current incarceration.

Coding:
-7 — Not Applicable, no scaled score available
-8 — Missing
-9 — Information Not Collected

Math Score Percentile

Name: MATHPERC
Length: 2
Type: Numeric
Description: Inmate's math score percentile as tested before or upon first enrollment in correctional education during current incarceration.

Coding:
-7 — Not Applicable, no percentile score available
-8 — Missing
-9 — Information Not Collected
Program Eligibility and Participation

Correctional Education Eligibility

Name: EDELIG
Length: 2
Type: Numeric
Description: Indicates whether or not inmate is eligible to participate in a correctional education program.

Coding:  
1 — No  
2 — Yes  
-8 — Missing  
-9 — Information Not Collected

Reason for Correctional Education Enrollment

Name: EDENRL
Length: 2
Type: Numeric
Description: Reason for inmate enrolling in a correctional education program.

Coding:  
1 — Self-enrollment  
2 — Mandatory Enrollment (e.g., court, state, or federally mandated)  
-8 — Missing  
-9 — Information Not Collected

Special Education Services

Name: SPECED
Length: 2
Type: Numeric
Description: Indicates whether or not inmate is receiving special education services and the type of service inmate is receiving. Special education services are direct instructional activities or special learning experiences designed primarily for students identified by state and federal criteria as having a learning, speech, physical, and/or mental disability.

Coding:  
1 — No Special Education Services  
Inmate qualifies for special education services, but does not receive services.  
2 — Special Education Services in Regular Coursework  
Inmate receives special education services as part of general curriculum or coursework.  
3 — Special Education Services Separate  
Inmate receives special education services separate from general curriculum or coursework.  
4 — Special Education Unknown  
Inmate receives for special education services, but method of delivery is not known.  
-7 — Not Applicable  
Inmate does not qualify for special education services.  
-8 — Missing  
-9 — Information Not Collected
English as a Second Language Services

Name: ESL  
Length: 2  
Type: Numeric  
Description: Indicates whether or not inmate is receiving English as a Second Language (ESL) services and the type of service inmate is receiving. ESL services refer to a program of instruction designed to help students who are limited English proficient achieve competence in the English language.

Coding:
1 — No ESL Services  
Inmate qualifies for ESL services, but does not receive services.
2 — ESL Services in Regular Coursework  
Inmate receives ESL services as part of general curriculum or coursework.
3 — ESL Services Separate  
Inmate receives ESL services separate from general curriculum or coursework.
4 — ESL Unknown  
Inmate qualifies for ESL services, but method of delivery is not known.
-7 — Not Applicable  
Inmate does not qualify for ESL services.
-8 — Missing
-9 — Information Not Collected

Adult Basic Education (ABE) Enrollment

Name: ABEENR  
Length: 2  
Type: Numeric  
Description: Indicates whether or not inmate has ever enrolled in ABE coursework during current incarceration. ABE refers to a program of instruction designed for adults who lack competence in reading, writing, speaking, problem solving or computation at a level necessary to function in society, on a job or in the family.

Coding:
1 — Enrolled  
2 — Never Enrolled, but eligible to participate  
3 — Not Eligible to Participate  
-8 — Missing
-9 — Information Not Collected

Adult Basic Education (ABE) First Enrollment Date

Name: ABEENRFI  
Length: 8  
Type: Numeric  
Description: Inmate’s first date of enrollment in ABE coursework during current incarceration. If inmate was enrolled in ABE coursework more than once during current incarceration, report the first date of inmate’s initial enrollment. Refer to Adult Basic Education Enrollment (ABEENR) for a definition of ABE coursework.

Report date as MMDDYYYY.

Coding:  
-7 — Not Applicable, inmate never enrolled  
-8 — Missing
-9 — Information Not Collected
Adult Basic Education (ABE) Last Enrollment Date

Name: ABEENRLA
Length: 8
Type: Numeric
Description: Last date inmate was enrolled in ABE coursework during current incarceration. Refer to Adult Basic Education Enrollment (ABEENR) for a definition of ABE coursework.

Report date as MMDDYYYY.
Coding:       -6 — Not Applicable, inmate still enrolled
              -7 — Not Applicable, inmate never enrolled
              -8 — Missing
              -9 — Information Not Collected

Adult Basic Education (ABE) Current Enrollment Date

Name: ABEENRCU
Length: 8
Type: Numeric
Description: Inmate’s date of enrollment in ABE coursework if currently enrolled. Refer to Adult Basic Education Enrollment (ABEENR) for a definition of ABE coursework.

Report date as MMDDYYYY.
Coding:       -7 — Not Applicable, inmate not enrolled
              -8 — Missing
              -9 — Information Not Collected

Adult Basic Education (ABE) Waitlisted Date

Name: ABEWAIT
Length: 8
Type: Numeric
Description: Date inmate was placed on the waitlist for ABE coursework. Refers to inmate waiting to be enrolled, currently enrolled, or previously enrolled in ABE. If placed on waitlist for ABE more than once, report the most recent date. Refer to Adult Basic Education Enrollment (ABEENR) for a definition of ABE coursework.

Report date as MMDDYYYY.
Coding:       -7 — Not Applicable, inmate never waitlisted
              -8 — Missing
              -9 — Information Not Collected
Adult Basic Education (ABE) Status

Name: ABESTAT
Length: 2
Type: Numeric
Description: Status of inmate’s current participation in ABE coursework. Refer to Adult Basic Education Enrollment (ABEENR) for a definition of ABE coursework.

Coding:  
1 — Participating  
   Inmate is currently participating in ABE.
2 — Participation Suspended  
   Inmate was participating in ABE, but has been temporarily removed from the program for attendance/participation, disciplinary, or health reasons.
3 — Transferred  
   Inmate was participating in ABE, but has been transferred and is no longer housed at facility.
4 — Dropped Out  
   Inmate was participating in ABE, but left, withdrew, or was dropped by instructor from the program prior to completing coursework.
5 — Completed Program  
   Inmate participated in ABE and completed the program or coursework according to state criteria.
6 — Other  
   Inmate participated in ABE, but is no longer doing so for a reason other than those stated above.
-7 — Not Applicable, inmate never enrolled in ABE
-8 — Missing
-9 — Information Not Collected

Adult Basic Education (ABE) Contact Hours

Name: ABEHOURS
Length: 4
Type: Numeric
Description: Total hours of instruction or instructional activity inmate has received from the ABE program during current incarceration. Instructional activity includes any program-sponsored activity designed to promote student learning in the program curriculum such as classroom instruction, assessment, tutoring or participation in a learning lab. Also refers to time spent on assessment only if assessment is designed to inform placement decisions, assess progress, or inform instruction. Time used to take the GED tests, for example, should not be counted as instructional activity.

Coding:  
-7 — Not Applicable, inmate never enrolled
-8 — Missing
-9 — Information Not Collected
**Adult Secondary Education (ASE) Enrollment**

*Name:* ASEENR  
*Length:* 2  
*Type:* Numeric  
*Description:* Indicates whether or not inmate has ever enrolled in ASE coursework during current incarceration. ASE refers to program of instruction designed for adults who have some literacy skills and can function in everyday life, but are not proficient or do not have a certificate of graduation or its equivalent from a secondary school.

*Coding:*  
- 1 — Enrolled  
- 2 — Never Enrolled, but eligible to participate  
- 3 — Not Eligible to Participate  
- 8 — Missing  
- 9 — Information Not Collected

**Adult Secondary Education (ASE) First Enrollment Date**

*Name:* ASEENRFI  
*Length:* 8  
*Type:* Numeric  
*Description:* Inmate's first date of enrollment in ASE coursework. If inmate was enrolled in ASE coursework more than once during current incarceration, report the first date of inmate's initial enrollment. Refer to Adult Secondary Education Enrollment (ASEENR) for a definition of ASE coursework.

*Report date as MMDDYYYY.*

*Coding:*  
- 7 — Not Applicable, inmate never enrolled  
- 8 — Missing  
- 9 — Information Not Collected

**Adult Secondary Education (ASE) Last Enrollment Date**

*Name:* ASEENRLA  
*Length:* 8  
*Type:* Numeric  
*Description:* Last date inmate was enrolled in ASE coursework during current incarceration. Refer to Adult Secondary Education Enrollment (ASEENR) for a definition of ASE coursework.

*Report date as MMDDYYYY.*

*Coding:*  
- 6 — Not Applicable, inmate still enrolled  
- 7 — Not Applicable, inmate never enrolled  
- 8 — Missing  
- 9 — Information Not Collected
Adult Secondary Education (ASE) Current Enrollment Date

Name: ASEENRCU
Length: 8
Type: Numeric
Description: Inmate’s date of enrollment in ASE coursework if currently enrolled. Refer to Adult Secondary Education Enrollment (ASEENR) for a definition of ASE coursework.

Report date as MMDDYYYY.

Coding:
-7 — Not Applicable, inmate not currently enrolled
-8 — Missing
-9 — Information Not Collected

Adult Secondary Education (ASE) Waitlisted Date

Name: ASEWAIT
Length: 8
Type: Numeric
Description: Date inmate was placed on the waitlist for ASE coursework. Refers to inmate waiting to be enrolled, currently enrolled, or previously enrolled. If placed on waitlist for ASE more than once, report the most recent date. Refer to Adult Secondary Education Enrollment (ASEENR) for a definition of ASE coursework.

Report date as MMDDYYYY.

Coding:
-7 — Not Applicable, inmate never waitlisted
-8 — Missing
-9 — Information Not Collected

Adult Secondary Education (ASE) Status

Name: ASESTAT
Length: 2
Type: Numeric
Description: Status of inmate’s current participation in ASE coursework. Refer to Adult Secondary Education Enrollment (ASEENR) for a definition of ASE coursework.

Coding:
1 — Participating
   Inmate is currently participating in ASE.
2 — Participation Suspended
   Inmate was participating in ASE, but has been temporarily removed from the program for attendance/participation, disciplinary, or health reasons.
3 — Transferred
   Inmate was participating in ASE, but has been transferred and is no longer housed at facility.
4 — Dropped Out
   Inmate was participating in ASE, but left, withdrew, or was dropped by instructor from the program prior to completing coursework.
5 — Completed Program
   Inmate participated in ASE and completed the program or coursework according to state criteria.
6 — Other
   Inmate participated in ASE, but is no longer doing so for a reason other than those stated above.
-7 — Not Applicable, inmate never enrolled in ASE
-8 — Missing
-9 — Information Not Collected
Adult Secondary Education (ASE) Contact Hours

Name: ASEHOURS
Length: 4
Type: Numeric
Description: Total hours of instruction or instructional activity inmate has received from the ASE program during current incarceration. Instructional activity includes any program-sponsored activity designed to promote student learning in the program curriculum such as classroom instruction, assessment, tutoring or participation in a learning lab. Also refers to time spent on assessment only if assessment is designed to inform placement decisions, assess progress, or inform instruction. Time used to take the GED tests, for example, should not be counted as instructional activity.

