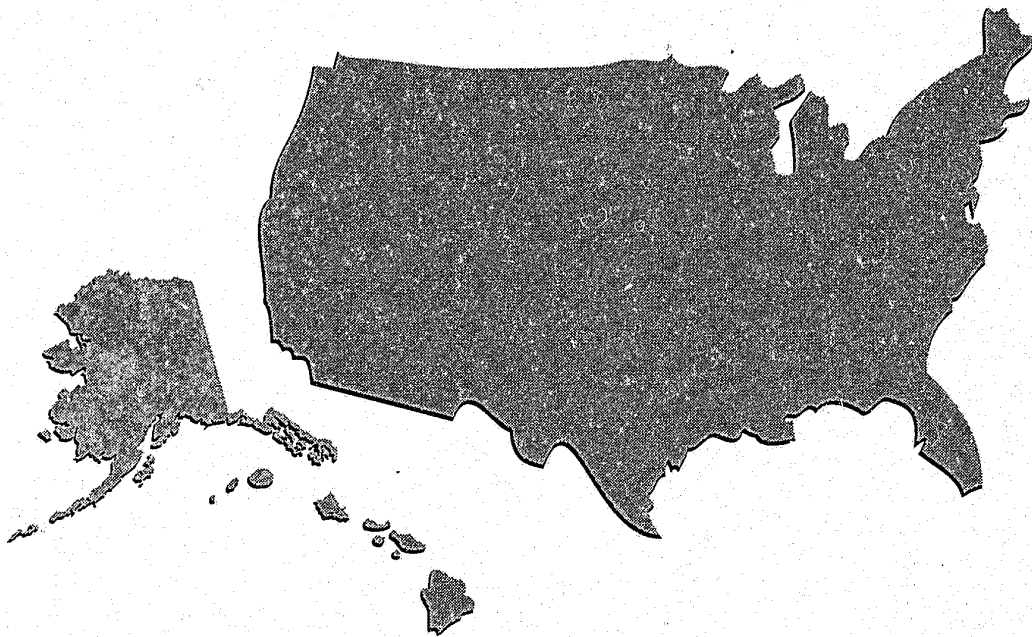


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U.S. Department of Justice



*P*roject PACT Denver



Program Resource Manual



U.S. Department of Justice
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*P*roject PACT Denver



Program Resource Manual

Project PACT (Pulling America's Communities Together)

Project PACT, one component of the Interdepartmental Task Force on Violence, is a federal initiative designed to empower communities to fight crime. Through Project PACT, the federal government will vigorously support and foster the development of broad-based, fully coordinated local and statewide anti-violence initiatives that work strategically to secure community safety. The goals are to remove barriers among all levels of government to ensure that all federal agencies join together to form strong partnerships with cities, counties, and states. This strategy will work with the President's Empowerment Initiative both to suppress violence and restore the sense of community necessary to effectively recapture the security of our neighborhoods.

Participating federal agencies include:

U.S. Department of Education
U.S. Department of Health and Human Services
U.S. Department of Housing and Urban Development
U.S. Department of Justice
U.S. Department of Labor
Office of National Drug Control Policy

Project PACT Denver
Program Resource Manual

April 1994

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Resource List

Introduction

The *Program Resource Manual*, prepared on behalf of the Bureau of Justice Assistance (BJA), supports Denver's efforts in preparing coordinated local anti-violence initiatives. The manual presents *initial, but continuing*, efforts to address each of the eight overall recommendation areas and strategies to address drug and violent crime identified by Denver's working groups and subcommittees. The manual is divided into sections, by each of the recommendations and strategies. Each section includes program summaries and bibliographies that correspond to the specific strategies followed by a resource list for each general strategy.

The program summaries are based on information collected during a 3 week period via telephone and written correspondence. Each summary contains the following:

- Program name and acronym
- Program type
- Target population and setting (where appropriate)
- Project startup date
- Annual budget and number of persons served
- Sources of funding
- Project description
- Sources for additional information

In instances where information was not available or not provided, the category is marked N/A. Also some recommendations have no corresponding project summaries or bibliographies due to time constraints. In most cases, additional information about the programs, such as brochures, videotapes, and manuals, is available from the BJA Clearinghouse, a component of the National Criminal Justice Reference Service (NCJRS). Please call the BJA Clearinghouse at 800-688-4252.

The bibliographies are based are literature searches of the NCJRS document data base. All bibliographic references are available from NCJRS.

The list of resources provides organization names, addresses, phone numbers, and brief summaries (where available) of additional contacts. In some instances, programs not featured in the program summaries may be listed as well in the resource list because of limited information available at time of press.

There is some overlap and duplication of strategies in one or more of the recommendations, and in these cases, related information appears in only one section. For example, strategies related to case processing and court delay reduction appear in the recommendations to accelerate and toughen responses by the court system and find additional resources for new and existing programs, both within the recommendations for prosecution/courts/corrections.

The BJA Clearinghouse will continue to collect programmatic and bibliographic information to meet Denver's recommendations and strategies. Please call the BJA Clearinghouse at 800-688-4252 with questions or comments about the *Program Resource Manual*.

Coordination/Collaboration

RECOMMENDATIONS FOR LAW ENFORCEMENT

Coordination/Collaboration

- Fund a task force of all law enforcement agencies along western interstate corridors to address problems of violent crimes, gangs and drug trafficking.
- Support efforts of local units of government to develop multi-jurisdictional task force programs.
- Provide technical assistance to new and inexperienced multi-jurisdictional task forces.
- Work with FBI and other law enforcement agencies to strengthen existing gang information networks.
- Explore using interstate compacts to prevent criminals, especially gang members, from moving across state lines anonymously.
- Improve submission of Supplemental Homicide Reports (SHR) and updates to the Colorado Bureau of Investigation.

Recommendations for Law Enforcement: Coordination/Collaboration

Strategies: Improve drug-interdiction operations and reduce duplicative efforts of federal, state, and local enforcers by bringing agencies together in an interagency task force

Border Alliance Group Narcotics Task Force (BAG) (Arizona)

Program Type:	Interagency task force
Target Population:	Federal, state, and local law enforcement units that conduct narcotics operations
Project Startup Date:	1987
Annual Budget/Number of Persons Served Annually:	
Sources of Funding:	Arizona Criminal Justice Enhancement Fund, Edward Byrne State and Local Law Enforcement Assistance Formula Grant Program, High Intensity Drug Trafficking Area grant program (60 percent of operating costs), asset forfeitures, federal asset-sharing, in-kind donations from agencies

Program Objectives/Description:

The Border Alliance Group Narcotics Task Force (BAG) is Cochise County's chief unit to combat drug-smuggling. Cochise, the most sparsely populated county on Arizona's border with Mexico, is the county of choice for many northern Mexican and U.S. drug traffickers to conduct cross-border smuggling operations.

The BAG task force is an 11-person full-time staff representing six state and local law enforcement agencies: the Arizona National Guard Joint Counternarcotics Task Force; the city police departments of Benson, Bisbee, and Sierra Vista; the Cochise County Attorney's Office; and the county sheriff's department.

A sergeant from the county sheriff's office supervises the BAG. The group's eight sworn officers are stationed in Bisbee, the county seat, and Sierra Vista BAG office, providing case assistance, search warrant preparation, and legal advice. A BAG governing board, made up of the chief executives of the agencies, meets quarterly to review operations. A subgroup, made up of supervisory and command personnel from federal, state, and local enforcement agencies, meets monthly to review cases and to provide detailed guidance. Enforcement agencies provide in-kind support, such as vehicles, office space, and personnel.

The county's Racketeer Influenced and Corrupt Organizations (RICO) accounts have accumulated more than \$3 million in asset forfeitures in 18 months. Since June 1990, BAG has arrested 362 drug offenders and seized almost 2,800 pounds of cocaine, 19,000 pounds of marijuana, \$500,000 in cash, and \$1 million in motor vehicles.

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Recommendations for Law Enforcement: Coordination/Collaboration

Strategies: Improve homicide and sexual assault investigations through instant access to data on previous similar crimes

Homicide Investigation Tracking System (HITS) (State of Washington)

Program Type:	Homicide reports and homicide investigations; technical assistance through computer investigative system; gang-information network; method for agencies to assist one another on similar cases; interstate information-sharing
Target Population:	All enforcement agencies investigating murders, sex crimes, and missing persons who may have met foul play
Project Startup Date:	1987
Annual Budget/Number of Persons Served Annually:	\$1.3 million
Sources of Funding:	Washington State Legislature, National Institute of Justice

Program Objectives/Description:

The Homicide Investigation and Tracking System (HITS) is a computer system that provides investigators with instant information about crimes of murder, sexual assault, and missing persons who may be victims of foul play. Data is provided by all law enforcement agencies in the State of Washington, and also, selectively, by Oregon, California, Idaho, Kansas, and Canada. Information is kept in seven categories: murder, sexual assault, preliminary information, Department of Corrections, gang-related crimes, Violent Criminal Apprehension Program (VICAP), and timeline.

A crucial feature of HITS is its ability to tell investigators whether similar crimes have been committed to the one under investigation and what features they may have in common. The system can sort through 250 fields of information and tell investigators about similar crimes by sex, date, cause of death, location, presence or absence of clothing, and other crime aspects. HITS supplies in minutes what investigators acting alone might take days to discover.

Since its inception in 1987, HITS has provided assistance in more than 850 murder and rape investigations. A 1990 survey of 495 police chiefs, sheriffs, and homicide investigators showed 86 percent of respondents had used HITS. The data base involves crimes that occurred between 1981 and the present. The data base is supplied by police who spend 30 minutes filling out a form on the relevant crime. HITS operates out of the Washington Attorney General's office with five investigator analysts, one violent crime analyst, a manager, and support staff.

Besides providing information on similar cases, HITS allows investigators to identify offender characteristics, location of possible suspects, names of experts who may be of assistance to investigators, and advice on how to investigate crimes.

HITS provides help in the following areas, among others:

- **Murder.** Information on more than 4,000 murder investigations.
- **Sexual assault.** Data on more than 2,000 rape investigations, including information on victims, offenders, and modes of operation. Rapes are separated into serial rapes, stranger rapes, and predatory sex offenses.
- **Preliminary information.** Information on crime classification, victims, offenders, methods of operation, weapons, vehicles, locations, more than 4,600 sex-offender registrations, and information from teletypes, newspapers, crime bulletins, and requests from investigators.
- **Department of Corrections.** More than 189,000 records with information on current and former inmates convicted of murder and sexual assault, updated bimonthly.
- **Gang-related crime.** More than 76,000 records on gang-related crime and drive-by shootings.
- **VICAP.** Some 350 of the state's murder cases that are part of the national serial murder tracking program run by the Federal Bureau of Investigation.
- **Timeline.** Information on the chronological histories of known murderers.

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Seattle, WA 98164
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Recommendations for Law Enforcement: Coordination/Collaboration

Strategies: Improve coordination of drug and crime control operations through multiagency task forces

New Mexico Regional Law Enforcement Cooperative (NMRLEC) (New Mexico)

Program Type: Interagency task force; support and technical assistance to inexperienced local units

Target Population: Law enforcement agencies, especially the state's many rural agencies, that lack the resources and capability to mount comprehensive drug and violent crime initiatives

Project Startup Date:

Annual Budget/Number of Persons Served Annually:

Sources of Funding: Edward Byrne State and Local Law Enforcement Assistance Formula Grant Program, administered by the Bureau of Justice Assistance

Program Objectives/Description:

The New Mexico Regional Law Enforcement Cooperative links the state Department of Public Safety with law enforcement agencies in seven regions to improve criminal intelligence and share resources in fighting drug crime and violent crime. Many agencies in the largely rural state individually had lacked the resources and capability to identify and pursue comprehensive anti-crime efforts. With the NMRLEC, the agencies are advised by experienced regional coordinators, and they tap the Department of Public Safety and two state data bases to implement crime-reduction strategies.

Before the NMRLEC was organized, just four multiagency task forces operated in New Mexico. Today, with the cooperative, 7 formal regional task forces and 20 local task forces mount more sophisticated anti-crime campaigns.

The regions are grouped into multicounty areas that share similar crime patterns and common offenders. Regional coordinators are retired police executives who conduct intelligence-sharing meetings, maintain regional crime data on state-supplied computers, and serve as contacts with agencies in other regions.

The Department of Public Safety serves as a central fusion center for the agencies, providing data and analyses on crime and criminals. The department is scheduled to receive RISS-NET, a software program developed for the Regional Information Sharing System.

A High Risk Offender Program identifies about 25 percent of criminals released from state prison as possible serious repeat offenders. Regional agencies use the data for repeat-

offender programs, surveillance, and other enforcement purposes. New Mexico's Law Enforcement Information Network with Corrections program provides a data base on some 45,000 convicted offenders that helps agencies develop lists of potential suspects and their last know locations.

Similar programs exist in Oregon and Iowa.

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Training and Education Programs

RECOMMENDATIONS FOR LAW ENFORCEMENT

Training and Education Programs

- Provide resources needed for police officers to attend and complete college.
- Demand reduction education programs in which law enforcement officers participate.
- Support drug recognition expert training and Drug Alcohol Recognition Training (DART) for criminal justice practitioners and staff.
- Support training for drug and violent crime law enforcement for law enforcement officers.
- Support officer training in the use of surveillance equipment and evidentiary and privacy laws.
- Undertake a national education campaign to show there is no such thing as a "recreational" drug; all users contribute significantly to the drug market; prosecute casual users to the full extent of the law.

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**Improve the Operational Effectiveness
of Law Enforcement**

RECOMMENDATIONS FOR LAW ENFORCEMENT

Improve the Operational Effectiveness of Law Enforcement

- Develop a more intense approach to "cross-over" crimes, specifically auto theft.
- Support projects designed to focus enforcement on narcotics-related and violent crime investigations.
- Support strengthening urban enforcement and prosecution efforts targeting street drug sales and violent crime.
- Support strengthening enforcement and prosecution targeting career criminals, high-rate property offenders, drug offenders and violent criminals.
- Support projects that target low-income housing drug and violent crime control.
- Improve use of crime analysis techniques, street sales enforcement, schoolyard violator programs, gang-related and low-income housing drug control programs.
- Staff and fund departments that handle code enforcement to allow for "tough-edged" enforcement programs.
- Ask police to set up curfew violation check points throughout the city.

Recommendations for Law Enforcement: Improve the Operational Effectiveness of Law Enforcement

Strategy: Improve use of crime analysis techniques, street sales enforcement, schoolyard violator programs, gang-related and low-income housing drug control programs

The Alliance for a Safer, Greater Detroit (Detroit, Michigan)

Program Type:	Community coalition
Target Population:	N/A
Project Startup Date:	1992
Annual Budget/Number of Persons Served Annually:	N/A
Sources of Funding:	N/A

Program Objectives/Description:

In May 1992, leaders from Detroit's business, community, and criminal justice organizations formed the Alliance for a Safer, Greater Detroit to establish a fully comprehensive anti-crime coalition. Alliance members include representatives from: Detroit NAACP; Detroit Urban League, Warren/Conner Development Coalition; Citizens Coalition Against Crime; Detroit Association of Black Organizations; New Detroit, Inc.; Detroit Bar Association; U.S. Attorney's Office; Drug Enforcement Agency; Bureau of Alcohol, Tobacco, and Firearms; U.S. Marshal's Service; U.S. Secret Service; Federal Bureau of Investigation; Wayne County Prosecutor's Office; Wayne County Sheriff's Office; Michigan State Police; Detroit Police Department; Wayne State University Center for Urban Studies; and other agencies.