Coding:
-7 — Not Applicable, inmate never enrolled
-8 — Missing
-9 — Information Not Collected

Vocational Education Program (VOC) Enrollment

Name: VOCENR
Length: 2
Type: Numeric
Description: Indicates whether or not inmate has ever enrolled in VOC coursework during current incarceration. VOC refers to a program of instruction designed to provide adults with specific job skills and may lead to industry-recognized certification. Does not refer to college-credit courses or Life Skills courses that provide general employability skills.

Coding:
1 — Enrolled
2 — Never Enrolled, but eligible to participate
3 — Not Eligible to Participate
-8 — Missing
-9 — Information Not Collected

Vocational Education Program (VOC) First Enrollment Date

Name: VOCENRFI
Length: 8
Type: Numeric
Description: Inmate’s first date of enrollment in VOC coursework during current incarceration. If inmate was enrolled in VOC coursework more than once during current incarceration, report the first date of inmate’s initial enrollment. Refer to Vocational Education Program (VOCENR) for a definition of VOC coursework.

Report date as MMDDYYYY.

Coding:
-7 — Not Applicable, inmate never enrolled
-8 — Missing
-9 — Information Not Collected
Vocational Education Program (VOC) Last Enrollment Date

Name: VOCENRLA
Length: 8
Type: Numeric
Description: Last date inmate was enrolled in VOC coursework during current incarceration. Refer to Vocational Education Program (VOCENR) for a definition of VOC coursework.

Report date as MMDDYYYY.

Coding:
-6 — Not Applicable, inmate still enrolled
-7 — Not Applicable, inmate never enrolled
-8 — Missing
-9 — Information Not Collected

Vocational Education Program (VOC) Current Enrollment Date

Name: ASEENRCU
Length: 8
Type: Numeric
Description: Inmate’s date of enrollment in VOC coursework if currently enrolled. Refer to Vocational Education Program (VOCENR) for a definition of VOC coursework.

Report date as MMDDYYYY.

Coding:
-7 — Not Applicable, inmate not currently enrolled
-8 — Missing
-9 — Information Not Collected

Vocational Education Program (VOC) Waitlisted Date

Name: VOCWAIT
Length: 8
Type: Numeric
Description: Date inmate was placed on the waitlist for VOC coursework. Refers to inmate waiting to be enrolled, currently enrolled, or previously enrolled. If placed on waitlist for VOC more than once, report the most recent date. Refer to Vocational Education Program (VOCENR) for a definition of VOC coursework.

Report date as MMDDYYYY.

Coding:
-7 — Not Applicable, inmate never waitlisted
-8 — Missing
-9 — Information Not Collected
Vocational Education Program (VOC) Status

Name: VOCSTAT
Length: 2
Type: Numeric
Description: Status of inmate’s current participation in VOC coursework. Refer to Vocational Education Program (VOCENR) for a definition of VOC coursework.

Coding:

1 — Participating
   Inmate is currently participating in VOC.
2 — Participation Suspended
   Inmate was participating in VOC, but has been temporarily removed from the program for attendance/participation, disciplinary, or health reasons.
3 — Transferred
   Inmate was participating in VOC, but has been transferred and is no longer housed at facility.
4 — Dropped Out
   Inmate was participating in VOC, but left, withdrew, or was dropped by instructor from the program prior to completing coursework.
5 — Completed Program
   Inmate participated in VOC and completed the program or coursework according to state criteria.
6 — Other
   Inmate participated in VOC, but is no longer doing so for a reason other than those stated above.
-7 — Not Applicable, inmate never enrolled in VOC
-8 — Missing
-9 — Information Not Collected

Vocational Education Program (VOC) Contact Hours

Name: VOCHOURS
Length: 4
Type: Numeric
Description: Total hours of instruction or instructional activity inmate has received from the VOC program during current incarceration. Instructional activity includes any program-sponsored activity designed to promote student learning in the program curriculum such as classroom instruction, assessment, tutoring or participation in a learning lab. Also refers to time spent on assessment only if assessment is designed to inform placement decisions, assess progress, or inform instruction. Time used to take the GED tests, for example, should not be counted as instructional activity.

Coding:

-7 — Not Applicable, inmate never enrolled
-8 — Missing
-9 — Information Not Collected
Life Skills Program (LCT) Enrollment

Name: LCTENR
Length: 2
Type: Numeric
Description: Indicates if inmate has ever enrolled in Life Skills/Cognitive Restructuring/Transition (LCT) coursework during current incarceration. LCT refers to a program of instruction designed to assist adults with personal skills (e.g., anger management, personal responsibility, impulse control) or social skills (e.g., parenting, money management, health).

Coding: 
1 — Enrolled, in one LCT course
2 — Enrolled, in more than one LCT course
3 — Never Enrolled, but eligible to participate
4 — Not Eligible to Participate
-8 — Missing
-9 — Information Not Collected

Life Skills Program (LCT) First Enrollment Date

Name: LCTENRFI
Length: 8
Type: Numeric
Description: Inmate’s first date of enrollment in LCT coursework during current incarceration. If inmate was enrolled in LCT coursework more than once during current incarceration, report the first date of inmate’s initial enrollment. Refer to Life Skills Program (LCTENR) for a definition of LCT coursework.

Report date as MMDDYYYY.

Coding: 
-7 — Not Applicable, inmate never enrolled
-8 — Missing
-9 — Information Not Collected

Life Skills Program (LCT) Last Enrollment Date

Name: LCTENRLA
Length: 8
Type: Numeric
Description: Last date inmate was enrolled in LCT coursework during current incarceration. Refer to Life Skills Program (LCTENR) for a definition of LCT coursework.

Report date as MMDDYYYY.

Coding: 
-6 — Not Applicable, inmate still enrolled
-7 — Not Applicable, inmate never enrolled
-8 — Missing
-9 — Information Not Collected
Life Skills Program (LCT) Current Enrollment Date

Name: LCTENRCU
Length: 8
Type: Numeric
Description: Inmate’s date of enrollment in LCT coursework if currently enrolled. Refer to Life Skills Program (LCTENR) for a definition of LCT coursework.

Report date as MMDDYYYY.

Coding:
-7 — Not Applicable, inmate not currently enrolled
-8 — Missing
-9 — Information Not Collected

Life Skills Program (LCT) Waitlisted Date

Name: LCTWAIT
Length: 8
Type: Numeric
Description: Date the inmate was placed on the waitlist for LCT coursework. Refers to inmate waiting to be enrolled, currently enrolled, or previously enrolled. If placed on waitlist for LCT more than once, report the most recent date. Refer to Life Skills Program (LCTENR) for a definition of LCT coursework.

Report date as MMDDYYYY.

Coding:
-7 — Not Applicable, inmate never waitlisted
-8 — Missing
-9 — Information Not Collected

Life Skills Program (LCT) Status

Name: LCTSTAT
Length: 2
Type: Numeric
Description: Status of inmate’s current participation in LCT coursework. Refer to Life Skills Program (LCTENR) for a definition of LCT coursework.

Coding:
1 — Participating
   Inmate is currently participating in LCT.
2 — Participation Suspended
   Inmate was participating in LCT, but has been temporarily removed from the program for attendance/participation, disciplinary, or health reasons.
3 — Transferred
   Inmate was participating in LCT, but has been transferred and is no longer housed at facility.
4 — Dropped Out
   Inmate was participating in LCT, but left, withdrew, or was dropped by instructor from the program prior to completing coursework.
5 — Completed Program
   Inmate participated in LCT and completed the program or coursework according to state criteria.
6 — Other
   Inmate participated in LCT, but is no longer doing so for a reason other than those stated above.
-7 — Not Applicable, inmate never enrolled in LCT
-8 — Missing
-9 — Information Not Collected
Life Skills Program (LCT) Contact Hours

**Name:** LCTHOURS  
**Length:** 4  
**Type:** Numeric  
**Description:** Total hours of instruction or instructional activity inmate has received from the LCT program during current incarceration. Instructional activity includes any program-sponsored activity designed to promote student learning in the program curriculum such as classroom instruction, assessment, tutoring or participation in a learning lab. Also refers to time spent on assessment only if assessment is designed to inform placement decisions, assess progress, or inform instruction. Time used to take the GED tests, for example, should not be counted as instructional activity.

**Coding:**  
-7 — Not Applicable, inmate never enrolled  
-8 — Missing  
-9 — Information Not Collected

Postsecondary Education Program (PSE) Enrollment

**Name:** PSEENR  
**Length:** 2  
**Type:** Numeric  
**Description:** Indicates whether or not inmate has ever enrolled in PSE coursework during current incarceration. PSE refers to advanced academic or vocational instruction enabling adults to earn college credit toward a 2-year or 4-year degree.

**Coding:**  
1 — Enrolled, in one PSE course  
2 — Enrolled, in more than one PSE course  
3 — Never Enrolled, but eligible to participate  
4 — Not Eligible to Participate  
-8 — Missing  
-9 — Information Not Collected

Postsecondary Education Program (PSE) First Enrollment Date

**Name:** PSEENRFI  
**Length:** 8  
**Type:** Numeric  
**Description:** Inmate’s first date of enrollment in PSE coursework during current incarceration. If inmate was enrolled in PSE coursework more than once during current incarceration, report the first date of inmate’s initial enrollment. Refer to Postsecondary Education Program (PSTENR) for a definition of PSE coursework.

Report date as MMDDYYYY.

**Coding:**  
-7 — Not Applicable, inmate never enrolled  
-8 — Missing  
-9 — Information Not Collected
Postsecondary Education Program (PSE) Last Enrollment Date

Name: PSEENRLA  
Length: 8  
Type: Numeric  
Description: Last date inmate was enrolled in PSE coursework during current incarceration. Refer to Postsecondary Education Program (PSTENR) for a definition of PSE coursework.  
Report date as MMDDYYYY.  
Coding:  
-6 — Not Applicable, inmate still enrolled  
-7 — Not Applicable, inmate never enrolled  
-8 — Missing  
-9 — Information Not Collected

Postsecondary Education Program (PSE) Current Enrollment Date

Name: PSEENRCU  
Length: 8  
Type: Numeric  
Description: Inmate’s date of enrollment in PSE coursework if currently enrolled. Refer to Postsecondary Education Program (PSTENR) for a definition of PSE coursework.  
Report date as MMDDYYYY.  
Coding:  
-7 — Not Applicable, inmate not currently enrolled  
-8 — Missing  
-9 — Information Not Collected

Postsecondary Education Program (PSE) Waitlisted Date

Name: PSEWAIT  
Length: 8  
Type: Numeric  
Description: Date inmate was placed on the waitlist for PSE coursework. Refers to inmate waiting to be enrolled, currently enrolled, or previously enrolled. If placed on waitlist for PSE more than once, report the most recent date. Refer to Postsecondary Education Program (PSTENR) for a definition of PSE coursework.  
Report date as MMDDYYYY.  
Coding:  
-7 — Not Applicable, inmate never waitlisted  
-8 — Missing  
-9 — Information Not Collected
**Postsecondary Education Program (PSE) Status**

**Name:** PSESTAT  
**Length:** 2  
**Type:** Numeric  
**Description:** Status of inmate’s current participation in PSE coursework.  

**Coding:**
- 1 — Participating  
  Inmate is currently participating in PSE.
- 2 — Participation Suspended  
  Inmate was participating in PSE, but has been temporarily removed from the  
  program for attendance/participation, disciplinary, or health reasons.
- 3 — Transferred  
  Inmate was participating in PSE, but has been transferred and is no longer  
  housed at facility.
- 4 — Dropped Out  
  Inmate was participating in PSE, but left, withdrew, or was dropped by instruc-  
  tor from the program prior to completing coursework.
- 5 — Completed Program  
  Inmate participated in PSE and completed the program or coursework accord-  
  ing to state criteria.
- 6 — Other  
  Inmate participated in PSE, but is no longer doing so for a reason other than  
  those stated above.
- -7 — Not Applicable, inmate never enrolled in PSE  
- -8 — Missing  
- -9 — Information Not Collected

**Postsecondary Education Program (PSE) Contact Hours**

**Name:** PSEHOURS  
**Length:** 4  
**Type:** Numeric  
**Description:** Total hours of instruction or instructional activity inmate has received from the PSE program during current incarceration. Instructional activity includes any program-sponsored activity designed to  
promote student learning in the program curriculum such as classroom instruction, assessment, tutoring  
or participation in a learning lab. Also refers to time spent on assessment only if assessment is designed to  
inform placement decisions, assess progress, or inform instruction. Time used to take the GED tests, for ex-  
ample, should not be counted as instructional activity.  

**Coding:**
- -7 — Not Applicable, inmate never enrolled  
- -8 — Missing  
- -9 — Information Not Collected
Program Completions and Outcomes

Academic Achievement

Name: ACHIEVE
Length: 2
Type: Numeric
Description: Indicates whether or not inmate showed a grade level change as documented by a pre- and post-test used by the correctional facility.

Coding: 1 — Inmate showed negative grade level change
         2 — Inmate showed no change in grade level
         3 — Inmate showed improvement of up to one half grade level
         4 — Inmate showed improvement of up to one full grade level
         5 — Inmate showed improvement of more than one full grade level
         -7 — Not Applicable, inmate never enrolled
         -8 — Missing
         -9 — Information Not Collected (i.e., no pre- and/or post-test administered)

Completed GED

Name: COMPGED
Length: 2
Type: Numeric
Description: Indicates whether or not inmate earned a GED credential or alternative certificate of high school completion, either by passing a required test or fulfilling coursework requirements during current incarceration.

Coding: 1 — No, inmate still enrolled or enrolled but did not complete
         2 — Yes, inmate earned GED during current incarceration
         -7 — Not Applicable, inmate never enrolled
         -8 — Missing
         -9 — Information Not Collected

Completed Certificate

Name: COMPVOC
Length: 2
Type: Numeric
Description: Indicates whether or not inmate achieved sufficient skills and credit hours to earn a sub-baccalaureate certificate. Sub-baccalaureate certificates are usually awarded in a vocational field and may cover the same coursework as a vocational associate’s degree, but without the general education requirements. Include inmates who complete a 1-year postsecondary credential in a vocational field.

Coding: 1 — No, inmate still enrolled or enrolled but did not complete
         2 — Yes, inmate earned certificate during current incarceration
         -7 — Not Applicable, inmate never enrolled
         -8 — Missing
         -9 — Information Not Collected
Completed 2-year Degree

Name: COMP2YR  
Length: 2  
Type: Numeric  
Description: Indicates whether or not inmate achieved sufficient skills and credit hours to be awarded an associate’s degree in a vocational or academic field, either by passing a required test or fulfilling coursework requirements.

Coding:  
1 — No, still enrolled or enrolled but did not complete  
2 — Yes, earned 2-year postsecondary degree during current incarceration  
-7 — Not Applicable, inmate never enrolled  
-8 — Missing  
-9 — Information Not Collected

Completed 4-year Degree

Name: COMP4YR  
Length: 2  
Type: Numeric  
Description: Indicates whether or not inmate achieved sufficient skills and credit hours to be awarded a 4-year or higher postsecondary degree, either by passing a required test or fulfilling coursework requirements. Include those who attended or completed graduate or postgraduate work.

Coding:  
1 — No, inmate still enrolled or enrolled but did not complete  
2 — Yes, inmate earned 4-year postsecondary degree during current incarceration  
-7 — Not Applicable, inmate never enrolled  
-8 — Missing  
-9 — Information Not Collected
Employment Outcomes

Employment Prior to Arrest

Name: PREMP
Length: 2
Type: Numeric
Description: Indicates whether or not inmate was employed or unemployed in the quarter preceding his or her arrest.

Coding:
1 — Employed
   Inmate worked full-time or part-time in the quarter preceding arrest.
2 — Unemployed
   Inmate was unemployed in the quarter preceding arrest.
-8 — Missing
-9 — Information Not Collected

Employment Status Prior to Arrest

Name: PREMPST
Length: 2
Type: Numeric
Description: Inmate’s employment status in the quarter preceding his or her arrest.

Coding:
1 — Continuously Employed Full-Time
   Inmate worked full-time (35 hours or more per week) continuously in the quarter preceding arrest.
2 — Continuously Employed Part-Time
   Inmate worked part-time (less than 35 hours per week) continuously in the quarter preceding arrest.
3 — Intermittently Employed Full-Time or Part-Time
   Inmate worked intermittently full-time or part-time in the quarter preceding arrest. Include temporary work.
4 — Unemployed
   Inmate was unemployed in the quarter preceding arrest.
-8 — Missing
-9 — Information Not Collected
Prior Employment Verification

Name: PREMPV
Length: 2
Type: Numeric
Description: Indicates whether or not inmate's employment prior to incarceration was verified for accuracy.

Coding:
1 — No
2 — Yes
-8 — Missing
-9 — Information Not Collected

Income Prior to Arrest

Name: PREMPINC
Length: 2
Type: Numeric
Description: Inmate's earnings (in dollars) in the month prior to arrest.

Coding:
00 — No income
01 — $1–99
02 — 100–199
03 — 200–299
04 — 300–399
05 — 400–499
06 — 500–599
07 — 600–799
08 — 800–999
09 — 1,000–1,199
10 — 1,200–1,499
11 — 1,500–1,999
12 — 2,000–2,999
13 — 2,500–4,999
14 — 5,000 or more
97 — Don't know
98 — Refused
-8 — Missing
-9 — Information Not Collected

Employment Post-Incarceration

Name: PSTEMP
Length: 2
Type: Numeric
Description: Indicates whether or not inmate was employed or unemployed in the 4th quarter following their release (i.e., in months 10 through 12 following release from incarceration).

Coding:
1 — Employed
Inmate worked full-time or part-time in the 4th quarter post-incarceration.
2 — Unemployed
Inmate was not employed in the 4th quarter post-incarceration.
-8 — Missing
-9 — Information Not Collected
Employment Status Post-Incarceration

Name: PSTEMPST
Length: 2
Type: Numeric
Description: Inmate’s employment status in the 4th quarter following their release (i.e., in months 10 through 12 following release from incarceration).

Coding:  
1 — Continuously Employed Full-Time  
Inmate worked full-time (35 hours or more per week) continuously in the 4th quarter post-incarceration.
2 — Continuously Employed Part-Time  
Inmate worked part-time (less than 35 hours per week) continuously in the 4th quarter post-incarceration
3 — Intermittently Employed Full-Time or Part-Time  
Inmate worked intermittently full-time or part-time in the 4th quarter post-incarceration. Include temporary work.
-7 — Not Applicable, inmate was unemployed
-8 — Missing
-9 — Information Not Collected

Post-Incarceration Employment Verification

Name: PSTEMPV
Length: 2
Type: Numeric
Description: Indicates whether or not inmate’s employment post-incarceration was verified for accuracy.

Coding:  
1 — No
2 — Yes
-8 — Missing
-9 — Information Not Collected
Income Post-Incarceration

Name: PSTEMPINC
Length: 2
Type: Numeric
Description: Inmate’s average monthly earnings (in dollars) in the 4th quarter following release (i.e., in months 10 through 12 following prison release).

Coding:

00 — No income
01 — $1–99
02 — 100–199
03 — 200–299
04 — 300–399
05 — 400–499
06 — 500–599
07 — 600–799
08 — 800–999
09 — 1,000–1,199
10 — 1,200–1,499
11 — 1,500–1,999
12 — 2,000–2,999
13 — 2,500–4,999
14 — 5,000 or more
97 — Don’t know
98 — Refused
-8 — Missing
-9 — Information Not Collected
Facility Level Variables
This page intentionally left blank
Correctional Education Characteristics

Adult Basic Education (ABE) Placement Assessment Score

*Name:* ABESCORE  
*Length:* 10  
*Type:* Numeric  
*Description:* Test score used to assign inmates to Adult Basic Education (ABE). Score represents the lowest test score inmates can earn and still be placed in ABE coursework. ABE refers to a program of instruction designed for adults who lack competence in reading, writing, speaking, problem solving or computation at a level necessary to function in society, on a job or in the family.  
*Coding:*  
-7 — Not Applicable, no test used  
-8 — Missing  
-9 — Information Not Collected

Adult Secondary Education (ASE) Placement Assessment Score

*Name:* ASESCORE  
*Length:* 10  
*Type:* Numeric  
*Description:* Minimum test score used to assign inmates to Adult Secondary Education (ASE). Score represents the lowest test score that inmates can earn and still be placed into ASE coursework. ASE refers to program of instruction designed for adults who have some literacy skills and can function in everyday life, but are not proficient or do not have a certificate of graduation or its equivalent from a secondary school.  
*Coding:*  
-7 — Not Applicable, no test used  
-8 — Missing  
-9 — Information Not Collected

Adult Basic Education (ABE) Hours

*Name:* ABEHOUR  
*Length:* 2  
*Type:* Numeric  
*Description:* The average number of hours per day inmates participate in ABE coursework. Refer to Adult Education Placement Assessment Score (ABESCORE) for a definition of ABE.  
*Coding:*  
1 — Less than 1 hour  
2 — 1 to less than 2 hours  
3 — 2 to less than 3 hours  
4 — 3 to less than 4 hours  
5 — 4 to less than 5 hours  
6 — 5 to less than 6 hours  
7 — 6 hours or more  
-8 — Missing  
-9 — Information Not Collected
Adult Basic Education (ABE) Days

**Name:** ABEDAY  
**Length:** 2  
**Type:** Numeric  
**Description:** The average number of days per week inmates participate in ABE coursework. Refer to Adult Education Placement Assessment Score (ABESCORE) for a definition of ABE.