The alliance reviewed recommendations from executive committee members to develop a series of initiatives for its anti-crime strategy. The initiatives were grouped into topic categories ranging from criminal apprehension, dangerous buildings, and handgun safety to crime prevention and school safety. Current alliance initiatives include:

- Create a crack house registry and notification process.
- Prevent stripping of abandoned houses.
- Board up abandoned houses.
- Establish drug-free/gun-free school zones.
- Improve safety for children to and from school.
- Reduce auto theft by etching vehicle identification numbers (VINs) on auto glass.

- Hold annual block parties with information about crime prevention.
- Install billboards to promote caring and harmony.
- Promote gun safety.
- Maintain a fugitive task force.

The Alliance for a Safer, Greater Detroit hope that their efforts will serve as a catalyst for community improvement and will encourage the Detroit community and business leaders to pursue additional initiatives in support of the Alliance's mission.

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Recommendations for Law Enforcement: Improve the Operational Effectiveness of Law Enforcement

Strategy: Improve use of crime analysis techniques, street sales enforcement, schoolyard violator programs, gang-related and low-income housing drug control programs

Area IV Crime Task Force (Cambridge, Massachusetts)

Program Type: Community policing
Target Population:
Project Startup Date: 1988
Annual Budget/Number of Persons Served Annually: \$59,000, N/A
Sources of Funding: Federal, State, and local grants and funds, and private foundations

Program Objectives/Description:

The Area IV Crime Task Force of Cambridge, Massachusetts, was created as an effort on the part of neighborhood residents and agencies to respond to the increase in drug related crime in their community. Membership includes residents from various neighborhoods in Area IV; representatives from Polaroid and Draper; Cambridge officials, including representatives from the police, housing authorities, schools, and courts; the Pisani Center Tenants Council; clergy members; and several social service organizations.

Activities of the Task Force include a drug free community fair, "Stop the Violence March" and candlelight vigil, the development of an Area IV Youth Center, recreational programs at a neighborhood school, sponsorship of substance abuse prevention workshops for parents and youth, street-lighting surveys, operation of an anonymous drug-free tip line, production of a newsletter, and monthly meetings.

For further information contact:

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Recommendations for Law Enforcement: Improve the Operational Effectiveness of Law Enforcement

Strategy: Support strengthening urban enforcement and prosecution efforts targeting drug sales and violent crime

Campaign PUSH-OFF (Purchasers' Use of Streets and Highways-Opt For Forfeiture) (Detroit, Michigan)

Program Type:	Drug use deterrence
Target Population:	Casual drug users
Project Startup Date:	1990
Annual Budget/Number of Persons Served Annually:	N/A
Sources of Funding:	Federal grants, State and local funds, and asset forfeiture funds

Program Objectives/Description:

Campaign PUSH-OFF is designed to use Michigan's existing forfeiture laws to seize the automobiles of individuals involved in drug offenses. Because a majority of buyers travel from other communities to obtain drugs, the program targets casual drug users who use vehicles to facilitate a drug transaction, thereby promoting user accountability. The PUSH-OFF program is based on the following goals:

- To increase the appropriate use of civil remedies in lieu of the use of court time and jail space.
- To improve administrative techniques for civil remedies with minimal law enforcement involvement.

The program's slogan, "Behind your rock could be a cop," denotes that PUSH-OFF cases are often the result of reverse-buy operations. Traffic stops, search warrants, and observations of drug buys and other narcotic-related activities also result in PUSH-OFF seizures. Although law enforcement initiates the automobile seizure, its involvement in PUSH-OFF procedure is minimal. A vehicle used or intended for use to transport, deliver, or receive drugs or to facilitate the delivery of controlled substances, can be seized by the state. When an officer determines probable cause exists, a Notice of Seizure and Intent to Forfeit for the vehicle is issued to the driver. The vehicle is towed to PUSH-OFF's contracted lot, and the driver and occupants are most often ticketed and released. Police instruct drivers to contact the prosecutor's office to recover their vehicles.

PUSH-OFF program planners cite three positive results of the program: it deters casual drug users and buyers; it increases awareness of the dangers and cost of casual drug use; and it alerts parents, relatives, and friends that a loved one is using controlled substances. Although PUSH-OFF does not stop drug trafficking, it drives drug markets inside and off the streets, allowing residents and businesses to reclaim their neighborhoods from the drug dealers. A process and impact evaluation, conducted after its first year of operation, concluded that "PUSH-OFF appears to be a cost-effective method to enforce laws against retail drug purchases."

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Recommendations for Law Enforcement: Improve the Operational Effectiveness of Law Enforcement

Strategy: Support projects that target low-income housing drug and violent crime control

The Enhanced Code Enforcement Team; Richmond, Virginia Police Department

Program Type:	Interagency task force drug elimination
Target Population:	Low-income housing developments
Project Startup Date:	1992
Annual Budget/Number of Persons Served Annually:	N/A
Sources of Funding:	\$100,000 in grants plus \$150,000 city/local funds

Program Objectives/Description:

The City of Richmond is continuing its efforts to reduce drug-related and other criminal activity by reducing the environmental factors that contribute to and foster illegal activity. These factors include unsafe, deteriorated, and vacant buildings; health and fire hazards, and illegal uses of land and structures. Richmond has had success in reducing these adverse factors by combining the enforcement of its regulatory codes: housing, electrical, and zoning with traditional law enforcement.

To make the crime prevention effort a success, crime prevention planning was incorporated into the communities by working directly with neighborhood civic groups and with business and merchant groups to solicit support and to identify problem properties where criminal activity has been witnessed or where the potential for criminal activity exists. Residents were asked to report substandard properties or vacant buildings that were not properly secured.

In September 1990, the City Manager introduced his Urban Violence Strategy Plan, which created an Enhanced Code Enforcement Team that operates under the supervision of the Police Department's Vice Unit. The team originally consisted of two police officers and one housing inspector with support, as needed, from zoning, electrical, fire, and health departments. Receipt of the current grant allowed expansion of the team to four police officers, one housing inspector, one electrical inspector, and one zoning officer with support from fire, health, and environmental departments.

The Enhanced Code Enforcement Team has accomplished workplan objectives during previous grant periods, and the accomplishments of the team prove that it was successful in achieving its goals. Statistics for previous grant years (July 1, 1991 to December 1993) revealed that 986 complaints were received and 1,263 inspections of properties were conducted. The team observed 3,312 building code violations, 288 zoning violations, and 1,605 electrical violations. Corrections were made on 1,520 building code violations, 220

zoning violations, and 805 electrical violations. There were 371 court actions against property owners who failed to correct violations. In addition, 222 properties were boarded up and 23 houses plus 3 four-unit apartment buildings were demolished.

The court system is continuing to deal harshly with violations that the Enhanced Code Enforcement Team take before it. The team continues to focus on complaints of illegal activity in the city where traditional law enforcement has been unable to alleviate the problem. In addition, the team continues to monitor the four blocks in the city where buildings were demolished to determine if there is any significant change in the number of calls for police service, reported crimes, and arrests since the buildings were removed.

This grant has enabled law enforcement activities to be combined with building, zoning, and electrical inspectors which has developed into an excellent working relationship among city agencies. The end result is a team approach that no one agency could have solved alone, making it possible for the City of Richmond to take a giant step toward reducing environmental conditions that could contribute to increased criminal activity.

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Recommendations for Law Enforcement: Improve the Operational Effectiveness of Law Enforcement

Strategy: Improve use of criminal analysis techniques, street sales enforcement, schoolyard violator programs, gang-related and low-income housing drug control programs

Narcotics Nuisance Abatement Unit (Chicago, Illinois)

Program Type:	Drug trafficking deterrence
Target Population:	Owners of property used for drug trafficking
Project Startup Date:	1988
Annual Budget/Number of Persons Served Annually:	N/A
Sources of Funding:	Federal grants, State funds

Program Objectives/Description:

Based on an existing civil remedies statute, this prosecutor-based narcotics nuisance abatement program targets properties linked to narcotics sales and trafficking and focuses on getting landlords voluntarily to abate existing narcotics nuisances. The program expanded countywide in August 1990 as a dedicated Narcotics Nuisance Abatement Unit (NNAU) in the state's attorney's office, operating with a staff of 13 employees.

The existing statute was amended in 1991 to define a nuisance as "any place which is resorted to for the purpose of unlawfully selling, serving, storing, keeping, giving away or using controlled substances." The significance of the revised law is that there must be two, separate drug-related incidents at the address to proceed with a nuisance abatement action.

Narcotic nuisance abatement procedures involve the following actions:

- Gathering information on suspected properties by reviewing narcotics cases at intake and by responding to community tips.
- Determining who owns the property, who manages it, and who lives there and checking the criminal history of all those associated with the property and the history of police contacts with the address.
- Documenting criminal incidents at the address and sending letters to owners warning them that the next incident will constitute a nuisance.
- If subsequent criminal activity occurs, sending the landlord a second letter identifying the nuisance, listing legal consequences, and recommending abatement.

- Meeting with owners and their counsel to develop a plan to abate the nuisance.
- Filing legal actions against the owner if there is no response from property owners or no effort to abate.
- Conducting followup monitoring of the property whether it was abated voluntarily or court ordered.

The goal of the NNAU is to eliminate narcotics nuisances from neighborhoods, not to engage in legal action. While most cases are informally resolved by the owner or landlord, all receive followup monitoring to some degree.

Since the program began in 1989, NNAU has processed more than 3,000 cases, including all cases that have had drug activity identification, investigation, and notification. During the same period, only about 30 court cases were filed for civil abatement proceedings. NNAU attorneys handled all other cases informally. Building on the success of the state's attorney's NNAU, the Chicago Police Department established a Narcotics Nuisance Abatement Team in October 1991. The police department's team now coordinates enforcement activities, such as conducting undercover buys, serving search warrants, and arresting suspects. A building inspector also accompanies police on search warrant executions to document building violations. The NNAU has also utilized the resources of other Chicago agencies to enforce city codes and ordinances as part of the abatement process.

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Recommendations for Law Enforcement: Improve the Operational Effectiveness of Law Enforcement

Strategy: Support strengthening enforcement and prosecution targeting career criminals, high-rate property offenders, drug offenders, and violent criminals

Serious Habitual Offender Comprehensive Action Program (SHOCAP)

Program Type:	Comprehensive action/targeted enforcement/prosecution
Target Population:	Habitual juvenile offenders
Project Startup Date:	1992
Annual Budget/Number of Persons Served Annually:	N/A
Sources of Funding:	Pilot program funding by Department of Justice's OJJDP

Program Objectives/Description:

In Illinois, as elsewhere, combinations of state laws and agency policies have limited interagency information sharing and collaboration with the result that multiple juvenile justice agencies often work independently with the same juveniles and their families, but there is no coordination. When agencies fail to share vital information, a chronic juvenile offender often "falls through the crack" of the juvenile justice system. Further, when decisionmaking is based on isolated information rather than on all of the available data, the extent of a youth's criminal activity is not always known, nor are decisions always made in the public's or the juvenile's best interest. This has resulted in some habitual offending remaining "untouchable" by the law and able to repeatedly victimize a community.

The Serious Habitual Offender Comprehensive Action Program (SHOCAP) facilitates interagency response to chronic juvenile offenders. Originally developed by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) of the U.S. Department of Justice, SHOCAP is a cooperative information-sharing and case management program that promotes coordination among law enforcement, probation, correctional, and social service agencies; prosecutors; schools; and community aftercare services. The agencies are thus able to develop more comprehensive case histories and to make better informed decisions and recommendations regarding juvenile serious habitual offenders (SHO's).

The mission of SHOCAP is to control the behavior of SHO's by reducing the number of offenses they commit and by promoting changes in their behavior through community-based programs. The program enhances the credibility of the juvenile justice system by developing a unified, consistent methodology for dealing with SHO's. The program is designed to assemble the most up-to-date information on troubled youth and their families so that the system can better match needs with services.

To achieve SHOCAP objectives, an accurate and timely data base must be maintained that comes from different sources and focuses on the serious habitual offender. In addition, operational definitions and standards for the use of police officers and detention and

processing personnel in dealing with juvenile serious habitual offenders. Procedures to reduce or eliminate pretrial delays, case dismissals, plea bargaining, and sentence reductions are developed and adhered to. Finally, SHOCAP needs to be supported in the communities where it is most needed, and this can be done only by promoting it through the community groups and appropriate criminal justice agencies.

In 1992 the Illinois General Assembly amended the Juvenile Court Act to allow each county in Illinois to establish a multidisciplinary SHOCAP committee to adopt criteria that identify juveniles who qualify as SHO's and to adopt an interagency agreement for sharing information that enhances case management yet maintains Juvenile Court Act confidentiality provisions. Only staff members working directly with SHO's in the agencies that share information may be allowed access to SHOCAP information.

SHO's on probation are closely supervised while performing community service or restitution work through the Probation Plus Program, and all absences or violations of rules are reported to the court and SHOCAP member agencies. Delivery of intervention, social service, and aftercare services is also an equally important program. A health center furnishes individual, family, and group therapy; crisis intervention services are available 24 hours a day; and substance abuse assessments and treatment referrals are provided.

Through the Illinois Department of Children and Family Services, those SHO's who are either the victim or the perpetrator in child abuse and neglect cases are identified, and information is shared with other agencies, as allowed by the department's rules, regulations, and related regulations. Schools also participate by sharing information with other agencies and report to police all crimes that occur on school grounds by an identified SHO.

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Recommendations for Law Enforcement: Improve the Operational Effectiveness of Law Enforcement

Strategy: Improve use of crime analysis techniques, street sales enforcement, schoolyard violator programs, gang-related and low-income housing drug control programs

Stay Out of Drug Area (SODA) Orders (State of Washington)

Program Type:	Drug trafficking deterrence
Target Population:	Known drug offenders
Project Startup Date:	1989
Annual Budget/Number of Persons Served Annually:	N/A
Sources of Funding:	N/A

Program Objectives/Description:

In response to a growing number of felony drug cases and citizens complaints about drug suspects returning to the same neighborhoods and selling drugs, King County officials worked together to enhance the investigation and prosecution of drug offenders. The prosecuting attorney implemented a program that identifies neighborhoods with heavy drug trafficking activity and prohibits known drug traffickers from entering these neighborhoods through the use of Stay Out of Drug Areas (SODA) orders. These "off-limits" prohibitions increase the accountability of drug suspects on pretrial or supervised release.

The program is based on Washington state's 1989 sentencing law, which established off-limits orders for drug traffickers. The legislature sought to prohibit drug dealers from frequenting areas known for continuous drug activity as a means of addressing the pervasive problem of escalating drug use. The statute allows cities such as Seattle to identify problem areas in drug-infested neighborhoods and classify them as Protected Against Drug Trafficking (PADT) areas. The statute defines PADT areas as geographic locations where drug sales, possession of drugs, pedestrian or vehicular traffic attendant to drug activity, or other activity associated with drug offenses confirms a pattern associated with drug trafficking.

Once PADT areas are established, a court can then execute a SODA order prohibiting a known drug offender from entering a specific PADT area for up to one year. The statute defines a "known drug trafficker" as any person who had been convicted of a drug offense in a state or federal court and who is subsequently arrested for another drug offense. While the police PADT affidavits describe general areas of high drug trafficking, individual SODA orders provide a more detailed description of the prohibited area to assist in enforcement. Although SODA orders are most commonly used as a condition of pretrial release and sentencing, they can also be incorporated into civil abatement and eviction actions.

In 1992, a 6-month undercover investigation resulted in the arrest of 94 crack cocaine dealers in Seattle. Virtually all of the 139 undercover narcotics purchases associate.¹ with the investigation occurred within court-designated SODA locations, which were given special attention by the courts, based on a history of illegal drug activity and resident complaints. Eighty-nine of the suspects were prosecuted by the county prosecutor, and five of the cases qualified for federal prosecution because of quantities of narcotics sold, multiple purchases, or weapons involvement.

The initial response from residents of PADT areas has been positive, and the SODA orders have received strong community support and favorable media coverage for successful operations, such as the investigation cited above. Recently, the program has been expanded to include juvenile offenders and a high narcotics trafficking area under the jurisdiction of the King County Police. As a team, the King County Prosecutor's Office and local law enforcement have utilized SODA orders to respond to the needs of neighborhoods under the scourge of the drug trade.

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Increase Resources From the Federal Government

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RECOMMENDATIONS FOR LAW ENFORCEMENT

Increase Resources From the Federal Government

- Ask the federal government to fund an interstate corridor task forces.
- Stop budget reduction in federal law enforcement.
- Make federal grants available to research gang involvement and develop prevention programs.
- Increase police resources available to combat gang problems.
- Step up anti-drug;g efforts at all levels and give greater visibility to the federal government's efforts.
- Increase funding for the Drug Enforcement Agencies; improve its coordination with local police departments.

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Coordinate Programs at the Federal Level

RECOMMENDATIONS FOR LAW ENFORCEMENT

Coordinate Programs at the Federal Level

- Call for a federally articulated drug policy that eliminates supply and consumer demand.
- Create a National Gang Index for use by all law enforcement agencies.
- Appropriate resources to bring Automated Fingerprint Analysis System on line.
- Re-evaluate the role of the military in supporting the nation's drug suppression effort.
- Increase measures to protect the country's borders against infiltration by illegal aliens smuggling contraband drugs.
- Support more aggressive action by the State Department to restrict the flow of drugs from known sources by pushing for unilateral sanctions.
- Strengthen the authority of the director of the National Drug Policy; increase staff.

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Resource List

Resource List

Anti-Defamation League (ADL)

823 United Nations Plaza
New York, NY 10017
(212) 490-2525

The league makes available a police training video entitled: "Hate Crimes: Policies and Procedures for Law Enforcement Agencies" and tabulates hate crime statistics from across the United States.

Commission on Accreditation for Law Enforcement Agencies, Inc.

10306 Eaton Place
Suite 320
Fairfax, VA 22030
(703) 352-4225
(800) 468-7784 (Virginia)
(800) 368-3757

The Commission provides standards for law enforcement agencies and operations.

Drug Enforcement Administration (DEA)

700 Army Navy Drive
Arlington, VA 22202
(202) 307-7977 Public affairs
(202) 307-8932 Library
(202) 307-4294 Publications

Illinois Criminal Justice Information Authority

120 Riverside Plaza
Chicago, IL 60606
(312) 793-8550

Information available on measurement issues, gang membership/gang-related crime, gangs and violence.

Immigration and Naturalization (INS) Service

425 I Street, NW
Washington, DC 20536
(202) 616-7762

This agency is charged with administering U.S. immigration and naturalization laws. Through community voluntary agencies, it provides training and instructions that facilitate immigrants' compliance with requirements of immigration law for residency and citizenship.

Institute for Intergovernmental Research (IIR)

2888 Remington Green
P.O. Box 12729
Tallahassee, FL 32308
(904) 385-0600

The Institute of Intergovernmental Research (IIR) provides management review, performance assessment, and operations analysis services to the Regional Information Sharing Systems Program through grant awards received by the Bureau of Justice Assistance, Office of Justice Programs.

Institute for Law and Justice

1018 Duke Street
Alexandria, VA 22314
(703) 684-5300

International Association of Campus Law Enforcement Administrators

638 Prospect Avenue
Hartford, CT 06105
(203) 233-4531

This association serves as a forum for exchange of information and ideas in an effort to improve administration, planning, development, and operation and maintenance of security, police, and public safety departments of institutions of higher education.

International Association of Chiefs of Police (IACP)

515 North Washington Street
Alexandria, VA 22314-2357
(800) 843-4227
(703) 836-6767

The IACP is a non-profit, professional association founded in 1893 to facilitate the exchange of information among police administrators and promote the highest standards of performance and conduct within the police profession. There is a Juvenile Justice Committee within the IACP and they cosponsor the National Law Enforcement Explorers of the Boy Scouts of America. IACP also conducts Operation Home-Free with the Greyhound/Trailways Corporation, which provides transportation home for runaways.

International Juvenile Justice Officers' Association

P.O. Box 2224
Florissant, MO 63032

The association's purpose is to enhance law enforcement agencies' knowledge and understanding of working with young people. They cooperate with state associations and universities in establishing training programs and supplying speakers and instructors.

Mid-States Organized Crime Information Center

Number Four Corporate Center

Suite 204

Springfield, MO 65804

(417) 883-4383

This center is one of 6 project of the Regional Information Sharing Systems (RISS) program that provide criminal information exchange and other related operation support services to local, State, and Federal law enforcement agencies in all 50 States.

Middle Atlantic-Great Lakes Organized Crime

Law Enforcement Network

850 Bear Tavern Road

Suite 206

West Trenton, NJ 08628

(609) 530-0585

This center is one of 6 project of the Regional Information Sharing Systems (RISS) program that provide criminal information exchange and other related operation support services to local, State, and Federal law enforcement agencies in all 50 States.

National Association of Field Training Officers (NAFTO)

7220 Swale River Way

Sacramento, CA 95831

(916) 424-1975

The National Association of Field Training Officers is an educational and professional association concerned with apprenticeship training in the field (FTO's), for law enforcement, communications and corrections educators, and administrators from across the broad spectrum of the law enforcement community.

National Coalition for Drug-Free School Zones

c/o Chiefs of Police National Drug Task Force

1514 P Street, NW

Washington, DC 20005

P.O. Box 18645

Washington, DC 20036

(202) 638-7600

(202) 328-6216 (fax)

The Chiefs of Police National Drug Task Force has an Implementation Manual for Drug-Free School Zones. This manual is available free of charge.

National Interagency Counterdrug Institute

Research and Analysis Division

P.O. Box 8104

San Luis Obispo, CA 93403

(805) 549-3968

(805) 549-3706 (fax)

The Research and Analysis Division functions as the repository of the National Interagency Counterdrug Institute's "corporate body of knowledge". Its purpose is to complement the Counterdrug Managers' Course (CMC) and the Drug Prevention and Demand Reduction (DPDR) Course through the collection, collation, assessment of information on current and proposed use of military resources in support of drug interdiction, eradication, and other counterdrug operations; lessons learned, results, and recommendations from the after-action reports of previously conducted operations; tactics, procedures, and technologies as applied to joint counterdrug operations; current counterdrug-related conferences and seminars offered by the military, law enforcement (local, State, and Federal), and civilian sectors; and counterdrug-related training offered by the military and law enforcement (local, State, and Federal) agencies.

National Law Enforcement Institute

P.O. Box 1435

Santa Rosa, CA 95402

(707) 545-3355

(800) 822-7890

(707) 545-9343 fax

The National Law Enforcement Institute produces training programs for the restricted users. However, it also makes available, at no charge, practical information on setting up programs and offers extensive reference services via telephone, mail, and fax whereby it refers the inquirer to the most appropriate agency or individual expert. The particular expertise of the institute's personnel lies within the area of antigang criminal justice training and law enforcement investigative techniques.

National Organization of Black Law Enforcement Executives (NOBLE)

4609 Pinecrest

Office Park Drive

Alexandria, VA 22312-1442

(703) 658-1529

National Sheriffs' Association (NSA)

1450 Duke Street
Alexandria, VA 22314
(800) 424-7827
(703) 836-7827

The association provides education, training, and technical assistance services to meet the needs and goals of sheriffs and deputies throughout the United States.

The National Black Youth Leadership Council

250 W 54th Street
Suite 811
New York, NY 10019
(212) 541-7600

The council has information on understanding gang violence, alternative motivation and prevention/intervention strategies for black youth, focuses on success strategies and survival skills, and provides guest speakers for conferences, workshops, and trainings.

New England State Police Information Network

P.O. Box 786
Randolph, MA 02368
(617) 986-6544

This center is one of 6 project of the Regional Information Sharing Systems (RISS) program that provide criminal information exchange and other related operation support services to local, State, and Federal law enforcement agencies in all 50 States.

OJJDP Law Enforcement Training and Technical Assistance

Fox Valley Technical College
120 East Unaka Avenue
Johnson City, TN 37601
(615) 926-3616

Operation Clean Our Project (COP)

435 Riverside Avenue
Yonkers, NY 10705
(914) 377-7430

Operation COP attempts to reduce the sale and use of illegal narcotics in public housing lobbies, stairwells, hall and public areas and to increase the tenant's perception of security. To make the public areas safer, the police department activities include increasing uniform police presence in the housing complex, conducting surveys of tenants on drug trafficking and security, and meeting monthly with tenant organizations to discuss the needs of tenants.

Police Executive Research Forum (PERF)

2300 M Street, NW
Suite 910
Washington, DC 20037
(202) 466-7820
(202) 466-7826 (fax)

Police Foundation

1001 22nd Street, NW
Washington, DC 20037
(202) 833-1460

Public Housing Drug Elimination Program

East Chicago Police Department
2301 W. Columbus Drive
East Chicago, IL 46312
(219) 391-8331

The Public Housing Drug Elimination program is designed to reduce drug trafficking in the community. Two uniformed officers work 4:00 pm to 12:00 am, seven days a week patrolling the West Calumet Project in an effort to eliminate the use and sale illegal drugs.

Regional Organized Crime Information Center

545 Marriott Drive
Suite 850
Nashville, TN 37210
(615) 871-0013

This center is one of 6 project of the Regional Information Sharing Systems (RISS) program that provide criminal information exchange and other related operation support services to local, State, and Federal law enforcement agencies in all 50 States.

Rocky Mountain Information Network

3802 North 53rd Avenue
Suite 301
Phoenix, AZ 85031-3019
(602) 245-4180

This center is one of 6 project of the Regional Information Sharing Systems (RISS) program that provide criminal information exchange and other related operation support services to local, State, and Federal law enforcement agencies in all 50 States.

SAVE Program

Philadelphia Police Department
8th and Race Streets
Philadelphia, PA 19106
(215) 686-3280

The SAVE program requires a car owner to register their vehicle with the police department and signs a slip giving permission for the police to stop the car if seen on the street between 1:00 am and 6:00 am. The owner is given a brightly colored decal to display in the rear window of the car to signify it as part of the auto theft program.

SEARCH Group, Inc.

7311 Greenhaven Drive
Suite 145
Sacramento, CA 95831
(916) 392-2550

United States Marshals Service (USMS)

600 Army Navy Drive
Arlington, VA 22202-4201
(202) 307-9205

Western States Information Network

1825 Bell Street
Suite 205
Sacramento, CA 94203-1980
(916) 924-2606

This center is one of 6 project of the Regional Information Sharing Systems (RISS) program that provide criminal information exchange and other related operation support services to local, State, and Federal law enforcement agencies in all 50 States.

Implement Alternative or Innovative Facilities/Programs

RECOMMENDATIONS FOR PROSECUTION/COURTS/CORRECTIONS

Implement Alternative or Innovative Facilities/Programs

- Establish drug courts.
- Establish teen courts.
- Explore whether barracks-type facilities are a low-cost alternative to electronically sophisticated, high-security prisons.
- Provide alternatives to detention for those who pose no danger to the community.
- Support a range of treatment options for high-risk offenders.
- Provide alternatives to incarceration for young offenders.
- Place non-violent offenders in low-security facilities.
- Create "Operation Safety Net," a neighborhood-based transitional program for youth released from detention and returning to the community.
- Expand the sheriff's work program for juveniles.
- Use recreation centers as overnight clearing points for youth picked up by police.

Recommendations for Prosecution/Courts/Corrections

Strategy: Implement Alternative or Innovative Facilities/Programs

Baton Rouge Marine Institute, Inc. (Baton Rouge, Louisiana)

Program Type:	Day treatment facility, aquatic training and seamanship
Target Population:	Juveniles, age 14-17
Project Startup Date:	1987
Annual Budget/Number of Persons Served Annually:	\$400,000/serves approximately 100 per year
Sources of Funding:	State grant, United Way

Program Objectives/Description:

"Youth and the Sea: A symbiotic relationship," is the byword of Associated Marine Institutes, Inc., a group of nonprofit education and research organizations that receive both public and private funds to operate programs for juvenile offenders. The emphasis is on working with youthful offenders and youth at the age of transition between school and work. The institutes serve the specific needs of adjudicated adolescents, providing them with opportunities for accelerated remedial education, vocational and employability skills training, and group and family counseling.

The Baton Rouge Marine Institute is affiliated with the Associated Marine Institutes, which collectively provides programs and facilities to serve delinquent youth from truants to serious offenders. Each institute program is tailored to meet the needs of the community and state in which it is located. Hard core delinquent youth, averaging 11 or more offenses each, compose a high percentage of the population at some institutes and for many it represents a "last chance" before being thrust into the adult criminal justice system. There are residential and nonresidential components of the program based in communities as well as in remote locations.

The idea of symbiosis—"unlikely partners existing in peaceful harmony, each benefiting the other"—is the cornerstone of the institutes' philosophy; "What more unlikely partners than a delinquent youth who is rash, rebellious, and uncaring, and the sea, which is harsh, demanding and unforgiving..." The success of the program has been amply borne out by detailed statistical followup and evaluations.

- Eighty-two of every 100 youthful offenders who entered the training program have had no further contact with the criminal justice system. Most are now working, serving in the armed forces, or have returned to school.
- Approximately 50 percent of the youngsters graduating from Marine Institutes earn state high school equivalency diplomas while enrolled, even though most are below ninth grade level in basic skills when they enter the program. Many enter at third or fourth grade reading level and show remarkable improvement during their 6 months in the

program.

- Eight of every 10 who have been involved in the institutes' environmental work programs have gone on to other, more permanent employment.
- The Marine Institutes have been the recipients of seven national awards and numerous local awards for leadership, innovation, and achievement in the field of helping youth

Specifically, the goal of the Baton Rouge Marine Institute, Inc., is to impart the values, skills and confidence to high-risk youth to help them make positive and productive decisions that will keep them out of the criminal justice system. It is also directed at post-high school youth having trouble adjusting to routines and demands of a job by involving them in labor intensive environmental projects, such as building artificial reefs and planting marine vegetation in areas decimated or threatened by development. Each year the cost to taxpayers compares favorably with similar programs; however, it is less expensive than many of the more widely used alternatives, while having far greater benefits and results. Each year an increasing portion of the total cost is borne by private contributions of boats, cash, equipment, real property, and other useful gifts.

For further information contact:

Frank Vautrot, Executive Director
5555 Beechwood Drive
Baton Rouge, LA 70805
(504) 356-3461
(504) 356-5674 (fax)

Recommendations for Prosecution/Courts/Corrections: Implement Alternative or Innovative Facilities

Strategy: Provide alternatives to incarceration for young offenders

Bethesda Day Treatment Center, West Milton, Pennsylvania

Program Type: Life skill education and counseling
Target Population: Male and female referrals 10 to 18 years of age
Project Startup Date: December 1983
Number of Persons Served Annually: Daily census: 60, 30 per office; average stay: six months; client to staff ratio: 3:1
Sources of Funding: Initiated with OJJDP funds; funded by counties.