**Coding:**  
1 — 1 day  
2 — 2 days  
3 — 3 days  
4 — 4 days  
5 — 5 days or more  
-8 — Missing  
-9 — Information Not Collected

Adult Basic Education (ABE) Weeks

**Name:** ABEWEEK  
**Length:** 2  
**Type:** Numeric  
**Description:** The average number of weeks per year inmates participate in ABE coursework. Refer to Adult Education Placement Assessment Score (ABESCORE) for a definition of ABE.

**Coding:**  
-8 — Missing  
-9 — Information Not Collected

Adult Secondary Education (ASE) Hours

**Name:** ASEHOUR  
**Length:** 2  
**Type:** Numeric  
**Description:** The average number of hours per day inmates participate in ASE coursework. Refer to Adult Secondary Education Placement Assessment Score (ASESCORE) for a definition of ASE.

**Coding:**  
1 — Less than 1 hour  
2 — 1 to less than 2 hours  
3 — 2 to less than 3 hours  
4 — 3 to less than 4 hours  
5 — 4 to less than 5 hours  
6 — 5 to less than 6 hours  
7 — 6 hours or more  
-8 — Missing  
-9 — Information Not Collected
**Adult Secondary Education (ASE) Days**

*Name*: ASEDAY  
*Length*: 2  
*Type*: Numeric  
*Description*: The average number of days per week inmates participate ASE coursework. Refer to Adult Secondary Education Placement Assessment Score (ASESCORE) for a definition of ASE.

*Coding*:  
1 — 1 day  
2 — 2 days  
3 — 3 days  
4 — 4 days  
5 — 5 days or more  
-8 — Missing  
-9 — Information Not Collected

**Adult Secondary Education (ASE) Weeks**

*Name*: ASEWEEK  
*Length*: 2  
*Type*: Numeric  
*Description*: The average number of weeks per year inmates participate in ASE coursework. Refer to Adult Secondary Education Placement Assessment Score (ASESCORE) for a definition of ASE.

*Coding*:  
-8 — Missing  
-9 — Information Not Collected

**Vocational Education Program (VOC) Hours**

*Name*: VOCHOUR  
*Length*: 2  
*Type*: Numeric  
*Description*: The average number of hours per day inmates participate in VOC coursework. VOC refers to a program of instruction designed to provide adults with specific job skills.

*Coding*:  
1 — Less than 1 hour  
2 — 1 to less than 2 hours  
3 — 2 to less than 3 hours  
4 — 3 to less than 4 hours  
5 — 4 to less than 5 hours  
6 — 5 to less than 6 hours  
7 — 6 hours or more  
-8 — Missing  
-9 — Information Not Collected
**Vocational Education Program (VOC) Days**

_Name:_ VOCDAY  
_Length:_ 2  
_Type:_ Numeric  
_Description:_ The average number of days per week inmates participate in VOC coursework. Refer to Vocational Education Program Hours (VOCHOUR) for a definition of VOC.  
_Coding:_  
1 — 1 day  
2 — 2 days  
3 — 3 days  
4 — 4 days  
5 — 5 days or more  
-8 — Missing  
-9 — Information Not Collected

**Vocational Education Program (VOC) Weeks**

_Name:_ VOCWEEK  
_Length:_ 2  
_Type:_ Numeric  
_Description:_ The average number of weeks per year inmates participate in VOC coursework. Refer to Vocational Education Program Hours (VOCHOUR) for a definition of VOC.  
_Coding:_  
-8 — Missing  
-9 — Information Not Collected

**Life Skills Program (LCT) Hours**

_Name:_ LCTHOUR  
_Length:_ 2  
_Type:_ Numeric  
_Description:_ The average number of hours per day inmates participate in Life Skills/Cognitive Restructuring/Transition (LCT) coursework. LCT refers to a program of instruction designed to assist adults with personal skills (e.g., anger management, personal responsibility, impulse control) or social skills (e.g., parenting, money management, health).  
_Coding:_  
1 — Less than 1 hour  
2 — 1 to less than 2 hours  
3 — 2 to less than 3 hours  
4 — 3 to less than 4 hours  
5 — 4 to less than 5 hours  
6 — 5 to less than 6 hours  
7 — 6 hours or more  
-8 — Missing  
-9 — Information Not Collected
Life Skills Program (LCT) Days

Name: LCTDAY
Length: 2
Type: Numeric
Description: The average number of days per week inmates participate in Life Skills/Cognitive Restructuring/Transition (LCT) coursework. Refer to Life Skills Program Hours (LCTHOUR) for a definition of LCT.

Coding:  
1 — 1 day  
2 — 2 days  
3 — 3 days  
4 — 4 days  
5 — 5 days or more  
-8 — Missing  
-9 — Information Not Collected

Life Skills Program (LCT) Weeks

Name: LCTWEEK
Length: 2
Type: Numeric
Description: The average number of weeks per year inmates participate in LCT coursework. Refer to Life Skills Program Hours (LCTHOUR) for a definition of LCT.

Coding:  
-8 — Missing  
-9 — Information Not Collected

Postsecondary Education Program (PSE) Hours

Name: PSEHOUR
Length: 2
Type: Numeric
Description: The average number of hours per day inmates participate in PSE coursework. PSE refers to advanced instruction enabling adults to earn college credit toward a two-year or four-year degree.

Coding:  
1 — Less than 1 hour  
2 — 1 to less than 2 hours  
3 — 2 to less than 3 hours  
4 — 3 to less than 4 hours  
5 — 4 to less than 5 hours  
6 — 5 to less than 6 hours  
7 — 6 hours or more  
-8 — Missing  
-9 — Information Not Collected
**Postsecondary Education Program (PSE) Days**

*Name:* PSEDAY  
*Length:* 2  
*Type:* Numeric  
*Description:* The average number of days per week inmates participate in PSE coursework. Refer to Postsecondary Education Program Hours (PSEHOUR) for a definition of PSE.  
*Coding:*  
- 1 — 1 day  
- 2 — 2 days  
- 3 — 3 days  
- 4 — 4 days  
- 5 — 5 days or more  
-8 — Missing  
-9 — Information Not Collected

**Postsecondary Education Program (PSE) Weeks**

*Name:* PSEWEEK  
*Length:* 2  
*Type:* Numeric  
*Description:* The average number of weeks per year inmates participate in PSE coursework. Refer to Postsecondary Program Hours (PSEHOUR) for a definition of PSE.  
*Coding:*  
-8 — Missing  
-9 — Information Not Collected
State Level Variables
This page intentionally left blank
Staffing Characteristics Of Correctional Facilities

Total Paid Staff

Name: TOTSTAFF
Length: 4
Type: Numeric
Description: The number of paid staff (full and part-time) employed by correctional facilities in the state. Include staff employed by private facilities.
Coding: 
-8 — Missing
-9 — Information Not Collected

Administration

Name: ADMIN
Length: 4
Type: Numeric
Description: The number of administrative staff (full and part-time), including wardens, superintendents, administrators, and others working in an administrative capacity, who are on the payroll of correctional facilities in the state. Include administrative staff employed by private facilities. Also include facility contract and non-payroll staff on the payroll of other government agencies (e.g. health department, school district, court, etc.) and college interns who receive class credit for their work at the facility. Exclude community volunteers.
Coding: 
-8 — Missing
-9 — Information Not Collected

Correctional Officers

Name: COOFF
Length: 4
Type: Numeric
Description: The number of correctional staff (full and part-time), including correctional officers, classification officers, line staff, and their supervisors, who are on the payroll of correctional facilities in the state. Include correctional officers employed by private facilities. Also include facility contract and non-payroll staff on the payroll of other government agencies (e.g. health department, school district, court, etc.) and college interns who receive class credit for their work at the facility. Exclude community volunteers.
Coding: 
-8 — Missing
-9 — Information Not Collected

Clerical Support

Name: CLERICAL
Length: 4
Type: Numeric
Description: The number of clerical support staff (full and part-time), including typists, secretaries, switchboard operators, and records and accounts clerks, who are on the payroll of correctional facilities in the state. Include clerical support employed by private facilities. Also include facility contract and non-payroll staff on the payroll of other government agencies (e.g. health department, school district, court, etc.) and college interns who receive class credit for their work at the facility. Exclude community volunteers.
Coding: 
-8 — Missing
-9 — Information Not Collected
Educational Staff

Name: EDSTAFF
Length: 4
Type: Numeric
Description: The number of educational staff (full and part-time), including academic and vocational teachers and other types of educational staff, who are on the payroll of correctional facilities in the state. Include educational staff employed by private facilities. Also include facility contract and non-payroll staff on the payroll of other government agencies (e.g. health department, school district, court, etc.) and college interns who receive class credit for their work at the facility. Exclude community volunteers.

Coding: -8 — Missing
       -9 — Information Not Collected

Professional and Technical Staff

Name: PROFTECH
Length: 4
Type: Numeric
Description: The number of professional staff (full and part-time), including psychiatrists, psychologists, social workers, counselors, medical doctors, dentists, nurses, paramedics, paralegals, librarians, and chaplains, who are on the payroll of correctional facilities in the states. Include professional and technical staff employed by private facilities. Also include facility contract and non-payroll staff on the payroll of other government agencies (e.g. health department, school district, court, etc.) and college interns who receive class credit for their work at the facility. Exclude community volunteers.

Coding: -8 — Missing
       -9 — Information Not Collected

Other Staff

Name: OTRSTAFF
Length: 4
Type: Numeric
Description: The number of staff (full and part-time) not otherwise classified who are on the payroll of correctional facilities in the state. Include other staff employed by private facilities. Also include facility contract and non-payroll staff on the payroll of other government agencies (e.g. health department, school district, court, etc.) and college interns who receive class credit for their work at the facility. Exclude community volunteers.