Program Objectives/Description:

The Bethesda Day Treatment Center is a private, nonprofit corporation that was established to furnish intensive day treatment for pre- and post-adjudicated delinquents and status offenders, both male and female. The main objective of the program is to provide life skills and career opportunities as well as a variety of counseling approaches (group, family, and individual). Its aim is to intensively structure the time of youth referred by public agencies. Key to the program is providing a variety of positive opportunities that may be substituted for a client's antisocial behavior patterns. It provides a values-oriented treatment program to help facilitate reentry into the mainstream of society. A unique aspect of the treatment is work experience for all clients of working age that applies 75 percent of their paychecks to payment of fines, court costs, and restitution.

The program was founded in December 1983 with seed money from the Pennsylvania Commission of Crime and Delinquency under the Juvenile Justice and Delinquency Prevention Act formula grant program. It now serves eleven counties in Pennsylvania including Philadelphia. Interstate replication is under way. Clients are referred from community agencies such as juvenile courts; teachers or other school personnel; by parents; or by the community at large. The program was one of 18 programs chosen by the U.S. Justice Department's Office of Juvenile Justice and Delinquency Prevention (OJJDP) for its 1992 Gould-Wysinger Award for "exceptional achievements in advancing juvenile justice at the local level."

The program's primary efforts are directed toward:

- Stabilizing the client's behavior at home, at school, and in the community by structuring time in a way that helps block and will eventually eradicate destructive actions.
- Determining the root causes of the client's behavior and holding him or her accountable for antisocial behavior by requiring him to take responsibility for his actions.
- Providing positive substitutes for the client's antisocial behavior such as employment, life

skills, and career or vocational opportunities.

- Assessing the causes of the client's family dysfunction and devising a plan of action to resolve conflict and restore order and stability in the home.
- Providing individualized educational alternatives for those clients who have failed academically or socially in mainstream educations.

Bethesda's active intervention involves penetrating the home, the school, the peer group, and the community to facilitate the containment of antisocial behavior and treatment of the whole family. It also operates during nontraditional hours, including weekends and evenings. In addition to counseling, the program furnishes drug and alcohol counseling and foster care, which combine into a daily strategy to address the cause of the underlying dysfunctional patterns.

The Bethesda approach centers on a fivefold menu of program systems: Day Treatment, Bethesda Prep School, Family-Systems Counseling, Short-Term Foster Care, and Drug and Alcohol counseling for clients, parents, and the community. The modalities provide the intensity of a residential center while leaving the client in his or her home or community, thus saving costs. The Bethesda Foster Care program was established so that clients, who under emergency circumstances must be removed from their homes, may still remain near enough to continue treatment.

A preliminary study has revealed that recidivism rates of 10.4 percent are significantly lower than state and national norms. Positive changes in client attitudes and behaviors have been documented as clients have also improved their own self-awareness and esteem and have improved their relationships with others. Implementation and replication are made easy because of the flexibility of the Bethesda program to adapt itself to any type community.

Weekly home visits that require parental participation are a part of each phase and type of treatment. Regular contacts with school and job supervisors are maintained to ensure control and continuity.

For Further Information Contact:

Dominic Herbst, Managing Director

Bethesda Day Treatment Center

P.O. Box 270

Central Oak Heights

West Milton, PA 17886-0270

(717) 568-1131

(717) 568-1134 (fax)

Recommendations for Prosecution/Courts/Corrections: Implement Alternative or Innovative Facilities/Programs

Strategy: Provide alternatives to detention for those who pose no danger to the community

***Bringing Youth Positive Assistance Through Special Services (BYPASS) Program
(Memphis, Tennessee)***

Program Type:	Diversion
Target Population:	Youth age 14 or younger
Project Startup Date:	March 1988
Annual Budget/Number of Persons Served Annually:	500 at any one time
Source of Funding:	Volunteer-operated

Program Objectives/Description:

BYPASS, an official court disposition, is an alternative to formally placing a young person on probation. The program's goal is to provide the young person and family with counseling to help correct the child's behavior before he or she gets into serious delinquent trouble. Staff probation officers refer appropriate cases of youth charged with unruly or minor delinquent acts to the BYPASS Program of the Auxiliary Probation Service. Within 24 hours of receiving the case, the Auxiliary Probation Officer (APO) (a citizen volunteer) calls and sets up a personal visit with the youth and the parent or guardian. During the first visit, the APO assesses the home situation and discusses BYPASS rules. In addition, the APO contacts the participant's school for additional information about the young person. Visits and telephone calls are made periodically, and a monthly report is made to the court on each participant. The duration of the program is from a minimum of 30 days to a maximum of 90 days. The contacts continue for a period of 3 months. BYPASS participants may be released early if the rules of probation are being followed and if the APO is satisfied that the parents/guardians are doing their best to assist their child. A rearrest is filed for participants who refuse to follow BYPASS rules.

Sources of Additional Information:

For further information contact:

John Yowl
Supervisor
P.O. Box 310
Memphis, TN 38101
(901) 575-8422
(901) 575-8839 (fax)

Recommendations for Prosecution/Courts/Corrections: Implement Alternative or Innovative Facilities/Programs

Strategies: Provide alternatives to detention; support a range of treatment options

Calcasieu Parish Juvenile Court (Lake Charles, Louisiana)

Program Type:	Alternatives to juvenile detention
Target Population:	Adjudicated youth
Project Startup Date:	1944
Annual Budget/Number of Persons Served Annually:	\$75,000/300 youth
Sources of Funding:	Local and county

Program Objectives/Description:

Seeking a more proactive approach to combating the factors that precipitate juvenile delinquency, Calcasieu Parish decided to focus its services on the young first-time offender who is most at risk for recidivism. It presented a variety of services to residents of its modern, secure detention facility, and added alternative programs by which many offenders might face some effective outcome of probation instead of detention.

A Federal grant for a social worker at the detention center was approved in 1990, leading to programs offering weekly counseling, family counseling, art therapy, physical fitness programs, voluntary Bible studies, and periodic presentations by Mothers Against Drunk Driving, AIDS Council, Narcotics Anonymous and Alcoholics Anonymous, and the Job Corps.

Also available are an academic achievement group to improve comprehension and study skills, alternative service through community service or restitution orders, an alternative school for dropouts, work maturity skill training, and a community-based leadership program that is an alternative to incarceration, Adventure-Based Treatment activities, "Kidsfirst" classes for children whose parents are undergoing divorce, intensive supervision and home detention programs, a positive support group called Challenge by Choice, and regular drug screening for probationers.

For further information contact:

Vi M. Martin, Diversion Director
Calcasieu Parish Juvenile Court
P.O. Box 544, Drew Station
Lake Charles, LA 70606
(318) 478-1550
(318) 474-0904 (fax)

Recommendations for Prosecution/Courts/Corrections: Implement Alternative or Innovative Facilities/Programs

Strategy: Provide alternatives to incarceration for young offenders

Community Intensive Supervision Project (Pittsburgh, Pennsylvania)

Program Type:	Intensive supervision
Target Population:	Repeat juvenile offenders
Project Startup Date:	1990
Annual Budget/Number of Persons Served Annually:	213 juvenile offenders
Sources of Funding:	County; federal grant

Program Objectives/Description:

The Community Intensive Supervision Project (CISP) provides selected repeat male offenders aged 10-18 with a community-based alternative to institutionalization. CISP is operated by the Juvenile Court of Allegheny County, Pennsylvania. Eligible youth are on probation and would be institutionalized were it not for CISP. The youth reside in one of three Pittsburgh neighborhoods, selected because the areas have traditionally included a high number of repeat offenders.

CISP participants are confined on house arrest under the direct supervision of their parents. All are electronically monitored by Track-Tech Electronic Monitoring System. This system has the ability to record all entries and exits by the youth from their homes. The in-home monitoring system provides continuous, 24-hour a day coverage.

CISP participants are permitted to attend school and work and are given a predetermined amount of travel time to get to and from approved destinations. CISP staff work closely with school officials, monitoring the young person's attendance, performance and disciplinary problems, if any.

Youth participate in individual, group, family, and peer counseling. Since many are substance abusers, they also participate in in-depth Drug/Alcohol Education/Assessment Seminars and receive counseling. Youth requiring inpatient chemical dependency services are directed to local providers.

Youth participate in recreational activities several days a week. Recreational centers also make arrangements for the youth to go to movies, museums, libraries, sporting events, and cultural events.

All youth participating in CISP are required to perform community service as a way of paying back the community for the wrong they have done. Youth who are noncompliant with CISP program rules are removed temporarily from the home and placed in other more secure facilities.

When the CISP program is operating at full capacity, the per diem cost is \$40. Comparison of this per diem cost with the cost of institutionalization, which averages \$80 to \$165 a day, indicates CISP's significant cost savings.

For further information contact:
Joseph Daugeradas
Director of Court Services
Juvenile Court of Allegheny County
3333 Forbes Avenue
Pittsburgh, PA 15213
(412) 578-8210

Recommendations for Prosecution/Courts/Corrections: Implement Alternative or Innovative Facilities/Programs

Strategy: Support a range of treatment options for high-risk offenders

Court Employment Project (New York, New York)

Program Type: Alternative treatment program
Target Population: First-time felons ages 14 to 21 in New York City whose offenses are serious
Project Startup Date: 1967
Annual Budget/Number of Persons Served Annually: N/A
Sources of Funding: State and local, federal, and foundation

Program Objectives/Description:

The Court Employment Project (CEP) provides supervision and services that advance the self-sufficiency of felony offenders who would otherwise be in jail or prison. Over a 6-month period, CEP staff try to address the problems that influence the behavior of these offenders by helping them cultivate a support structure in the community and acquire new skills. CEP provides various levels of supervision and support depending on the needs of the offender and requirements of the judge. CEP services include counseling, education, vocational training, employment placement, and substance abuse prevention and referral services. CEP staff work closely with the courts by assisting with the selection of participants and by regularly reporting to the courts on the progress (and failings) of each CEP participant. Approximately 67 percent of the offenders in the program complete the many requirements of the program. Those who successfully complete the program usually receive a sentence of 5 years probation of which they are likely to serve 3 years. For those participants who do not meet their obligations to the court, CEP works closely with probation and the police to ensure that the offenders are punished for their crimes. For each CEP graduate, the city and state save between \$5,000 and \$48,000 in correctional costs. CEP is operated by the Center for Alternative Sentencing and Employment Services which seeks to influence sentencing policy and practice by demonstrating the effectiveness of fair and enforceable sanctions that are more substantial than probation, but less costly and intrusive than prison.

For further information contact:

Joel Copperman
Executive Director
346 Broadway
New York, NY 10013
(212) 732-0076
(212) 571-0292 (fax)

Recommendations for Prosecution/Courts/Corrections

Strategy: Implement Alternative or Innovative Facilities: Drug Courts

Dade County Diversion and Treatment Program (DATP) (Miami, Florida)

Program Type:	(a) Drug court and (b) Sentenced offender program
Target Population:	Adults, age 18 and up
Project Startup Date:	(a) June 1989 (b) August 1993
Annual Budget/Number of Persons Served Annually:	\$1.7 million (both programs)/serving a population of 2,100
Sources of Funding:	(a) Local funding (b) Block grants

Program Objectives/Description:

In response to the fact that America's courts are becoming increasingly clogged with drug-related cases, Dade County, Florida, initiated its Diversion and Treatment Program. It channels almost all nonviolent defendants arrested on drug possession charges into court-operated rehabilitation as an alternative to prosecution. Miami's "Drug Court" expands on the traditional concept of diversion to provide a year or more of treatment and case management. Services include counseling, acupuncture, fellowship meetings, education courses, and vocational services. Strict monitoring is provided through periodic urine tests and court appearances. Defendants who succeed in the program have their criminal cases dismissed.

Program administrators acknowledge that the Diversion and Treatment Program is much more complex—and initially more costly—than prosecution. Most defendants would normally receive a few minutes of court attention and go home, but the program's aim is to provide defendants with treatment and support services that help shut the revolving door back to court. Miami's experience has now shown that communities can make long-term gains from initial detoxification through eventual job placement. In the first three years of the program, around 60 percent of defendants successfully completed the year-long regimen or remained in treatment. Recidivism is reported to be unusually low.

The Drug Court, set up in the summer of 1989, places defendants in the Diversion and Treatment Program, monitors their progress, and decides whether they have recovered sufficiently to have their cases dismissed. To be eligible for the program, after booking they are screened at the Pretrial Detention Center and must be charged with possessing or purchasing drugs, and the State Attorney must agree to diversion. Defendants who have a history of violent crime, have been arrested for drug trafficking, or have more than two previous nondrug felony convictions are not eligible. The program initially accepted only first-time offenders and limited it to individuals arrested for possession of cocaine, but now defendants charged with possession of any controlled substance other than marijuana may join.

Drug Court handles an average of 80 cases a day as both new arrestees and defendants already in the program appear before the judge. Except for when on vacation or ill, Judge Stanley M. Goldstein is the only Drug Court judge. His total involvement is considered a critical strength of the program. Every offender's treatment records are on the judge's computer on the bench. Thus, in addition to receiving personal attention, they are also prevented from manipulating the court system as they once might have done. Judge Goldstein addresses each defendant directly and requires each defendant to respond directly to him; the public defender may not intervene. All justice system players in Drug Court are on the same team, making the same demands on the defendant and are ready to impose the same penalties for noncompliance. The faces in Drug Court remain the same. In time, defendants realize that the courtroom is being used to help them get off and stay off drugs. Judge Goldstein believes it is important that the justice system holds defendants accountable and maintains that whether defendants are congratulated or reprimanded, "at least they know that someone is paying attention to what's happening to them."

The program has three phases, detoxification, stabilization, and aftercare. Phases I and II take place at Dade County's main treatment clinic where acupuncture is offered daily as an aid in detoxification. About 85 percent of clients elect to use it, and the treatment is said to reduce cravings, mitigate withdrawal symptoms, and ease the anxiety that clients typically experience in withdrawal. Proponents say the process is more effective than methadone, for example, less expensive, and more practical to administer. Further, panel members at a 1991 National Institute on Drug Abuse technical review meeting believed there were enough positive reports to justify continuing it as a supplement treatment with continued close monitoring of results. Other options include group and individual counseling, 12-step meetings, and inpatient treatment for those who cannot control their cravings. These clients may ask to be incarcerated for two weeks for detoxification and then request return to the program.

Phase II, stabilization, begins when the judge ascertains that arrestees have shown enough progress to function successfully. They must have attended all 12 scheduled sessions with counselors and have had at least 7 consecutive clean urine results. Phase II is scheduled to last 14 to 16 weeks, but may last over a year should the judge decree. Patients may also be recycled back into phase I if they have trouble staying off drugs.

To move into phase III, stabilization, records must show progress toward goals of individual treatment plans. Phase III shifts the focus from abstinence to academic preparation. Clients still return to court every 30 to 60 days and still must provide urine specimens. Clients are now encouraged to move ahead without help of treatment staff and to focus on education and vocational services. This phase is slated to last 36 weeks prior to the end of program participation, but again, the judge's view holds sway and adjustments in time, recycling through prior phases, or other paths are taken to helping clients stay clean.

For further information contact:

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Recommendations for Prosecution/Courts/Corrections: Implement Alternative or Innovative Facilities/Programs

Strategy: Provide alternatives to incarceration for young offenders

El Paso County Juvenile Court Conference Committees (El Paso, Texas)

Program Type:	Diversion
Target Population:	Minor offenders and status offenders
Project Startup Date:	1979
Annual Budget:	\$200 average per year per committee
Sources of Funding:	Sponsors (nonprofit, community-based organizations and clubs)

Program Objectives/Description:

Conference Committees strive to offer an alternative to the formal juvenile justice system by diverting minor offenders to local volunteer neighborhood committees that serve as an arm of the Juvenile Court.