Coding: -8 — Missing
       -9 — Information Not Collected

Volunteers

Name: VOLUN
Length: 4
Type: Numeric
Description: The number of individuals who volunteer at correctional facilities in the state.

Coding: -8 — Missing
       -9 — Information Not Collected
Corrections Budget Information

**Total Correctional Facility Expenditures**

*Name:* TOTEXP  
*Length:* 9  
*Type:* Numeric  
*Description:* The state’s annual total operating expenditures for its correctional facilities.  
*Coding:*  
-8 — Missing  
-9 — Information Not Collected

**Correctional Facility Administration**

*Name:* ADMEXP  
*Length:* 8  
*Type:* Numeric  
*Description:* The state’s annual operating expenditures for administration of its correctional facilities.  
*Coding:*  
-8 — Missing  
-9 — Information Not Collected

**Security and Institutional Operations**

*Name:* SECEXP  
*Length:* 8  
*Type:* Numeric  
*Description:* The state’s annual operating expenditures for security and institutional operations of its correctional facilities.  
*Coding:*  
-8 — Missing  
-9 — Information Not Collected

**Health Services**

*Name:* HTHEXP  
*Length:* 8  
*Type:* Numeric  
*Description:* The state’s annual operating expenditures for prison health services at its correctional facilities.  
*Coding:*  
-8 — Missing  
-9 — Information Not Collected

**Information Technology**

*Name:* INFOEXP  
*Length:* 8  
*Type:* Numeric  
*Description:* The state’s annual operating expenditures for information technology at its correctional facilities.  
*Coding:*  
-8 — Missing  
-9 — Information Not Collected
Correctional Education Programs

Name: EDUCEXP  
Length: 8  
Type: Numeric  
Description: The state's annual operating expenditures for educational, vocational, and special education programs at its correctional facilities.

Coding:  
-8 — Missing  
-9 — Information Not Collected

Community Corrections

Name: COMEXP  
Length: 8  
Type: Numeric  
Description: The state's annual operating expenditures for community corrections.

Coding:  
-8 — Missing  
-9 — Information Not Collected
## Appendix I: Country Codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Country</th>
<th>Code</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>0010</td>
<td>Afghanistan</td>
<td>0480</td>
<td>Cocos (Keeling) Islands</td>
</tr>
<tr>
<td>0020</td>
<td>Aland Islands</td>
<td>0490</td>
<td>Colombia</td>
</tr>
<tr>
<td>0030</td>
<td>Albania</td>
<td>0500</td>
<td>Comoros</td>
</tr>
<tr>
<td>0040</td>
<td>Algeria</td>
<td>0510</td>
<td>Congo</td>
</tr>
<tr>
<td>0050</td>
<td>American Samoa</td>
<td>0520</td>
<td>Congo, The Democratic Republic of the</td>
</tr>
<tr>
<td>0060</td>
<td>Andorra</td>
<td>0530</td>
<td>Cook Islands</td>
</tr>
<tr>
<td>0070</td>
<td>Angola</td>
<td>0540</td>
<td>Costa Rica</td>
</tr>
<tr>
<td>0080</td>
<td>Anguilla</td>
<td>0550</td>
<td>Cote D’Ivoire (Ivory Coast)</td>
</tr>
<tr>
<td>0090</td>
<td>Antarctica</td>
<td>0560</td>
<td>Croatia</td>
</tr>
<tr>
<td>0100</td>
<td>Antigua and Barbuda</td>
<td>0570</td>
<td>Cuba</td>
</tr>
<tr>
<td>0110</td>
<td>Argentina</td>
<td>0580</td>
<td>Cyprus</td>
</tr>
<tr>
<td>0120</td>
<td>Armenia</td>
<td>0590</td>
<td>Czech Republic</td>
</tr>
<tr>
<td>0130</td>
<td>Aruba</td>
<td>0600</td>
<td>Czechoslovakia</td>
</tr>
<tr>
<td>0140</td>
<td>Australia</td>
<td>0610</td>
<td>Democratic Yemen</td>
</tr>
<tr>
<td>0150</td>
<td>Austria</td>
<td>0620</td>
<td>Denmark</td>
</tr>
<tr>
<td>0160</td>
<td>Azerbaijan</td>
<td>0630</td>
<td>Djibouti</td>
</tr>
<tr>
<td>0170</td>
<td>Bahamas</td>
<td>0640</td>
<td>Dominica</td>
</tr>
<tr>
<td>0180</td>
<td>Bahrain</td>
<td>0650</td>
<td>Dominican Republic</td>
</tr>
<tr>
<td>0190</td>
<td>Bangladesh</td>
<td>0660</td>
<td>Ecuador</td>
</tr>
<tr>
<td>0200</td>
<td>Barbados</td>
<td>0670</td>
<td>Egypt</td>
</tr>
<tr>
<td>0210</td>
<td>Belarus</td>
<td>0680</td>
<td>El Salvador</td>
</tr>
<tr>
<td>0220</td>
<td>Belgium</td>
<td>0690</td>
<td>Equatorial Guinea</td>
</tr>
<tr>
<td>0230</td>
<td>Belize</td>
<td>0700</td>
<td>Eritrea</td>
</tr>
<tr>
<td>0240</td>
<td>Benin</td>
<td>0710</td>
<td>Estonia</td>
</tr>
<tr>
<td>0250</td>
<td>Bermuda</td>
<td>0720</td>
<td>Ethiopia</td>
</tr>
<tr>
<td>0260</td>
<td>Bhutan</td>
<td>0730</td>
<td>Falkland Islands (Malvinas)</td>
</tr>
<tr>
<td>0270</td>
<td>Bolivia</td>
<td>0740</td>
<td>Faroe Islands</td>
</tr>
<tr>
<td>0280</td>
<td>Bosnia and Herzegovina</td>
<td>0750</td>
<td>Fiji</td>
</tr>
<tr>
<td>0290</td>
<td>Botswana</td>
<td>0760</td>
<td>Finland</td>
</tr>
<tr>
<td>0300</td>
<td>Bouvet Island</td>
<td>0770</td>
<td>France</td>
</tr>
<tr>
<td>0310</td>
<td>Brazil</td>
<td>0780</td>
<td>France, Metropolitan</td>
</tr>
<tr>
<td>0320</td>
<td>British Indian Ocean Territory</td>
<td>*</td>
<td>French Guiana</td>
</tr>
<tr>
<td>0330</td>
<td>Brunei Darussalam</td>
<td>0790</td>
<td>French Polynesia</td>
</tr>
<tr>
<td>0340</td>
<td>Bulgaria</td>
<td>0800</td>
<td>French Southern Territories</td>
</tr>
<tr>
<td>0350</td>
<td>Burkina Faso</td>
<td>0810</td>
<td></td>
</tr>
<tr>
<td>0360</td>
<td>Burundi</td>
<td>0820</td>
<td>Gabon</td>
</tr>
<tr>
<td>0370</td>
<td>Byelorussian SSR</td>
<td>0830</td>
<td>Gambia</td>
</tr>
<tr>
<td>0380</td>
<td>Cambodia</td>
<td>0840</td>
<td>Georgia</td>
</tr>
<tr>
<td>0390</td>
<td>Cameroon</td>
<td>0850</td>
<td>German Democratic Republic</td>
</tr>
<tr>
<td>0400</td>
<td>Canada</td>
<td>0860</td>
<td>Germany</td>
</tr>
<tr>
<td>0410</td>
<td>Cape Verde</td>
<td>0870</td>
<td>Ghana</td>
</tr>
<tr>
<td>0420</td>
<td>Cayman Islands</td>
<td>0880</td>
<td>Gibraltar</td>
</tr>
<tr>
<td>0430</td>
<td>Central African Republic</td>
<td>0890</td>
<td>Greece</td>
</tr>
<tr>
<td>0440</td>
<td>Chad</td>
<td>0900</td>
<td>Greenland</td>
</tr>
<tr>
<td>0450</td>
<td>Chile</td>
<td>0910</td>
<td>Grenada</td>
</tr>
<tr>
<td>0460</td>
<td>China</td>
<td>0920</td>
<td>Guadeloupe</td>
</tr>
<tr>
<td>0470</td>
<td>Christmas Island</td>
<td>0930</td>
<td>Guam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0940</td>
<td>Guatemala</td>
</tr>
</tbody>
</table>
0950 Guinea
0960 Guinea-Bissau
0970 Guyana
0980 Haiti
0990 Heard Island and McDonald Islands
1000 Holy See (Vatican City State)
1010 Honduras
1020 Hong Kong
1030 Hungary
1040 Iceland
1050 India
1060 Indonesia
1070 Iran, Islamic Republic of
1080 Iraq
1090 Ireland
1100 Israel
1110 Italy
1120 Jamaica
1130 Japan
1140 Jordan
1150 Kazakhstan
1160 Kenya
1170 Kiribati
1180 Korea, Democratic People’s Republic of
1190 Korea, Republic of
1200 Kuwait
1210 Kyrgyzstan
1220 Lao People’s Democratic Republic
1230 Latvia
1240 Lebanon
1250 Lesotho
1260 Liberia
1270 Libyan Arab Jamahiriya
1280 Liechtenstein
1290 Lithuania
1300 Luxembourg
1310 Macao
1320 Macedonia, Former Yugoslav Republic of
1330 Madagascar
1340 Malawi
1350 Malaysia
1360 Maldives
1370 Mali
1380 Malta
1390 Marshall Islands
1400 Martinique
1410 Mauritania
1420 Mauritius
1430 Mayotte
1440 Mexico
1450 Indonesia, Federated States of
1460 Moldova, Republic of
1470 Monaco
1480 Mongolia
1490 Montserrat
1500 Morocco
1510 Mozambique
1520 Myanmar (Burma)
1530 Namibia
1540 Nauru
1550 Nepal
1560 Netherlands
1570 Netherlands Antilles
1580 New Caledonia
1590 New Zealand
1600 Nicaragua
1610 Niger
1620 Nigeria
1630 Niue
1640 Norfolk Island
1650 Northern Mariana Islands
1660 Norway
1670 Oman
1680 Pakistan
1690 Palau
1700 Palestinian Territory, Occupied
1710 Panama
1720 Papua New Guinea
1730 Paraguay
1740 Peru
1750 Philippines
1760 Pitcairn
1770 Poland
1780 Portugal
1790 Puerto Rico
1800 Qatar
1810 Reunion
1820 Romania
1830 Russian Federation
1840 Rwanda
1850 Saint Helena
1860 Saint Kitts and Nevis
1870 Saint Lucia
1880 Saint Pierre and Miquelon
1890 Saint Vincent and the Grenadines
1900 Samoa
1910 San Marino
1920 Sao Tome and Principe
1930 Saudi Arabia
1940 Senegal
1950 Serbia and Montenegro
1960 Seychelles
1970 Sierra Leone
1980 Singapore
1990 Slovakia
2000 Slovenia
2010 Solomon Islands
2020 Somalia
2030 South Africa
2040 South Georgia and the South Sandwich Islands
2050 Spain
2060 Sri Lanka
2070 Sudan
2080 Suriname
2090 Svalbard and Jan Mayen
2100 Swaziland
2110 Sweden
2120 Switzerland
2130 Syrian Arab Republic
2140 Taiwan, Republic of China
2150 Tajikistan
2160 Tanzania, United Republic of
2170 Thailand
2180 Timor-Leste
2190 Togo
2200 Tokelau
2210 Tonga
2220 Trinidad and Tobago
2230 Tunisia
2240 Turkey
2250 Turkmenistan
2260 Turks and Caicos Islands
2270 Tuvalu
2280 Uganda
2290 Ukraine
2300 Union of Soviet Socialist Republics
2210 United Arab Emirates
2320 United Kingdom (Great Britain)
2330 United States
2340 United States Minor Outlying Islands
2350 Uruguay
2360 Uzbekistan
2370 Vanuatu
1000 Vatican City State, see Holy See
2380 Venezuela
2390 Vietnam
2400 Virgin Islands, British
2310 Virgin Islands, U.S.
2420 Wallis and Futuna
2430 Western Sahara
2440 Yemen
0520 Zaire, see Congo, The Democratic Republic of the
2450 Zambia
2460 Zimbabwe
Appendix II: Offense Codes with Crimes by Category

Offense 1—Violent

Murder
Accessory After the Fact, Murder
Accessory to Murder
Felony Murder
Murder
Murder Accessory After the Fact
Willful Murder
Homicide
Homicide - Willful Kill
Unspecified Homicide
Unspecified Homicide, Attempted/Conspiracy
Manslaughter with Intent
Nonnegligent Manslaughter
Pre-meditated Manslaughter
Voluntary Manslaughter

Negligent Manslaughter
Causing Death by Operating Auto While Under Influence of Drugs or Alcohol
Manslaughter, Vehicular
Reckless Homicide, Vehicular
Vehicular Manslaughter
Manslaughter, Vehicular, Attempted
Manslaughter, Vehicular, Conspiracy
Involuntary Manslaughter
Manslaughter
Manslaughter, Non-Vehicular
Negligent Homicide
Negligent Manslaughter
Attempted Manslaughter
Manslaughter, Non-Vehicular, Attempted
Manslaughter, Non-Vehicular, Conspiracy

Kidnapping
Abduction
Aggravated Kidnapping
Detaining a Female
Detaining Person
False Imprisonment
Felonious Restraint
Holding Hostage
Kidnapping
Simple Kidnapping

Rape
Aggravated Rape
Carnal Knowledge or Abuse, (Sex Unspecified)
Forcible Rape
Forcible Ravishment
Object Rape
Rape by Force
Rape of a Child, Force
Rape, Other than Statutory
Sexual Intercourse without Consent
Simple Rape
Assault and Battery with Intent to Commit Rape
Assault with Intent to Commit Rape
Assault with Intent to Ravish
Burglary with Intent to Commit Rape
Rape, Attempted
Rape, Conspiracy
Buggery, Force
Deviate Sexual Intercourse by Force
Forcible Sodomy
Rape of a Male
Sexual Assault - Sodomy
Assault with Intent to Commit Sodomy
Attempted Sodomy - Forcible
Conspiracy to Commit Sodomy - Forcible

Other Sexual
Carnal Knowledge of Female Child - No Force
Rape, Statutory
Sex with close blood relative (incest - no force)
S/Rape (Statutory Rape)
Statutory Rape
Violation of a Child - No Force
Statutory Rape, Attempted
Statutory Rape, Conspiracy
Aggravated Sexual Abuse
Fondling, Unspecified
Gross Sexual Attempt
Gross Sexual Imposition by Force
Appendix II: Offense Codes with Crimes by Category

**Indecent Assault**
- Molestation, Unspecified
- Sex by Deception
- Sex Offenders Act
- Sexual Abuse
- Sexual Assaults, Except Rape, Statutory Rape, Lewd Act with Child, or Forcible Sodomy
- Sexual Assault, Other, Unspecified
- Sexual Misconduct
- Indecent Liberties, Unspecified
- Sexual Assault, Attempted
- Sexual Assault, Conspiracy
- Indecent Behavior with a Juvenile
- Indecent or Immoral Practices with a Child
- Indulging in Lewd and Indecent Practices with a Child
- Lewd Act with Child
- Lewdness with a Child
- Liberties with a Child
- Molestation of a Child
- Molesting Child
- Taking Immodest and Immoral Liberties with a Child
- Fondling of a Child
- Lewd Act with a Child, Attempted
- Lewd Act with a Child, Conspiracy

**Robbery**
- Aggravated Robbery
- Aiding and Abetting Robbery
- AR (Armed Robbery)
- Armed Robbery
- Armed Burglary
- Assault and Robbery
- Carjacking
- Forcibly and Violently Demanding Money from Another
- Forcible Robbery
- Heist, Armed
- Mugging, Armed
- Robbery, Armed
- Robbery by Force
- Robbery with Violence
- Robbery with Firearms
- Robbery with D D W (Dangerous and Deadly Weapon)
- Robbery, Unspecified
- Armed Assault with Intent to Rob
- Armed Robbery, Attempted
- Assault and Battery with Intent to Rob
- Assault with Intent to Commit Robbery
- Carjacking, Attempted
- Armed Robbery, Conspiracy
- Carjacking, Conspiracy
- Heist
- Heist, Unarmed
- Mugging
- Mugging, Unarmed
- Purse Snatching, Forcible
- Simple Robbery
- Strongarm Robbery
- Unarmed Robbery
- Unarmed Robbery, Attempted
- Unarmed Robbery, Conspiracy

**Assault**
- Assault and Battery by Force Likely to Produce Death
- Assault and Battery with Intent to Kill
- Assault with Intent to Kill
- Malicious Striking and Wounding with Intent to Kill
- Murder, Attempted
- Shooting with Intent to Kill
- Conspiracy to Commit Murder
- Murder, Conspiracy
- Aggravated Assault
- Aggravated Battery
- Armed Assault
- Assault, Aggravated
- Assault and Battery
- Assault and Battery with a Deadly Weapon
- Assault and Battery with a Dangerous Weapon
- Assault, First Degree
- Assault on a Child
- Assault with a Dangerous Weapon
- Assault with a Deadly Weapon
- Assault with Intent to Commit a Felony
- Assault with Intent to Commit a Moral Offense
- Assault with Intent to Maim or Wound
- Assault with a Motor Vehicle
- Assault, Unspecified
- AWIGBH (Assault with Intent to do Great Bodily Harm)
- Criminal Injury to Persons
- Domestic Violence
- Felonious Assault and Battery
- Felonious Maiming
- Firing a Weapon into a Dwellinghouse
- Maiming and Mutilation
- Maiming and Wounding
- Malicious Cutting and Wounding
- Malicious Shooting and Wounding
- Malicious Shooting without Wounding
- Mayhem
- Point, Aim, and Discharge a Deadly Weapon
- Striking and Beating with a Weapon
- Shooting and Wounding without killing
- Unlawful Wounding
Vehicular Assault
Wounding
Aggravated Assault, Attempted
Aggravated Assault, Conspiracy
Assault, Simple
Hazing
Misdemeanor Assault
Simple Assault
Striking and Beating
Threat to do Bodily Harm
Simple Assault, Attempted
Simple Assault, Conspiracy
Assault of a Corrections Officer
Assault on a Fireman
Assault on a Public Safety Officer
Striking a Public Safety Officer
Threatening a Public Safety Officer
Assault, Public Safety Officer, Attempted
Assault, Public Safety Officer, Conspiracy

Other Violent
Blackmail
Coercion
Demanding Things by Threat
Extortion
Intimidation
Menacing
Menacing with a Deadly Weapon
Obtain Menace (Extortion)
Oral Threat
Racketeering

Offense 2—Property

Burglary
Accessory to Burglary
Aiding and Abetting in Storehouse Breaking
B and E (Breaking and Entering)
BEL (Breaking and Entering with Larceny)
BELDT (Breaking and Entering with Larceny in the Day Time)
BELNT (Breaking and Entering with Larceny in the Night Time)
BENT (Breaking and Entering in the Night Time)
Breaking and Entering with Intent to Commit Larceny
Breaking and Entering
Breaking into a Deposit Box or ATM
Burglary
DHB (Dwellinghouse Breaking)
Dwellinghouse Breaking
Entering a Building while Armed to Steal

Terroristic Threat
Threat to Bomb
Threat to Burn
Threatening Communications
Threatening to Commit Offense
Extortion, Attempted
Extortion, Conspiracy
Hit and Run with Bodily Injury
Leaving the Scene of an Accident with Bodily Injury
Hit and Run with Bodily Injury, Attempted
Hit and Run with Bodily Injury, Conspiracy
Child Abuse
Cruelty to Juvenile
Child Abuse, Attempted
Child Abuse, Conspiracy
Abortion
Aiding a Suicide
Assault, Except Aggravated, Child Abuse, or Simple
Child Endangerment
Criminal Endangerment
Criminal Transmission of HIV
Criminal Trespass (Against a Person)
Gang Related Violence
Infamous Crime
Reckless Endangerment
Tampering with a Commercial Product with Intent to Extort or Cause Injury
Trespassing (Against a Person)

Entering Without Breaking with Intent to Commit a Felony
House Breaking
Illegal Entry, with Intent to Commit a Felony
Malicious Burglary of Property
Safecracking
Simple Burglary
Storehouse Breaking
Burglary, Attempted
Burglary, Conspiracy

Larceny
Boosting (Shoplifting), Grand
Burglary of Contents of a Motor Vehicle
Grand Larceny
Grand Stealing
Larceny by Bailee, Grand
Appendix II: Offense Codes with Crimes by Category