Conference Committees provide as a community service a procedure whereby youth in trouble and their families may be helped to remedy a problem in its early stages. This is accomplished through conferences held in private with both the parents and the child in their own neighborhood. After the conference, the committee formulates a disposition. A voluntary contract is signed to include: counsel and release, assignment to community service work, curfew restrictions, writing essays on assigned topics, participating in tutoring sessions, school attendance, attending counseling sessions, and payment of restitution to the victim. A person from the committee is assigned to provide followup by monitoring the case and reporting the progress. After successful completion, the case is closed. Conference Committees impress on the youth and parents that the community is concerned about the child's conduct and the protection of the community. The Conference Committees' success rate is estimated to be approximately 85 percent.

For further information contact:

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327th District Court
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El Paso, TX 79901
(915) 546-2032
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Recommendations for Prosecution/Courts/Corrections: Implement Alternative or Innovative Facilities/Programs

Strategy: Provide alternatives to detention for those who pose no danger to the community

El Paso County Juvenile Probation Department First Offender Program (El Paso, Texas)

Program Type:	Diversion
Target Population:	First-time offenders, misdemeanants, and third-class felons
Project Startup Date:	September 1977
Annual Budget/Number of Persons Served Annually:	14,500/approximately 370
Sources of Funding:	Grants and county funds

Program Objectives/Description:

The First Offender Program's objective is to offer an alternative to the formal juvenile justice system by diverting first offenders at the pretrial stage. The program is aimed at self-rehabilitation and short-term supervision, diversion, and prevention from further involvement in the juvenile justice system. The first offender is given the option of voluntarily entering the First Offender Program. The juvenile and his or her parents agree to participate in this four-month program in return for a continuance of the case. If the juvenile is successful in completing the program, the County Attorney dismisses the petition that has been filed. If the juvenile is unsuccessful in completing the program and/or commits another offense, legal action continues on the original petition. The program requires that the juvenile and his or her parents attend four three-hour Saturday sessions. The parents' issues are addressed in the parents' session, while the juvenile attends sessions that address issues of drugs and alcohol, consequences of delinquent behavior, and other relevant behavior issues. Further requirements include reporting in twice a month to the probation officer, payment of restitution fees, community service work, and regular school attendance. The First Offender Program's recidivism rate is estimated to be approximately 15 percent.

For further information contact:

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Director
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El Paso, TX 79905
(915) 772-2133
(915) 775-4777 (fax)

Recommendations for Prosecution/Courts/Corrections: Implement Alternative or Innovative Facilities/Programs

Strategy: Provide alternatives to detention to those who pose no danger to the community

The George Junior Republic

Program Type:	Alternatives to incarceration, preventive aftercare
Target Population:	Male youth, ages 9-18
Project Startup Date:	Original program 1909, most recent program (preventive aftercare) 1992
Annual Budget/Number of Persons Served Annually:	N/A
Sources of Funding:	Per diem through various state and local agencies, draw from 17 states

Program Objectives/Description:

George Junior Republic is a residential treatment facility located in Pittsburgh, Pennsylvania, serving more than 400 boys from across Allegheny County. The boys range in age from 8 to 18 years old, and are adjudicated delinquent. Each boy admitted undergoes extensive evaluations, which include medical, psychiatric, and educational diagnostics. The evaluation results provide the staff with a comprehensive report and recommendations from which an effective treatment plan may be developed. A program is developed for each youth using a combination of behavior modification, milieu therapy, individual and group therapy, and individualized education, along with community and social activities, which are geared toward the boy's individual problems.

George Junior Republic also maintains a Family Therapy Unit program. The program mandate is to actively involve all family members in the treatment process. The Family Therapy Unit was established to address the issue that the family can be a major contributing factor in a youth's delinquency. Family therapy issues include implementation of behavior modification and parenting skills, drug and alcohol issues, and family dysfunction. A family member must be involved in family sessions at least two times per month.

To ensure a more successful reunification once the boy returns to his home environment, George Junior Republic has designed and implemented a preventive aftercare program. Families continue to meet with trained staff to work through the boy's problems. Preventive aftercare is designed to provide structure, supervision, and treatment where it has the best impact, in the home environment. The program allows for a transition back to the home with the support necessary for success. The only requirement is that the boy cannot be involved in any further delinquent behavior. He also has to attend school or achieve passing grades.

For further information contact:

Rick Losasso

Director of Admission

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Recommendations for Prosecution/Courts/Corrections: Implement Alternative or Innovative Facilities/Programs

Strategy: Provide alternatives to detention for those who pose no danger to the community

Juvenile Diversion Program (Pueblo, Colorado)

Program type:	Diversion from adjudication
Target population:	Early juvenile offenders, no prior record
Project Startup Date:	1979
Annual Budget/Number of Persons Served Annually	No separate budget/750
Source of Funding:	Mainly financed by normal appropriation for district attorney's office; charge some program fees.

Program Objectives/Description:

The Juvenile Diversion Program in the District Attorney's Office of the 19th Judicial District, Pueblo, Colorado, provides an alternative to prosecution for youth whose criminal actions are less serious and who have no previous charges recorded. Based on the personal history of the young offender, the diversion counselor sets up an individual program in contract form.

The contract requirements may include supervision of from 3 months to 1 year, monetary restitution to the victim, community service, tutoring, improved academic performance, good attendance at school, drug/alcohol evaluation and treatment, participation in support groups or educational programs, or referral to community agencies for counseling or other services.

If the youth complies with the contract and commits no new offenses, the case is closed without prosecution. If the youth is not compliant or reoffends, the case is referred for prosecution and the child and parent must appear in court on the charges.

The Juvenile Diversion Program has proved to be a successful method for teaching responsibility to young people in the early stages of criminal behavior, thus eliminating or greatly reducing future lawbreaking. In 1993, 4,200 hours of community service work was performed, and \$11,185 in restitution was paid. The 613 youth handled by the diversion program in 1992 represented 45 percent of the delinquency cases in which the district attorney felt there was sufficient evidence to support prosecution. Viewed another way, this meant the juvenile caseload was reduced by 45 percent.

For further information contact:

Sharon Blackman, Supervisor

Juvenile Diversion Program

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Pueblo, CO 81003-3050

(719) 583-6030

(719) 583-6666 (fax)

Recommendations for Prosecution/Courts/Corrections: Implement alternatives or innovative facilities/programs

Strategy: Provide alternatives to incarceration for young offenders

Juvenile Intensive Probation Supervision (JIPS) (State of Arizona)

Program Type:	Alternative to incarceration
Target Population:	Youthful offenders
Project Startup Date:	1987
Annual Budget/Number of Persons Served Annually:	N/A
Sources of Funding:	State funds

Program Objectives/Description:

The Juvenile Intensive Probation Supervision (JIPS) is a program to divert juvenile offenders who are in need of a highly structured, closely supervised program from out-of-home placement or overcrowded institutions. The JIPS program demonstrates that probation means accountability and consequences as well as productive rehabilitative activities.

Participants in the JIPS program must comply with specific conditions that include:

- Participating in either school, a court-ordered treatment program, employment, or supervised community service work for at least 32 hours per week.
- Paying victim restitution and a monthly probation fee.
- Living in a location approved by the Juvenile Intensive Probation team.
- Remaining at home except to go to work or school, perform community service, or participate in special activities as approved by the probation officer.
- Submitting to drug and alcohol tests when required by the Juvenile Intensive Probation team.
- Completing goals and expectations set by the court.

The Arizona Supreme Court is responsible for monitoring the JIPS programs in all 15 Arizona counties. Each locally operated program is custom designed to utilize the resources and meet the special needs of the juveniles within that county.

For further information contact:

Paul Kosierowski

Program Manager

Juvenile Justice Services Division

Arizona Supreme Courts

Administrative Office of the Courts

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(602) 542-9443

(602) 542-9479 (fax)

Recommendations for Prosecution/Courts/Corrections: Implement Alternative or Innovative Facilities/Programs

Strategies: Provide alternatives to detention for those who pose no danger to the community; support a range of treatment options for high-risk offenders

House Arrest Program (Elkhart, Indiana)

Program Type:	Alternative to incarceration
Target Population:	Adjudicated youth, 12 to 17 years old
Project Startup Date:	1988
Annual Budget/Number of Persons Served Annually:	1,200 youth
Sources of Funding:	County, Indiana Department of Corrections

Program Objectives/Description:

The House Arrest Program of the Elkhart County Juvenile Probation Department seeks to offer a short-term (less than 60-day) consequences for youth who violate probation and at the same time intensify the youth's relationship with the Juvenile Court while maintaining his placement in his own home rather than in detention.

Formerly the top level of house arrest provided electronic monitoring. Although that level is no longer used, house arrest continues to increase the structure and accountability in a young person's life by using daily reporting, a positive peer group, and a graduated "level" system.

At level 2, although the youth no longer has to perform an "electronic handshake" between the telephone and his monitoring device, probation officers will still call him at regular times. He must also attend school as well as daily group meetings at the probation department. At level 3, as long as the youth calls the probation department on schedule, the probation department will not telephone the youth. The youth must still not go out unaccompanied or have guests at home.

The program is structured to give the youth more or less supervision and greater or fewer privileges, depending on his behavior.

For further information contact:

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Recommendations for Prosecution/Courts/Corrections: Implement Alternative or Innovative Facilities/Program

Strategy: Provide alternatives to incarceration for young offenders

House of Umoja (Philadelphia, Pennsylvania)

Program Type:	Alternative to incarceration
Target Population:	Males ages 15-18
Project Startup Date:	September 1968
Annual Budget/Number of Persons Served Annually:	\$400,000/3,000 served
Sources of Funding:	Federal, state, and local sources; foundations

Program Objectives/Description:

The House of Umoja provides a nontraditional, community-based, positive living and learning environment for young men who lack a sufficient family support structure. Occupying a strip of 23 row houses modeled on an ancient African city, the House of Umoja serves youth who have suffered physical, emotional, or psychological abuse, neglect, or lack of family support. The concern of David and Sister Falaka Fattah over their own son's welfare led them to open their home to gang members; thus began the facility whose name is the Swahili word for "unity."

The House of Umoja stresses the importance of understanding the traditional cultural norms of the African-American community and strives to instill African-American youth with the psychological armor and skills necessary to resist negative media images and propaganda that encourage the self-destructive lifestyles that result in premature death. Life skills and self-sufficiency are cultivated by individual and group counseling, educational support, cultural activities, and parenting and family planning skills. The teenagers at the House of Umoja are family members: Programming is designed to build self-esteem and provide physical, cognitive, emotional, moral, social, and sexual growth and development within the concept of extended family as defined by the African culture.

Involvement of the biological family and other significant persons in the treatment program is critical to the success of each individual. The House of Umoja provides direct social work services to and on behalf of the families of youth in placement, working toward family reunification. Some residents, however, enter into independent living arrangements linked to appropriate community services.

For further information contact:

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Recommendations for Prosecution/Courts/Corrections: Implement Alternative or Innovative Facilities/Programs

Strategy: Establish teen courts

Onondaga County Youth Court (Syracuse, New York)

Program Type:	Prevention and early intervention for youth
Target Population:	At-risk youth
Project Startup Date:	February 1993
Sources of Funding:	County and state grants

Project Objectives/Description:

Youth Court is a peer court where eligible youth offenders are tried, defended, and convicted or exonerated by a tribunal made up of specially trained peers. The goal of the Youth Court Program is to reduce incidents of youthful criminal behavior, divert offending youth from the traditional justice system by providing an alternative to the family or criminal court process, and halt the progression of a juvenile offender into an adult criminal. The Youth Courts have recognized that early, youthful behavior patterns, such as the use of alcohol and other drugs, are linked to subsequent and more serious criminal conduct later in life.

The appearance of a youngster before a Youth Court is viewed as a pretrial diversion program for an eligible youth who has committed any infraction, violation, or misdemeanor, which could be referred to a police juvenile officer as a "person in need of supervision" or petitioned into New York State Family Court as a juvenile delinquent. The Youth Court is designed to be used in appropriate cases selected for the highest potential for intervening on future criminal behavior. Normally, only first-time offenders are eligible for a Youth Court Diversion.

The Youth Court recruits and trains community youth to become prosecutors, defense attorneys, court clerks, bailiffs, and victim advocates. The use of volunteer attorneys, Executive Board advisor, and consultants during the training period increases community awareness of juvenile problems while building skill and knowledge in the youth participants.

Youth Court educates and provides a better understanding of the laws. It allows youth to examine the workings of the justice system while learning personal accountability of actions. Problem youth with minor offenses can be appropriately handled in Youth Court, benefiting the community, the police, and, most important, themselves.

For further information contact:

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Recommendations for Prosecution/Courts/Corrections: Implement Alternative or Innovative Facilities/Programs

Strategy: Provide alternatives to incarceration for young offenders

Parents and Children Together (PACT), Kenosha, Wisconsin

Program Type:	Treatment program providing intensive in-home counseling to children and parents
Target Population:	Children from 10 to 17 years of age and their families
Project Startup Date:	1989
Annual Budget/Number of Persons Served Annually:	Approximately \$184,000 to serve 80 families
Sources of Funding:	Wisconsin Correctional Service, a private nonprofit corporation; County Public Welfare Board

Program Objectives/Description:

The Parents and Children Together (PACT) Program is a treatment program providing intensive in-home counseling services to children between the ages of 10 and 17 and their families. Referral is by court order, and the overall goal of the program is to prevent or reduce out-of-home placements and contact with the juvenile justice system. Another, but far from secondary, objective is to improve family functioning.

The program is operated by Wisconsin Correctional Service under contract with the Kenosha County Department of Social Service. It is monitored and evaluated by the Kenosha County Department of Social Services. The PACT Program gives the juvenile justice system an alternative to placement in a correctional facility or a residential treatment center.

PACT is staffed by a team of professionals from the social services field. A program supervisor and three counselors provide treatment to adolescents and their families. Additionally, Kenosha County provides a liaison worker from the Department of Social Services.

PACT Program services include intensive monitoring of clients' behaviors at home, in school, and in the community with a basic aim of community safety. It works with clients and their families by counseling individuals, groups, or individual families. Staff sponsor recreational activities for children and families and support groups and education for parents and maintain liaison within the schools.

The Office of Treatment Improvement Coordinated Drug Treatment for Youth Project has formed a partnership with PACT to furnish intensive substance abuse services to clients who need assistance.

PACT attempts to provide at least 14 hours of face-to-face contact with client youth per month as well as school contacts, recreational activities, and face-to-face parent contacts. Since one of the program's goals is to keep 85 percent of children at home, the last quarter of 1993 was exemplary in keeping 100 percent of youthful offenders in their parents' homes. In addition, there were no school dropouts during the entire year.

PACT has developed an aftercare component of treatment. After a client has been serviced intensively through the program and has met all or most goals, the worker has the option of placing the client in Aftercare. By doing this, the worker is still able to monitor his or her progress within the home, the community, and at school. The worker, however, is no longer expected to have 14 hours of contact per month with clients during Aftercare, which allows new entries into the program.

For further information contact:

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Parents and Children Together
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Kenosha, WI 53140
(414) 658-0055
(414) 658-1207 (fax)

Recommendations for Prosecution/Courts/Corrections: Implement Alternative or Innovative Facilities/Programs

Strategy: Provide alternatives to detention for those who pose no danger to the community

Pretrial Services Agency (Washington, D.C.)