Larceny from an Automobile, Grand
Larceny from a person, Grand
Mail Theft
Pick-pocketing, Over $200
Removal of Auto Parts, Grand
Shoplifting, Grand
Snatch and Grab, Grand
Stealing Cattle
Stealing, Grand
Stealing a Thing of Value, Except a Motor Vehicle, Grand
Theft, Grand
Theft from a Motor Vehicle, Grand
Theft from a person, Grand
Theft of Rental Property, Grand
Larceny/Theft, $200 or Over (Grand) Attempted
Larceny/Theft, $200 or Over (Grand) Conspiracy
Boosting (Shoplifting), Petty
Burglary of Contents of a Motor Vehicle
Larceny from an Automobile, Petty
Larceny from a Person, Petty
Larceny/Theft, Under $200 (Petty)
Misdemeanant Theft
Petit Larceny
Petty Larceny
Pick-pocketing, Under $200
Removal of Auto Parts, Petty
Shoplifting, Petty
Snatch and Grab, Petty
Stealing a Thing of Value, Except a Motor Vehicle, Petty
Stealing from a person, Petty
Stealing License Plates, Petty
Stealing, Petty
Theft from a Motor Vehicle, Petty
Theft of Rental Property, Petty
Theft, Petty
Larceny/Theft, Under $200 (Petty), Attempted
Larceny/Theft, Under $200 (Petty), Conspiracy
Burglary of Contents of a Motor Vehicle
Larceny
Larceny from an Automobile, Value Unknown
Larceny from a person, Value Unknown
Larceny/Theft-Value Unknown
Pick-pocketing, Value Unknown
Purse Snatching, No Force or Unspecified
Removal of Auto Parts, Value Unknown
Shoplifting, Value Unknown
Snatch and Grab, Value Unknown
Stealing a Thing of Value, Except a Motor Vehicle, Value Unknown
Stealing License Plates, Value Unknown
Stealing, Value Unknown
Theft of Rental Property, Value Unknown
Theft of Services
Theft of Services (i.e. Cable TV Signals)
Theft from a Motor Vehicle, Value Unknown
Theft from a Person, Value Unknown
Theft, Value Unknown
Larcency/Theft-Value Unknown, Attempted
Larcency/Theft-Value Unknown, Conspiracy

Motor Vehicle Theft
Altering Auto Serial Number Plate
Auto Theft
Conversion of a Motor Vehicle
Interstate Transportation of Stolen Vehicle
Larceny of an Automobile
Possession of a Stolen Vehicle
Receiving and Transferring a Stolen Vehicle
Stealing a Motor Vehicle
Taking a Vehicle
Theft of a Motor Vehicle
Auto Theft, Attempted
Auto Theft, Conspiracy
Entering a Motor Vehicle
Failure to Return a Rented Vehicle
Joyriding
Unauthorized Entry of a Motor Vehicle
Unauthorized Use of a Motor Vehicle
Using Car Without Owner’s Consent
Unauthorized use of Vehicle, Attempted
Unauthorized use of Vehicle, Conspiracy

Arson
Aggravated Arson
Arson
Burning an Automobile
Burning a Thing of Value
Bombing
Willfully Causing an Explosion
Arson, Attempted
Arson, Conspiracy

Fraud
Aiding and Abetting a Forgery
Altering Serial Number (Other than Auto)
Bad Check
Bogus Check
Cheating by False Pretenses
Check Fraud
Check Law Violation
Cold Checks
Confidence Game
Conversion (Fraudulent)
Counterfeiting
Criminal Impersonation
Delivering a Cold Check
Appendix II: Offense Codes with Crimes by Category

Disposing of Mortgaged Property
Distributing a Forged or Bogus Check
False Pretenses
Fictitious Check
Forgery
Forgery of Credit Device
Fraud
Fraud by Check
Fraudulent Representation
Fraudulent Use of Credit Card
Impairing a Security Interest
Injury to Bank Deposits
Insufficient Funds Check
Interfering with a Security Interest
Interstate Transportation of Forged Securities
Interstate Transportation of Stolen Checks
Issuing a Check Without Funds
Issuing a Fictitious Check
Issuing Worthless Checks
Larceny by Check
No Account
Obtaining a thing of Value (Money) by False Pretenses
Obtaining Unauthorized Control Over Property
Passing a Forged or Bogus Check
Passing a Worthless Check
Publishing a Forged Instrument
Purchase under a Fictitious Name
Short Check
Stealing a Thing of Value by Deceit
Swindling
Theft by Deception
Theft by Worthless Checks
Trafficking Stolen Credit Card
UFIC (Uttering a Forged Instrument, Check)
UFIW (Uttering a Forged Instrument in Writing)
Unlawfully Obtaining Telephone Services without Intention to Pay
Uttering a Cold Check
Uttering a Forged or Bogus Instrument
Uttering a Forged or Bogus Check
Violation of Check Law
Worthless Checks
Forgery/Fraud, Attempted
Forgery/Fraud, Conspiracy
Embezzlement
Misapplication of Money or Property
Embezzlement, Attempted
Embezzlement, Conspiracy
Embezzlement, Bank
Embezzlement, Benefit Plan
Embezzlement, Postal
Bank Fraud
False Oath of Bankruptcy

Fraud and Related Activity in Connection with Access Services
Fraud and Related Activity in Connection with Computers
Fraud, Bondsman
Fraud for Government Employment
Fraud, Postal
Fraud, Servicemen’s Dependent’s Allowance Act
Fraud, Veterans Benefits
Impersonation of Federal Official
Impersonation of Foreign Diplomats, Consuls or Officers
Impersonation of U.S. Citizen
Passport Fraud
Forgery, Altering Checks, Money Orders, Bonds, Legal Documents
Forgery, Altering or Removing Motor Vehicle Identification Number
Forgery, Postal, including Money Orders
Forgery, Transport Forged Checks, Money Orders, Travelers Checks
Forgery, U.S. Securities
Counterfeiting, Money or Securities, including Altering Currency
Counterfeiting, Postal, including Money Orders
Counterfeiting, Securities of the States and Private Entities

Stolen Property
Concealing Stolen Property
Obtaining Control over Stolen Property
Possession of Stolen Property
Receiving Stolen Property
RSP (Receiving Stolen Property)
Stolen Property, Possession
Stolen Property, Receiving
Stolen Property, Attempted
Stolen Property, Conspiracy
Sale of Stolen Property
Stolen Property, Trafficking
Transportation of Stolen Property
Stolen Property-Trafficking, Attempted
Stolen Property-Trafficking, Conspiracy

Other Property
Criminal Damage to Property
Criminal Mischief
Criminal Tampering
Destruction of Property
Malicious Mischief
Tampering with Motor Vehicle Without Consent
Unlawful Killing of Livestock
Vandalism
Destruction of Property, Attempted
### Offense 3—Drugs

#### Possession of Drugs
- Possession of Heroin
- Possession/Use, Heroin
- Use of Heroin
- Possession/Use, Heroin, Attempted
- Possession/Use, Heroin, Conspiracy
- Possession/Use of Cocaine or Crack
- Possession/use of Cocaine or Crack, Attempted
- Possession/use of Cocaine or Crack, Conspiracy
- Obtaining Dangerous Drug
- Possession of Controlled Substance or Enumerated Drug
- Possession of Dangerous Drug or Hallucinogen
- Possession of Prescription Drugs
- Use of Controlled Substance or Enumerated Drug
- Use of Dangerous Drug or Hallucinogen
- Possession/Use, Other Controlled Substances, Attempted
- Possession/Use, Other Controlled Substances, Conspiracy
- Possession/Use, Marijuana or Hashish
- Use of Marijuana or Hashish
- Possession/Use, Marijuana or Hashish, Attempted
- Possession/Use, Marijuana or Hashish, Conspiracy
- Possession, Use, Drug Unspecified

#### Drug Trafficking
- Delivery of Heroin
- Distributing or Dispensing Heroin
- Importing or Smuggling Heroin
- Manufacture of Heroin
- Possession of Heroin for Sale or Other Disposal
- Sale of Heroin
- Trafficking in Heroin
- Trafficking, Heroin, Attempted
- Trafficking, Heroin, Conspiracy
- Computer Crimes
- Pirating Tapes and Videos
- Plagiar
- Property Offenses, Other Types, N.E.C.
- Other Property, Attempt, N.E.C.
- Other Property, Conspiracy, N.E.C.
- Escape Implements (Tools)
- Possession of Burglary Tools
- Attempt to Possess Burglary Tools
- Conspiracy to Possess Burglary Tools
Appendix II: Offense Codes with Crimes by Category

Unlawful Disposal of Dangerous Drug or Hallucinogen
Trafficking, Other Controlled Substances, Attempted
Trafficking, Other Controlled Substances, Conspiracy
Cultivation of Marijuana
Delivery of Marijuana or Hashish
Distribution of Marijuana or Hashish
Importing or Smuggling Marijuana or Hashish
Marijuana or Hashish, Possession and Sales
Possession of Marijuana or Hashish for Sale or other Disposal
Produce or Prepare Marijuana or Hashish
Sale of Marijuana or Hashish
Trafficking in Marijuana or Hashish
Trafficking, Marijuana or Hashish, Attempted
Trafficking, Marijuana or Hashish, Conspiracy
Trafficking, Drug Unspecified
Trafficking, Drug Unspecified, Attempted
Trafficking, Drug Unspecified, Conspiracy

Other Drugs
Heroin, Except Sales-Traffic, Use, or Possession
Heroin, Offense not Specified
Heroin Violation, Offense Unspecified
Cocaine/Crack, Offense not specified
Cocaine/Crack, Except Sales-Traffic, Use, or Possession
Controlled Substances or Enumerated Drugs, Except Sales-Traffic, Use, or Possession
Controlled Substances or Enumerated Drugs, Offense Unspecified
Dangerous Drugs or Hallucinogens, Except Sales-Traffic, Use, or Possession

Dangerous Drugs or Hallucinogens, Offense Unspecified
Narcotics, Except Sales-Traffic, Use or Possession
Narcotics, Offense Unspecified
Narcotics other than Heroin, Except Sales-Traffic, Use, or Possession
Narcotics other than Heroin, Offense Unspecified
Controlled Substance Violation, Offense Unspecified
Marijuana or Hashish, Except Sales-Traffic, Use, or Possession
Marijuana or Hashish, Offense Unspecified
Drug Abuse, Neither Offense nor Type or Drug Specified
Drug Offenses, Activity and Drug Unspecified
False Prescription for Controlled Substance or Enumerated Drug
False Prescription for Dangerous Drug
False Prescription for Narcotic other than Heroin
Forging or Uttering Prescription for Controlled Substance or Enumerated Drug
Forging or Uttering Prescription for Dangerous Drug
Forging or Uttering Prescription for Narcotic other than Heroin
Fraudulent Prescription of Drugs
Possession of Drug Paraphernalia
Possession of Drug Tools
Possession of Hypo and Syringe
Traffic in Controlled Substance other than Drugs
Unlawfully Obtaining Drugs
Violation of Drug Free Zones
Writing an Illegal Prescription for Drug