Program Type:	Alternative to detention
Target Population:	Local and federal arrestees
Project Startup Date:	1966
Annual Budget/Number of Persons Served Annually:	\$3.5 million/N/A
Sources of Funding:	City funds

Program Objectives/Description:

Pretrial Services Agency interviews and provides information used to set bail for all arrestees charged with criminal offenses in the District of Columbia. The agency operates 24 hours a day, 7 days a week, so that arrestees are interviewed as soon as possible after arrest.

Once an arrestee is interviewed, pretrial service officers verify community ties and criminal history, and arrange for District Court arrestees to be tested for drug use. In making recommendations, the agency uses this information to assess likelihood of appearance and community safety. The basic approach is objective, with some flexibility within risk categories to tailor solutions to the individual, under the principle that release should be accomplished through the least restrictive conditions.

In addition, the agency facilitates the pretrial release of some misdemeanor defendants before a hearing, advising the arresting officer whether the arrestee is eligible for release on citation. Pretrial Services Agency also monitors pretrial compliance with all conditions of release except those dealing specifically with drug testing, reminds defendants of court dates, advises defendants of the penalties of violation, investigates failure-to-appear cases, and identifies jailed defendants who may be eligible for pretrial release under close supervision.

All aspects of the agency's work are computerized: Recommendations are sent to the court via computer, a case tracking system facilitates transfer of files between the agency and the court, letters reminding defendants of court dates are generated daily, and a variety of reports are generated to assist in the supervision of release conditions.

For more information contact:

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Director
400 F Street NW., Building B #310
Washington, DC 20001
(202) 727-2921

Recommendations: Prosecution/Courts/Corrections: Implement Alternative or Innovative Facilities/Programs

Strategy: Provide alternatives to detention for those who pose no danger to the community

Project Focus (Tempe, Arizona)

Program Type:	Diversion
Target Population:	Primarily ages 10 through 17, first-time offenders
Project Startup Date:	1990
Number of Persons Served Annually:	400 to 500 youths
Sources of Funding:	City and police department

Program Objectives/Description:

This program targets juvenile first-time offenders ages 10 through 17. Project Focus offers juveniles an alternative to the juvenile court system. It counsels them and family members and assigns community service projects as an alternative to detention. The purpose of Project Focus is to involve people in overcoming juvenile delinquency through their own efforts in constructive community activities.

It has become more evident as increasing numbers of juveniles are involved in violent crimes, substance abuse, and gang activities that local police departments need to interact more with parents, schools, the courts, and social service providers to meet the crises of the juvenile offender problem.

The Tempe Police Department has traditionally been involved in many programs with juveniles and focuses on a "proactive" mode to encourage good citizenship and responsible behavior. The department has forged many close ties with other segments of the community such as the school districts, the Community Services Division of the City of Tempe Youth Diversion, Arizona State University, and the Boys and Girls Club, among others.

Project Focus reinforces efforts by working with juvenile first-time offenders and their families to help preclude any further contact with the formal juvenile justice system. The program recognizes that first-time offenders need to be offered the opportunity to bypass the formal justice system, but also perceives a need to adopt a holistic approach involving families, current relationships with peers, schools, and individual personal and social situations.

The primary goal of Project Focus is the exchange of information between the Tempe Police Department, families, and social service providers. The process follows a scenario similar to the following steps:

- A juvenile commits an offense and is referred or has citation completed by a law

enforcement officer or agency.

- The referral is forwarded to the Juvenile Unit sergeant and then to the respective school liaison detective.
- The referral is reviewed by the detective and then the Maricopa County Juvenile Court Center is contacted to determine if the juvenile has any prior referrals.
- Referrals are returned to the Juvenile Unit sergeant with a notation to forward the juvenile to Juvenile Court Center of youth Diversion Program if the youth is a first-time offender.
- After the referral goes to Youth Diversion, parents are notified and services are explained. After a juvenile and family successfully complete the program, a report and prognosis are returned to the Juvenile Unit sergeant, who reviews and forwards it to the school liaison detective for records.
- If a parent or family does not respond to the letter, the same procedure is followed and the school liaison detective then personally contacts the parent or family and explains the services.
- Names of juveniles referred into the Diversion Program because of a citation (curfew, minor in possession of alcohol) are forwarded to the Juvenile Unit sergeant and then to the Juvenile Unit detective for review and information. Juveniles cited in other jurisdictions are included.
- While police officers are working with any juvenile, they will contact appropriate school personnel, teachers, counselors, or administrators for help in determining how best to handle the individual. Officers may determine patterns of poor attendance, disciplinary problems, or poor grades.
- At least two times per year, the Juvenile Unit meets to update members on activities and procedures within the Youth Diversion program to determine how best to continue meeting the needs of the at-risk population. Social workers and school representatives are involved as appropriate.

The Juvenile Unit then avails itself of the resources developed for youth by the Tempe Community Services Department, Social Services Division, which include counseling, the Tempe After School Enrichment Program (recreation and leisure activities), and career guidance and employment services. Other programs include "I'm Cool" (I'm in Control of My Own Life), which supports resistance to drugs and alcohol and fosters positive peer influence in grades 4-6; Youth Leadership Programs, which help to develop a sense of belonging; team building; and activities that build communication skills, self-esteem, organizational skills, and community awareness.

For further information contact:
Tempe, Arizona, Police Department
Sergeant Scott
120 East Fifth Street
Tempe, AZ 85281
(602) 350-8479
(602) 350-8377 (fax)

Recommendations for Prosecution/Courts/Corrections: Implement Alternative or Innovative Facilities/Programs

Strategy: Support a range of treatment options for high-risk offenders

Sanction, Treatment, Opportunity, Progress (STOP) Program (Portland, Oregon)

Program Type:	Drug intervention and treatment
Target Population:	Youth age 18 and older
Project Startup Date:	August 1991
Annual Budget/Number of Persons Served Annually:	\$600,000/750
Sources of Funding:	Federal, county, and city grants

Program Objectives/Description:

The STOP Program's goal is to reduce the number of drug-related crimes committed in Multnomah County, Oregon, and their costs to the criminal justice system. STOP is a court-managed drug intervention program designed to provide early opportunity for treatment and a cost-effective alternative to traditional criminal case processing. The criteria for program participation were established cooperatively by the Circuit Court, Public Defender, and District Attorney, with the District Attorney having the final veto over entry criteria. Treatment starts the first day of the court hearing and consists of drug education, group counseling, acupuncture, and random urinalysis. Drug defendants must be in treatment over a 1-year period and are prohibited from associating with drug users or possessors. Defendants who successfully complete the program have their criminal indictment dismissed with prejudice.

For further information contact:

Judge Roosevelt Robinson
Multnomah County Court House
1021 Southwest Fourth Avenue
Portland, OR 97204
(503) 248-3731
(503) 248-3425 (fax)

Recommendations for Prosecution/Courts/Corrections: Implement Alternative or Innovative Facilities/Programs

Strategy: Provide alternatives to incarceration for young offenders

Statewide Detention Supervision Services (SDSS) (Bismarck, North Dakota)

Program Type:	Alternative to secure detention
Target Population:	Youth ages 10-17
Project Startup Date:	October 1989
Annual Budget/Number of Persons Served Annually:	\$350,000/more than 900 youth served
Sources of Funding:	Federal grant, local funds

Program Objectives/Description:

The purpose of the Statewide Detention Supervision Services program is to provide financial incentives for the development and use of the least restrictive care alternatives for juvenile offenders. Jurisdictions that choose to participate in SDSS are expected to make a commitment to work toward increasing the use of such care for the juveniles in their jurisdiction.

SDSS consists of three primary components: attendant care, the constant and direct supervision of juveniles in a nonsecure setting by a trained attendant; detention, the supervision of a juvenile within the secure setting of a facility certified as meeting all established jail and detention standards; and transportation, the transport of a juvenile to either setting.

An attendant care site is typically a furnished room in a nonsecure public facility or a nonsecure area of a public facility, such as a police station, detoxification center, public or private agency, or interested private business. Currently, 5 detention and 24 attendant care sites are in operation. One detention center is part of the state industrial school; the remaining 4 are run by counties. Of the attendant care sites, 14 are operated by counties, 5 by private providers, 2 by cities, 2 by tribal agencies, and 1 by a juvenile court.

Attendant care and transportation costs are generally reimbursed in full by the Division of Juvenile Services, and detention costs are reimbursed on a 50 percent basis for juveniles meeting the entrance criteria. Detention and attendant care can be provided by one jurisdiction on behalf of adjoining jurisdictions, and authorized private agencies can provide attendant care.

For further information contact:

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Juvenile Justice Specialist

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Recommendations for Prosecution/Courts/Corrections: Implement Alternative or Innovative Facilities/Programs

Strategy: Provide alternatives to incarceration for young offenders

Tuscaloosa County Juvenile Court Restitution Program

Program Type:	Restitution (to victims) through courts/probation
Target Population:	Up to age 18, all crimes and all offenders
Project Startup Date:	1987
Annual Budget/Number of Persons Served Annually:	Approximately 380 offenders per year at a cost of about \$500 each
Sources of Funding:	Alabama Department of Economic and Community Affairs, Law Enforcement Planning Agency Division

Program Objectives/Description:

The Tuscaloosa County Restitution Program was designed using three restitution components:

- Monetary restitution, in which the juvenile offender repays the victim for the loss occurring in the crime.
- Community service work, in which the offender performs a specific number of hours of work with nonprofit public agencies and organizations.
- Employment opportunities for offenders to work and pay back victims for their losses.

The Tuscaloosa program offers a balanced approach to juvenile restitution. It emphasizes victims and victims' services as it stresses offender accountability and employment opportunities. Direct victim service, in which the offender works for the victim, is a type of restitution favored by program administrators, but also one which few victims readily accept.

The concept of accountability underlies the program; the juvenile offender is responsible for the offense and must restore the loss. The program emphasizes that restitution is something the offender must do for the victim, not something the court does to the offender. To allay community concerns, much work is accomplished by closely supervised work crews that also serve to occupy offenders' leisure time in paid or unpaid community service work. Offenders are ordered to repay both individual victims and the community for damages and losses caused by their actions.

Offenders may find their own work or may accept a job developed for pay by the program's staff. Unpaid community service work fills the requirement when a case has no individual victim and no out-of-pocket losses have resulted. Victims participate in the restitution process by being kept informed of the status of their case and participating in determination of the amount and type of restitutions. Victim participation helps victims see that the

juvenile court system is working for them and may be more satisfied than those who remain uninvolved.

Creating the program raised issues of liability among court personnel since the restitution undertaking would become part of the court program. Close supervision and admission guidelines have lessened such concerns. The program will not take offenders with a violent history, with severe emotional problems, or those who are chronic drug and alcohol abusers. Initially it was limited to first-time or minor offenders, but admission of some chronic, more serious offenders led to equally promising results. The juvenile and his or her parent or legal guardian must also be willing to sign a contractual agreement that spells out the nature of the work to be performed, the number of hours to be performed, and the date of completion as determined by the Tuscaloosa County Restitution Program.

A unit of three—Restitution Coordinator, Job Developer, and Work Supervisor—works closely with the probation department and is responsible for overseeing details related to each case, including helping probation officers supervise restitution requirements. Youth too young to have a work permit perform community service work. Similarly, hard-to-place offenders perform community service work in a crew under close supervision of the Work Supervisor. When an offender works for an employer for pay, he or she pays two-thirds of the money received to the County Clerk, who in turn distributes it to the victim(s).

Having a job component as a direct part of the program gives many offenders their first positive job experience and counters job lack as an excuse for failing to make restitution. It improves program efficiency since monitoring assures that restitution is not being made by parents or others.

Community awareness campaigns are continual to keep the community informed about program efforts and results. Reaction has been largely positive from victims and among members of the business community. Unpaid community service work has proven straightforward with nonprofit agencies agreeing to help supervise offenders onsite and to submit a weekly written progress report detailing the number of hours worked and an assessment of the quality of the work.

The advisory board that oversees the program comprises local attorneys, vocational educators, state employment counselors, parents, business leaders, and university personnel and helps protect both offenders' and victims' rights. The program's outlook is optimistic; it does not cure all problems of juvenile offenders, but helps teach accountability and repayment. The present view is that "if courts are interested in punishment, then restitution can be effective; but if courts are interested in rehabilitating juvenile offenders, there does not appear to be any available data to support the claim that restitution by itself has any appreciable rehabilitative value on troubled youth." The program costs considerably less than probation (\$500 versus \$750 per case) or commitment to the State Department of Youth Services, which costs upwards of \$30,000 for a year of treatment.

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Recommendations for Prosecution/Courts/Corrections: Implement Alternative or Innovative Facilities/Programs

Strategy: Provide alternatives to incarceration for young offenders

Weekend Challenge Program (WCP) (Kenosha, Wisconsin)

Program Type:	Alternative to incarceration; outreach
Target Population:	Youth ages 12-17
Project Startup Date:	November 1988
Annual Budget/Number of Persons Served Annually:	\$108,000/48 youth
Sources of Funding:	Local

Program Objectives/Description:

Weekend Challenge Program is a structured, sequential program designed to help chronic juvenile offenders improve self-image through adventurous outdoor activities. Many of its participants have not responded positively to traditional counseling methods; by offering perceived high risk and rewards, this program teaches them how to cope, make decisions, and experience success. Program goals are for participants to prevent community placement, prevent contact with Juvenile Court Intake, and complete program goals.

Canoeing, whitewater rafting, skiing, caving, and other outdoor pursuits are used to encourage trust building, goal setting, problem solving, challenge through stress, and humor. The challenges are stressful yet fun, focusing on breaking the cycle of failure that causes a negative self-concept. As youth experience physical success, they recognize that the seemingly difficult is often attainable. As they struggle through self-imposed limits, they begin to see themselves as more capable and successful.

Personal growth contacts in conjunction with individual and group goals direct youth toward developing self image, a sense of responsibility, problem solving skills, and the will to achieve. Confronting both the challenges and themselves, they learn that only the best effort is acceptable in this highly structured and supportive framework.

Although the term "high risk" is used in describing experimental challenge education, personal and group safety are consistently maintained.

Success rates for meeting program goals are high, with the typical referral completing the program in 4.5 months, remaining free of juvenile intake referrals during involvement and becoming better equipped to deal with the continuing challenges of being a responsible individual.

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Recommendations for Prosecution/Courts/Corrections: Implement Alternative or Innovative Facilities/Programs

Strategies: Establish teen courts; support a range of treatment options

YMCA Teen Courts (Houston, Texas)

Program Type:	Diversion
Target Population:	Class C misdemeanants (justice of peace court defendants) 12 to 20 years old
Project Startup Date	September 1991
Annual Budget/Number of Persons Served Annually:	4,800 defendants a year
Sources of Funding:	Private organizations

Program Objectives/Description:

Such Class C Texas misdemeanors as truancy, curfew violations, traffic offenses, minor possessing alcohol are routinely handled with citations and fines in justice of the peace court. In the Houston area, however, some justices are beginning to refer such matters to local teen courts run by the YMCA.

After pleading guilty (the teen courts do not rule on guilt or innocence), offenders attend a session of Teen Court where evidence is presented by a teenaged prosecutor and defense attorney to a teenage jury and alternative sentences handed down. Usually it consists of community service but may involve attending seminars on such topics as alcohol abuse, serving on the teen court as a juror, or group projects.

Usually the justice of the peace will have the defendant's record for a particular offense dismissed after the teen court's penalty is satisfied.

Middle schools and high schools also use the courts to empower students to maintain good discipline, attendance, and behavior. Typical cases involve tardiness, excessive absences, or disruptive behavior.

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Accelerate and Toughen Responses by the Court System

v

RECOMMENDATIONS FOR PROSECUTION/COURTS/CORRECTIONS

Accelerate and Toughen Responses by the Court System

- Provide tougher consequences during prosecution phase.
- Accelerate the judicial process; expedite prosecution and sentencing of juvenile offenders.
- Improve the operational effectiveness of the court process by expanding resources and implementing court delay reduction programs.
- Support differentiated case management programs that identify cases for fast-tracking based on severity, service needs and case complexity.
- Dedicate more judges, magistrates and probation officers to prosecuting juvenile offenders.
- Create a special docket for juveniles committing crimes of violence, crimes involving firearms, and gang-related activity.
- Ensure that juveniles face immediate consequences for their offenses.
- Do away with preliminary hearings.
- Do away with jury trials for misdemeanors and all property crimes.
- Develop mediation options.
- Support prosecution of violent juvenile offenders as adults.
- Eliminate confidentiality for juvenile offenders so that their records a juveniles can be used once they enter the adult criminal justice system.
- Operate boot camps for juveniles in conjunction with drug rehabilitation and schooling.

Recommendations for Prosecution/Courts/Corrections: Accelerate and Toughen Responses by the Court System

Strategy: Operate boot camps for juveniles in conjunction with drug rehabilitation and schooling

Camp Roulston, Cuyahoga County Juvenile Court Boot Camp

Program Type:	Boot camp
Target Population:	Male juvenile offenders ages 14 to 17
Project Startup Date:	1991 (pilot study), 1992 camp opened
Annual Budget/Number of Persons Served Annually:	\$1,421,434/approximately 150 to 160 served, Dec. 1991-April 1993
Sources of Funding:	Department of Justice, Office of Juvenile Justice and Delinquency Prevention; State of Ohio, Cuyahoga County

Program Objectives/Description:

On April 1, 1992, the North American Family Institute, in partnership with the Cuyahoga County Juvenile Court, opened Camp Roulston in Hudson, Ohio, a pilot boot camp program for male juvenile offenders. The project, funded by the federal government's Office of Juvenile Justice and Delinquency Prevention (OJJDP) and by the Ohio Department of Youth Services, is an effort to find alternative interventions for adolescent offenders ages 14 to 17 at the time of commitment. All participants in the project are screened and randomly selected through a process designed by the Cuyahoga County Juvenile Court and independent project evaluators.

Camp Roulston is located on the grounds of the Youth Development Center (YDC), a staff-secure residential facility for juvenile offenders committed by the Court. The YDC is operated by the County Department of Youth Services and comprises eight 20-bed cottages, a school, a gym with swimming pool, and administration buildings. Two of the cottages are dedicated to Camp Roulston, each with individual sleeping rooms, a kitchen, a large attached recreation/physical conditioning area, and a large multipurpose room. The cottages are situated to provide a separation of Camp Roulston population from the other youth committed to the YDC.

The Camp Roulston model was developed within an ordered, predictable, and highly structured environment. Its framework is composed of rehabilitation, sound child care practices, and behavior management with a military overlay. The military elements incorporated include regimentation, physical conditioning, academic and vocational skill building, and character development within a supportive and rehabilitative framework. Neither the degradation nor excessive punishment often found in adult boot camps are part of the program.

The focus of the Camp Roulston project lies in individuals becoming invested in their own service plan and participating in their own advancement. The programming begins with a high level of structure and supervision, which is lessened as the youth develops stronger skills and controls. The peer group is the primary treatment force that lays ground rules and determines how the youths and staff interact. As youngsters take on leadership roles, they also provide role models for newer residents.

The project was created to break developing patterns of delinquency by increasing academic achievement and literacy, providing discipline through physical conditioning and teamwork, developing good work habits and accompanying skills, reducing substance abuse, and promoting pro-social values and accountability.

The project provides services with decreasing levels of intensity over 12 months. The first step is a 1-month screening and selection process followed by a 3-month intensive residential boot camp, and up to 8 months after leaving in a community-based aftercare project. Participation may be shortened or lengthened. The residential phase consists of three progressive 30-day phases: recruit, cadet, and commissioned. Every 30 days, 10 commissioned youth move into the City Center program as a new group of 10 enters the program. The three phases are long enough for an individual to show positive effort, and has the benefit of clear occasions for rites of passage.

Without the followup that follows after the youth moves back into the community, all could be quickly lost. The four stages of the City Center program are Intensive Aftercare, Stepdown Phase 1, Stepdown Phase 2, and a flexible tracking phase that includes support groups or mentoring as needed. The aftercare case managers initiate contact with the youngsters during their residency at the Camp to help ensure a smooth transition. They seek to provide a structure that will minimize the potential for the youth to relapse into old patterns and behaviors.

Programming individualizes the requirements for each youth and includes assessment, education or vocational training, positive peer culture and group interaction guided by staff, individual counseling, family liaison and support, behavior management based on a point system, personal hygiene and health maintenance, and substance abuse education and prevention. The initial screening comprises a medical exam, a mental health screen, and personal and family history.

The educational program during the 90-day residential period includes language arts, math, science, and history (American and African American). Those pursuing a GED have individualized instruction, daily living skills, and preemployment skills. Job readiness and job-seeking skills are taught throughout the program, based on assessment of the youth's vocational interest inventory. Throughout the residential period, pro-social, positive peer-group interaction is enforced to help youth rely on and be responsible for each other within the context of an affirmative mission.

The Camp Roulston experience promotes opportunities for youth to experience success in education, self discipline, physical conditioning, and social and community living. Aftercare reinforces lessons learned and addresses real-world family and community living concerns.

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Recommendations For Prosecutions/Courts/Corrections: Accelerate and Toughen Responses by the Court System

Strategy: Ensure that juveniles face immediate consequences for their offenses

Earn-It Project (Keene, New Hampshire)

Program Type:	Restitution
Target Population:	Juvenile Offenders
Project Startup Date:	1988
Annual Budget/Number of Person Served Annually:	N/A
Sources of Funding:	N/A

Program Objectives/Description:

Earn-It is a juvenile offender/victim restitution program operated by the City of Keene Juvenile Conference Committee (JCC) in Keene, New Hampshire. Juvenile offenders who owe restitution (both monetary and symbolic) are court-ordered to repay their victims and community through participation in the program. The Earn-It Project seeks to reduce the impact of juvenile crime and delinquency by holding youthful offenders accountable for their delinquent acts. Earn-It provides a structured way to hold juvenile offenders accountable for their illegal action. Earn-It arranges work placement, matching the offender's strengths with the needs of the worksite, and monitors each youth's placement in area businesses, nonprofit agencies, and municipalities.

Youth are carefully screened to determine suitability and motivation for the program. Program rules and expectations are discussed with the youth and parents. An assessment of the youth's abilities, skills, and interests is completed. Information gained from the interview and other sources is used not only to determine if the youth is appropriate for the program but also to allow staff to make the best match between the youth and the available worksites. Once a placement is obtained, Earn-It staff monitor the youth's job performance through regular contact with his or her supervisor, the parents, and the youth. Program staff make regular reports to Juvenile Services Officers and the Keene District Court.

Since its inception in 1988, Earn-It youth have returned thousands of dollars to victims and have performed hundreds of hours of community service work. The community has benefited from reduced crime and reduced costs, while the youth have profited from the experience by learning more acceptable roles within the community—volunteer service and employment skills—that remain with them for the rest of their lives.

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Recommendations for Prosecution/Courts/Corrections: Accelerate and Toughen Responses by the Court System

Strategy: Develop mediation options

Mediation and Restitution Services (MARS) (Inglewood, California)

Program Type:	Juvenile diversion project
Target Population:	Youthful offenders
Project Startup Date:	1992
Number of Persons Served	
Annually:	Received 99 referrals, held 59 mediations
Sources of Funding:	California Community Foundation, County of Los Angeles Delinquency Prevention Program, Pacific Telesis Foundation, Weingart Foundation, L.A. Bar Foundation, South Bay Rotary Club, State of California Office of Criminal Justice, United Way, Hollywood Park Racing Charities, the Southbay PIC/City of Inglewood Employment Development Department, and the cities of Gardena, Hawthorne, and Lawndale

Project Objectives/Description:

MARS, a program of the Centinela Valley Juvenile Diversion Project, assists injured parties and youth offenders in working out an agreement for repayment of the victim's losses caused by the offender. MARS assists the offender in fulfilling the agreement by referral to job and/or community services placement programs and monitors the progress toward completion.

Participation in the program is voluntary and limited to first- or second-time offenders whose crime lends itself to restitution (such as repayment of property loss or damage) and to those who are interested in meeting with the victim to "set things right." Victims who participate understand and support the goals of restitution and reconciliation. Parents are urged to be active participants by supporting the juvenile and his/her efforts to resolve the matter.

Meetings are conducted by trained, certified volunteer mediators who facilitate the process. Two neutral mediators (trained volunteers) conduct the meeting, where both the injured party and the youth tell their story. The meeting is confidential and usually lasts about 1 1/2 hours, including a 20- to 30-minute orientation to explain the procedures in detail prior to the mediation. An agreement (if reached) is then written detailing how losses will be repaid, such as through dollars, community service, or other means agreeable to both parties.

Responsibility for the success or failure lies with the participants. Taking part in the mediation and reaching an agreement is voluntary. If participation is declined at any time in the process or if an agreement is not reached or fulfilled for any reason, the case will be returned to the original agency for action.

Evaluations performed at the mediations indicate that 100 percent of juveniles and victims were glad they participated; 97 percent would recommend mediation; 95 percent of victims rated the process as "good or excellent"; 70 percent of the juveniles rated it "good or excellent"; and 30 percent rated it "fair." An agreement has been reached in all but one mediation, only one youth has been rearrested for the same crime, and three youth were referred to the agency for not completing the agreement.

Sources for Additional Information:

For further information contact:

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Inglewood, CA 90301

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(310) 412-8737 (fax)

Recommendations for Prosecution/Courts/Corrections: Implement Alternative or Innovative Facilities/Programs

Strategy: Provide alternatives to incarceration for young offenders

Rebound/Lookout Mountain Camp Falcon Juvenile Facility (Denver, Colorado)

Program Type:	Boot camp for juvenile offenders
Target Population:	Male juvenile offenders ages 12-18
Project Startup Date:	April 1994
Annual Budget/Number of Persons Served Annually:	27 youths per session initially
Sources of Funding:	State

Program Objectives/Description:

Camp Falcon was created during a special 1993 session of the Colorado legislature in response to public concern over an increase in violent juvenile crime. This highly structured and regimented boot camp will provide a sentencing alternative for first-time and other at-risk juvenile offenders, in lieu of 45-day detention, probation, or commitment to the Division of Youth Services.

Camp Falcon is located on the grounds of Lookout Mountain Youth Services Center's secure campus. The program consists of a 60-day, regimented military boot camp that includes academic education, life-skills counseling, and drug and alcohol education. Youth are supervised by highly trained staff 24 hours a day; the program structures every minute of a youth's time from 5 a.m. wake-up until 9 p.m. lights-out.

Youth sentenced to Camp Falcon must meet four criteria: adjudicated delinquent male sentenced by the court to regimented juvenile training; ages 12-18; psychologically able to handle a confrontational, disciplinary milieu; and physically able to participate in an intensive training regimen. The program is designed for first-time offenders, probation violators, and youth sentenced under the new handgun legislation. In general, the youth sentenced have committed property crimes, but may have some assaultive behavior.

The judge hearing the case makes the initial sentencing decision based in part on the presentencing report of the juvenile's probation officer. Postsentencing mental and physical assessment and time spent in detention may reduce the standard 60-day length of stay. An aftercare program is provided upon a youth's completion of the Camp Falcon program.

For more information contact:

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Establish a Range of Treatment Programs

RECOMMENDATIONS FOR PROSECUTION/COURTS/CORRECTIONS

Establish a Range of Treatment Programs

- Refer non-institutionalized adult and juvenile substance-using offenders to appropriate community-based treatment.
- Support a range of treatment options for high-risk offenders.

Recommendations for Prosecution/Courts/Corrections: Establish a range of treatment programs

Strategy: Refer non-institutionalized adult and juvenile substance-using offenders to appropriate community-based treatment

The Consortium To Prevent and Treat Juvenile Substance Abuse (Grand Junction, Colorado)

Program Type:	Drug prevention and treatment
Target Population:	First time youthful offenders
Project Startup Date:	1988
Annual Budget/Number of Persons Served Annually:	N/A
Sources of Funding:	State funds and private foundations and organizations

Program Objectives/Description:

The Consortium to Prevent and Treat Juvenile Substance Abuse is a comprehensive system providing a full continuum of services for youth at high risk of drug use. The Consortium educates "gatekeepers" to identify high-risk youth and drug-using youth, make supportive interventions, and refer adolescents and family members to a prevention or treatment resource.

With the Mesa County District Attorney serving as a gatekeeper, youth arrested for drug and alcohol related offenses are referred through the Consortium to the Mesa County Partners one-to-one program, or to the ARU Grand Junction for outpatient therapy. The family members are referred to the National Council on Alcoholism and Drug Abuse for 6 weeks of private and group education.

The gatekeeper role has been expanded to include School District #51 and to involve high risk students who are identified as children of alcoholics or abusers.

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Recommendations for Prosecution/Courts/Corrections: Establish a range of treatment programs

Strategy: Refer noninstitutionalized juvenile substance abusing offenders to appropriate community-based treatment

Dakota County Juvenile Alcohol and Marijuana Diversion Program (Hastings, Minnesota)

Program Type:	Chemical abuse awareness program/diversion
Target Population:	First-time alcohol and drug juvenile offenders
Project Startup Date:	October 1991
Annual Budget/Number of Persons Served Annually:	400 juveniles
Sources of Funding:	Currently county, previously Minnesota Office of Drug Policy

Project Objectives/Description:

The Juvenile Diversion Program is targeted to serve juveniles in Dakota County who have been apprehended by police for first-time possession or consumption of an alcoholic beverage or possession of a small amount of marijuana or been referred by school officials because of alcohol or drug use. Some are assigned to the program as a court disposition where drug or alcohol use is identified as a contributing factor, and others enter voluntarily at their own expense. The diversion process is intended to provide a cost-effective alternative for dealing with violations of alcohol and drug possession laws by emphasizing an education/prevention/communication approach with parental involvement.

The diversion process requires that a juvenile offender attend a 4-hour Chemical Abuse Awareness Program with at least one parent, conducted by the River Ridge Treatment Center and the Dakota County Chapter of Mothers Against Drunk Driving (MADD). This program will aid the juvenile in developing effective communication skills and provide the juvenile with methods of making healthy decisions regarding refusal to be involved in illegal alcohol and drug activity. When available, a victim impact panel will be included in the program. This portion of the program depicts real-life consequences when a person drives drunk and is involved in a collision or loses control of a vehicle.

The Juvenile and Marijuana Diversion Program has shown promising results. Ninety-three percent of all juveniles referred for diversion have chosen diversion over the court process; 519 juveniles have completed diversion; 80 percent have completed diversion within 45 days from the date of their referral; more than 97 percent of juveniles scheduled for diversion have successfully completed it; there has been a 9 percent recidivism rate for juveniles who completed diversion.