Offense 4—Public Order

Weapons
Aggravated Weapons Violation
Armed while Committing a Crime
Armed with a Pistol
Carrying Ammunition
Carrying a Concealed Weapon
Carrying Explosive Devices
Carrying a Firearm
Exhibiting and Flourishing a Deadly and Dangerous Weapon
Firing a Weapon
Incendiary Device, Possessing, or Teaching Possession of Explosive Devices
Possession of Firearms
Possession of Firearm after Felony Conviction
Reckless Use of Fire, Incendiary Devices, or Explosives
Selling a Weapon
Weapon Offenses
Weapons Offense, Attempted
Weapons Offense, Conspiracy
Driving While Intoxicated
Causing Injury While Operating Auto Under Influence of Intoxicating Liquor
Driving While Intoxicated
Drunk Driving
Appendix II: Offense Codes with Crimes by Category

**DWI, Driving While Intoxicated**
- Driving Under the Influence of Alcohol
- Driving Under the Influence, Unspecified
- Driving While Under the Influence of Narcotics
- Driving Under Influence of Drugs

**Other Public Order**
- Aggravated Escape
- Breaking out from Prison or Jail
- Escape from Custody
- Escape from Prison or Jail
- Flight from Prison or Jail
- Simple Escape
- Escape from Custody, Attempted
- Aiding Another to Escape from Jail
- Aiding Escape
- Forcibly Rescuing a Prisoner
- Harboring a Fugitive
- Escape from Custody, Conspiracy
- Flight to Avoid Prosecution
- Flight to Avoid Prosecution, Attempted
- Flight to Avoid Prosecution, Conspiracy
- Parole Violation
- Parole Suspension
- Straight Parole Violation
- Violation of Parole
- Probation Violation
- Revocation of a Deferred Sentence
- Revocation of a Suspended Sentence
- Violation of Probation
- Inciting a Riot
- Mob Action
- Participating in a Riot
- Riot
- Riot, Attempting to Incite
- Riot, Conspiracy to Incite
- Convicted 3 Times of a Felony
- Habitual Criminal
- Habitual Criminal Act
- Habitual Felony
- Habitual Felony Conviction (HFC)
- Habitual Offender
- HFC (Habitual Felony Conviction)
- Persistent Violator of the Law
- PFC (Prior Felony Conviction)
- Previous Felony Convictions
- Prior Felony Conviction
- Contempt of Court
- Failure to Pay Fines
- Violation of Protective Order
- Violation of Restraining Order
- Bond Jump
- Bribing a Juror or Witness
- Corruptly Influencing a Witness
- Court Offenses
- Failure to Appear
- Failure to Appear on Bail Bond
- Failure to Comply with Order of a Circuit Court
- Intimidation of a Witness
- Offering False Evidence
- Perjury
- Subordination of Perjury
- Tampering with Evidence
- Tampering with a Witness
- Perjury, Attempted
- Court Offenses, Attempted
- Court Offenses, Conspiracy
- Operating a Motor Vehicle as a Habitual Offender
- Operating a Motor Vehicle Without a License
- Operating an Unregistered Motor Vehicle
- Traffic Offenses, Except Drunk Driving
- Traffic Offenses, Minor
- Abandonment
- Cruelty to Wife
- Custodial Interference
- Desertion
- Failure to Provide
- Interference with Custody
- Non-Support, Family Related Offenses
- Non-Support of Spouse or Children
- Begging
- Disorderly Conduct
- Disorderly Person
- Drunkenness
- Drunk and Disorderly
- Intoxication
- Loitering
- Unlawful Assembly
- Vagabondage
- Vagrancy
- Drunkenness/ Vagrancy/ Disorderly Conduct
- Adultery
- Bigamy
- Buggery, No Force
- Crime Against Nature, No Force
- Exhibitionism
- Incest
- Indecent Exposure
- Indecent and Immoral Practices with Another Adult Person
- Indecent Language Over Phone
- Lewd and Wanton Behavior
- Obscene Phone Call
- Offense Against Morals/Decency
- Peeping Tom
- Sexual Offenses, Except Sexual Assaults,
  Commercialized Sex
Appendix II: Offense Codes with Crimes by Category

- Sodomy, No Force
- Trespass by Peeping Tom
- Unnatural Intercourse
- Using Indecent Language Over Phone
- Offense Against Morals/Decency, Attempted
- Offense Against Morals/Decency, Conspiracy
- Harboring Illegal Immigrants
- Illegal Entry into the United States
- Immigration Violation
- Smuggling Aliens
- Compounding a Felony
- Concealing Death
- Failure to Give Information
- Failure to Render Assistance
- Failure to Report Fire
- False Information/Name to Police Officer
- Hindering a Police Officer
- Obstruction of Justice
- Obstruction of Law Enforcement
- Promoting Prison Contraband
- Resisting Arrest
- Resisting Authority
- Traffic with a Prison Inmate
- Withholding Name of Person Who Committed Crime
- Obstruction, Attempted
- Obstruction, Conspiracy
- Harassment
- Invasion of Privacy
- Malicious Vexation
- Stalking
- Wire Tapping
- Bookmaking
- Commercialized Sex
- Commercialized Vice
- Displaying or Producing Pornographic Movies
- Gambling
- Keeping a House of Ill-repute
- Illegal Possession of Obscene Materials
- Obscenity, Unspecified
- Pandering
- Pimping
- Procuring Women
- Prostitution
- Soliciting for prostitute
- Trafficking in Obscene Materials (Possession, Distribution, Sales, Mailing, Production)
- Vice Offense
- Contributing to the Delinquency of a Minor
- Bootlegging
- Liquor Law Violations Excluding Drunkenness and DWI
- Maintaining Unlawful Drinking Establishment
- Manufacturing Liquor

- Operating a Still
- Possession & Transport
- Sale of Alcohol to a Minor
- Selling Liquor
- Civil Rights Violation
- Contraband
- Cruelty to/Abuse of Animals
- Delay Mail
- Disinterment of a Human Body
- Failure to Appear for Work in Lieu of Induction (Draft Evasion)
- Hitch Hiking
- Income or Sales Tax Evasion
- Interest and Penalties
- Libel
- Money Laundering
- Non-Payment of Debts
- Obstructing a Passageway
- Public Order Offenses, Other
- Racketeering
- Sounding a False Alarm
- Slander
- Taxation and Revenue Offenses
- Traffic in Controlled Substance Other than Drugs
- Traffic in Non-Controlled Substance
- Violation of Fish and Game Law or Relocation
- Violation of Local Optional Law
- Public Order Offenses, Other, Attempted
- Public Order Offenses, Other, Conspiracy
- Abuse of Official Authority or Position
- Bribery, Excluding Bribery of Court and Law Enforcement Officials
- Bribery, Giving, Offering, or Receiving
- Conflict of Interest
- Gratuity, Giving, Offering, or Receiving
- Kickback, Giving, Offering, or Receiving
- Influence
- Attempt to Commit Bribery
- Conspiracy to Commit Bribery
- Banking and Insurance Laws
- Bird, Fish and Game Laws
- Communications Act
- Custom Laws, Including Removal of Property to Prevent Seizure, Failure to Report Monetary Instrument
- Customs Laws, Smuggling, Tariff, Other
- Customs Laws, Undervaluation and Other Custom Frauds
- Election Laws
- Food and Drug
- Labor and Social Welfare Laws
- Maritime Laws
- Motor Carriers Act
<table>
<thead>
<tr>
<th>Railroad Laws, Retirement Act, Unemployment Insurance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal Revenue - Alcohol Tax, Violation of IRLL</td>
</tr>
<tr>
<td>Internal Revenue - Excise Taxes</td>
</tr>
<tr>
<td>Internal Revenue - Gambling</td>
</tr>
<tr>
<td>Internal Revenue - Income Tax Evasion</td>
</tr>
<tr>
<td>Internal Revenue - Inheritance Taxes</td>
</tr>
<tr>
<td>Internal Revenue - Social Security Taxes</td>
</tr>
<tr>
<td>Internal Revenue - Withholding Taxes</td>
</tr>
<tr>
<td>Extortion, Sending Threats Through Mail</td>
</tr>
<tr>
<td>Extortion, Sending Threats in Interstate Commerce</td>
</tr>
<tr>
<td>Extortion, Bomb Threat by Phone</td>
</tr>
<tr>
<td>Extortion, Credit Card Transactions</td>
</tr>
<tr>
<td>Labor Racketeering</td>
</tr>
<tr>
<td>Racketeering, Interference with Commerce by Threats or Violence</td>
</tr>
<tr>
<td>Racketeering, Interstate Transportation of Wagering Paraphernalia</td>
</tr>
<tr>
<td>Racketeering, Laundering of Monetary Instruments</td>
</tr>
<tr>
<td>Racketeering, Prohibition of Illegal Gambling Businesses</td>
</tr>
<tr>
<td>Racketeering, Violent Crimes in Aid of Racketeering Activity</td>
</tr>
<tr>
<td>RICO</td>
</tr>
</tbody>
</table>

Offense 5—Other

<table>
<thead>
<tr>
<th>Aggravated Juvenile Delinquency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curfew Violation</td>
</tr>
<tr>
<td>Incorrigible</td>
</tr>
<tr>
<td>Incorrigible Juvenile Delinquent</td>
</tr>
<tr>
<td>Juvenile Delinquent</td>
</tr>
<tr>
<td>Juvenile Status Offense</td>
</tr>
<tr>
<td>Minor Possessing Alcohol</td>
</tr>
<tr>
<td>Misrepresentation of Age - Minor</td>
</tr>
<tr>
<td>Runaway</td>
</tr>
<tr>
<td>Truant</td>
</tr>
<tr>
<td>Aiding and Abetting a Felony</td>
</tr>
<tr>
<td>Felony - Third Degree</td>
</tr>
<tr>
<td>Felony, Unspecified</td>
</tr>
<tr>
<td>Attempted Felony</td>
</tr>
<tr>
<td>Felony-Unspecified, Attempted</td>
</tr>
<tr>
<td>Conspiracy to Commit a Felony</td>
</tr>
<tr>
<td>Felony-Unspecified, Conspiracy</td>
</tr>
<tr>
<td>Misdemeanor</td>
</tr>
<tr>
<td>Accessory</td>
</tr>
<tr>
<td>Accomplice</td>
</tr>
<tr>
<td>Aiding and Abetting</td>
</tr>
<tr>
<td>Conspiracy</td>
</tr>
<tr>
<td>Criminal Attempt</td>
</tr>
<tr>
<td>Criminal Negligence</td>
</tr>
<tr>
<td>Criminal Solicitation</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>