For further information contact:

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Recommendations for Prosecution/Courts/Corrections: Establish a Range of Treatment Programs

Strategy: Refer noninstitutionalized adult and juvenile substance-using offenders to appropriate community-based treatment

Fast, Intensive Report, Supervision, and Treatment (FIRST) (Oakland, California)

Program Type:	Court-ordered drug rehabilitation
Target Population:	Substance abusers
Project Startup Date:	January 1991
Annual Budget/Number of Persons Served Annually:	\$700,000/1,200 persons
Sources of Funding:	County

Program Objectives/Description:

In California, drug diversion is statutorily mandated for eligible defendants, diverting less serious offenders from the criminal justice system into a supervision and treatment program administered by the county probation department. Recognizing that drug rehabilitation will be less than effective if intervention is delayed, the FIRST program ensures that diversion is typically granted within 1 day of the offender's release from custody, and that orientation, supervision, and treatment engage the participant early and often.

The FIRST drug court is designed to promote the rehabilitation, rather than simply the adjudication, of drug-using offenders. A hands-on approach, judicial involvement, and coordinated, comprehensive supervision are central to the program. Divertee, probation officer, and judge work closely throughout the program, with the offender held accountable for his or her conduct through the implementation of the supervision model. Strong linkages between participating agencies, vigilant monitoring, and frequent program contacts and drug tests reinforce accountability.

Supervision and counseling are provided within a weekly group session, drug education classes, and community-based counseling programs.

Under the terms of the program's contingency contract, positive behavior is rewarded and negative behavior is penalized. Points accrued by the completion of rehabilitative tasks may translate into rewards (the court reduces diversion term or fee) or sanctions (the court increases intensity of supervision and/or treatment, or orders the divertee into custody). The divertee is returned to court immediately after substantial noncompliance for a modification or termination hearing, with sanctions increasing in severity with the number and seriousness of violations.

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Recommendations for Prosecution/Courts/Corrections: Establish a Range of Treatment Programs

Strategy: Refer noninstitutionalized adult and juvenile substance-using offenders to appropriate community-based treatment; support a range of treatment options for high-risk offenders

Madison County, Tennessee Juvenile Court Services

Program Type:	Array of community-based programs: preteen through secure detention
Target Population:	At-risk youth ages 9-17
Project Startup Date:	1984
Annual Budget/Number of Persons Served Annually:	\$943,669 supports 830 youth and families
Sources of Funding:	Majority from local property taxes, job training partnership with Department of Labor, Department of Justice OJJDP formula grants, state funds

Program Objectives/Description:

The mission of Madison County Juvenile Court Services is to protect the community through providing an array of services designed to hold youth accountable, to teach responsible behavior, and to give youth the tools they need to avoid trouble and prevent future contact with the courts. Juvenile Court Services works with law enforcement agencies and the Madison County Juvenile Court to help youth ages 9 to 17 in trouble with the law by assessing each individual and tailoring a treatment plan to meet his or her needs. The treatment plan is to help rehabilitate young people, not to punish them. It is the belief of Juvenile Court Services that young people who come to the court's attention are salvageable. If their unruly or delinquent behavior is detected in time, youth in trouble can learn how to change their behavior and become productive members of society.

Any young person who comes to the attention of county authorities because of delinquent or unruly behavior must first go through Intake Services to open his/her case. Referrals may be made by parents, citizens, schools, or law enforcement; most are in the form of petitions that specify illegal conduct. A Juvenile Court Services intake counselor talks with the youth, his family, and other involved parties to explore the nature of the complaint against the youth and gather information. The counselor then writes a report for the Juvenile Court Judge that includes a social history and a recommendation for treatment if the youth admits guilt or is later found guilty in court. The counselor makes certain the youth is represented by an attorney if one is wanted.

Every effort is made to match the specific sanctions imposed to the type of delinquent offense. The juvenile judge considers these recommendations when making disposition. Sanctions range from monitoring along a continuum that increasingly restrict freedom to the extreme of commitment to the state for placement in a youth correctional facility.

No youth leaves the court system without court-ordered surveillance. Minor offenders are placed in the Monitoring/Liaison Service. For 3 months a caseworker works with the youth and family to help him or her fulfill the contract agreed upon with the judge on reaching short- and long-term goals. Rules always include curfew and regular school attendance. Youth who adhere have cases closed in 3 months; those who do not are returned to court. A new component is focusing on 9- to 12-year-olds who, with parents, meet weekly for 6 weeks with members from the University of Tennessee Agricultural Extension Service and a monitoring coordinator.

First-time juvenile offenders ages 13 to 17, primarily shoplifters, learn the adverse effects of their behavior on themselves, businesses, and the community in a 12-week "Street Law" program taught by local attorneys and other experts. It focuses on the community and its laws. It teaches decisionmaking skills and individual rights and responsibilities under the legal system. Parents are required to attend.

Young people in trouble on school-related problems, grades four through six, work with special caseworkers to come to grips with problems such as truancy, unruly behavior, and academic failure. Teacher Probation Officers serve as the child's liaison between the school and the court. Older juveniles in junior and senior high school are taken to juvenile court, where they are under court order to attend school and follow specific rules.

Youth with alcohol or drug-related charges assessed for appropriate treatment as required. All must attend Alcohol Safety Education classes to have driver's licenses returned. Parents must also attend 6 hours of educational classes. Juveniles also perform 24 hours of assigned public service works, and all are monitored for a minimum of 6 months.

The most frequently ordered alternative to detention is restitution or community service work. Juvenile Court Services staff supervise youth work crews at public sites, or youth are assigned to public or private nonprofit agencies that can provide supervision. Crafts (stained glass, rug weaving) are taught, and articles are sold and profits kept in a fund for youth with serious needs.

Youth charged with serious offenses and are considered a danger to themselves or others are taken by law enforcement officials to the Detention Center that serves several counties. The typical stay is less than a week. The youth are usually guilty of burglary, assault and battery, vandalism or possession of a deadly weapon. Juvenile Court probation then follows. In addition to signing an agreement with the court to abide by certain regulations, the juvenile participates in meetings where attendees discuss life skills, self-esteem, health, and anger control. Minimum probation is 6 months.

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Create a Youthful Offender Program

RECOMMENDATIONS FOR PROSECUTION/COURTS/CORRECTIONS

Create a Youth Offender System

- Design as an interim step of incarceration between the present juvenile system and the adult corrections system.
- Build a permanent facility for offenders aged 14 to 18.
- Provide specialized training and education program targeted toward youthful offenders.
- Provide specialized training and education programs including physical and personal discipline and vocational skills development.

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Find Additional Resources for New and Existing Programs

RECOMMENDATIONS FOR PROSECUTION/COURTS/CORRECTIONS

Find Additional Resources for New and Existing Programs

- Increase resources for the Division of Youth Services.
- Increase detention facilities for juveniles.
- Increase resources to curb urban violence proportionally with number of violent incidents.
- Establish programs to improve drug control technology.
- Establish programs that identify, assess and refer offenders to treatment.
- Establish programs that monitor non-incarcerated offenders.
- Establish programs that improve the flow of information or enhance automated information on violent or drug-related offenders.
- Establish programs that expedite case processing.
- Direct more resources to juvenile court.
- Provide more funding for community-based sentencing alternatives for juvenile offenders.
- Establish witness protection programs for young people providing information on gang activities.
- Expand the Office of Juvenile Justice and Delinquency Prevention.

Recommendations for Prosecution/Courts/Corrections: Find Additional Resources for New and Existing Programs

Strategy: Establish witness protection programs

Colorado Victim Witness Assistance Unit (Boulder, Colorado)

Program Type:	Victim/witness assistance
Target Population:	Victims of any age
Project Startup Date:	1978
Annual Budget/Number of Persons Served Annually:	1994 projected budget of \$243,313/2,000 victims
Sources of Funding:	Boulder County, local VALE grants

Project Objectives/Description:

The Boulder County District Attorney's Office Victim/Witness Assistance Program provides support to victims and witnesses of crime. Services provided to over 2,000 victims annually include information, crisis intervention, counseling, and financial assistance. The witness management system ensures that victims are kept informed of the status of their case, educates victims and witnesses on the criminal justice process, and ensures that victims have support as their cases move through the criminal justice system.

Being victimized and going through the court system can be difficult and confusing. Trained victim advocates can provide support, information, and referrals. A victim advocate gives information about how the court system works; provides referrals for a therapist or other resources, including financial assistance; assists in dealing with creditors, transportation, translation services, household assistance, or child care; answers or finds the answers to medical and legal questions; and talks to parents, friends, and other family members about the crime.

For further information contact:

Jean Gribben, Director
P.O. Box 471
Boulder, CO 80306
(303) 441-3730
(303) 441-4703 (fax)

Recommendations for Prosecution/Courts/Corrections: Find Additional Resources for New and Existing Programs

Strategies: Increase resources for the Division of Youth Services; establish programs that expedite case processing

Washington County Victim-Witness Program (Hagerstown, Maryland)

Program Type:	Victim witness assistance
Target Population:	Victims of juvenile crime only
Project startup date:	1981
Annual Budget/Number of Persons Served Annually:	\$15,000/victims of 300 youths
Sources of Funding:	State

Program Objectives/Description:

The Victim Services Unit of the Washington County Department of Juvenile Services is a small-scale program in a predominantly rural county of 117,800 residents in western Maryland.

The program began when the Department of Juvenile Services, the State agency responsible for providing and coordinating court services, began victim assistance and restitution programs in each of its 10 regions. Many of the rights afforded victims of juveniles by these programs were later incorporated in the State's 1989 "victim bill of rights." That law guarantees victims the right to know the identity of the accused, to be notified of and attend all hearings, and to provide an oral or written statement of the impact of the crime.

One part-time victim coordinator handles the annual caseload of about 300 juveniles referred for felony offenses, sharing office space with other juvenile services staff several blocks from the court.

The program identifies victims by checking the docket to find cases scheduled for trial and reviewing court intake's list of cases handled informally (misdemeanors only) to find those involving financial losses. For these target cases, the coordinator calls victims a few weeks before a scheduled hearing to explain the system, encourage their attendance, and provide assistance preparing information for restitution decisions.

Assistance in preparing victim impact statements for the court is the primary service. The coordinator telephones victims to alert them to approaching hearings, to explain how to document losses, and to encourage the victim to write an impact statement. On the basis of information from the victim, the coordinator prepares an impact report for the court file and is available at all juvenile hearings (once a week) to clarify the information.

Unlike other programs in the juvenile system, the program does not use mailings or other written materials to reach and orient target victims. It reaches them almost entirely through telephone contacts (about 70 a month) and personal contact (40 a month).

For further information contact:

Rose Long, Victim Witness Assistance Coordinator
Maryland State Department of Juvenile Services
5 Public Square, Fifth Floor
Hagerstown, MD 21740
(301) 791-3100
(301) 791-3375 (fax)

Bibliography

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Resource List

Resource List

Abraxas

P.O. Box 59
Blue Jay Village
Marienville, PA 16239
(800) ABRAXAS Referrals and Referral Information
(800) 227-2927 Out-of-State

Abraxas, a private company offers rehabilitative services for juveniles, and a Drug Sellers Program. The drug sellers program is a residential, intensive treatment program for juveniles ages 14-18 who have been adjudicated delinquent and arrested on charges of possession or possession with intent to deliver and sell. There are several locations throughout Pennsylvania, West Virginia and Ohio. Abraxas also specializes in assessment, treatment for sex offenders, education, treatment for females, and transitional services for youth leaving State institutions.

American Association of Correctional Training Personnel (AACTP)

c/o Myra Wall, Manager
Corrections Training
Washington Criminal Justice Training Commission
2540 South 142nd
Seattle, WA 98168
(206) 764-4301

This national organization of correctional trainers and training administrators represents all aspects of corrections, including local/state adult and juvenile corrections, federal and military corrections, probation, parole, and community corrections, training academies and commissions, consultants, and educators. The organization is an affiliate of American Correctional Association (ACA). They publish the *Journal of Correctional Training* quarterly.

American Bar Association (ABA)

750 North Lake Shore Drive
Chicago, IL 60611
(312) 988-5000

American Correctional Association (ACA)

8025 Laurel Lakes Court
Laurel, MD 20707-5075
(301) 206-5100
(800) 825-2665

The goals of the association are to improve correctional standards, including selection of personnel, care, supervision, education, training, employment, treatment, and post-release adjustment of inmates and to develop adequate physical facilities. The association studies causes of crime and juvenile delinquency and methods of crime control and prevention, conducts research and compiles statistics, sponsors conferences and workshops, provides training and technical assistance, and develops and distributes publications and other information products.

American Jail Association (AJA)

1000 Day Road
Suite 100
Hagerstown, MD 21740
(301) 790-3930

The association provides training and technical assistance to the nations jails with emphasis on serving the needs of small jails, design of direct supervision facilities, equipment/supply materials, and financing information.

Associated Marine Institutes, Inc.

5915 Benjamin Center Drive
Tampa, FL 33634
(813) 887-3300

American Probation and Parole Association (APPA)

3560 Iron Works Pike
P.O. Box 11910
Lexington, KY 40578
(606) 231-1917

This membership group of the nation's parole and probation systems, managers, and staffers provides extensive training and professional development help to members and seeks more effective ways to achieve the remediation and correctional goals of both probation and parole.

American Prosecutors Research Institute

99 Canal Center Plaza, Suite 510
Alexandria, VA 22314
(703) 549-4253
(703) 836-3195 (fax)

The American Prosecutors Research Institute seeks to provide services to enhance the local prosecution of criminal offenses.

Center for the Study of Youth Policy

Nova University
Shepard Broad Law Center
3305 College Avenue
Fort Lauderdale, FL 33314
(305) 452-6239
(305) 476-4824 (fax)

Center for the Study of Youth Policy

School of Social Work
The University of Pennsylvania
4200 Pine
2nd Floor
Philadelphia, PA 19104
(215) 898-2229

Coalition for Juvenile Justice

1211 Connecticut Avenue, NW
Suite 414
Washington, DC 20036
(202) 467-0864

Community Research Associates, Inc. (CRA)

115 North Neil Street
Suite 302
Champaign, IL 61820
(217) 398-3120

CRA maintains a collection of informative materials on the juvenile justice system including causes, prevention and treatment of delinquency; detention of youthful offenders; and community-based alternative services. CRA's user audience includes criminal justice planners, researchers, architects, agency personnel, program directors and staff, child advocates, volunteers, and the general public.

Contact Center

CEGA Services
P.O. Box 81826
Lincoln, NE 68501
(402) 464-0602

CEGA produces the *Corrections Compendium* a monthly journal for corrections professionals.

Correctional Education Association

8025 Laurel Lakes Court
Laurel, MD 20707

(301) 490-1440

The association seeks to increase the effectiveness, expertise, and skills of educators and administrators who provide services to students in correctional settings and increase the quality of educational programs and services.

Courts Technical Assistance Project

The American University (AU)
Brandywine Building, Suite 6C
4400 Massachusetts Avenue, NW
Washington, DC 20016
(202) 885-2875
(202) 885-2885 (fax)

Criminal Justice Institute

Spring Hill West
South Salem, NY 10590
(914) 533-2000

The Institute produces an annual *Corrections Yearbook* providing statistical information related to prisons, jails, and probation and parole.

Crossroads/The Recovery Center

2121 Lisenby Avenue
Panama City, FL 32406
(904) 784-0869

This is a treatment center for drug addicts and sponsor an awareness program for youth. Local high school students are hired to work within the center with the hope that their knowledge will be passed along to other high school students and the community.

Diversion and Guide Programs

Carlsbad Police Department
2560 Orion Way
Carlsbad, CA 92008
(619) 931-2131

The police department implemented two related programs: The Diversion Program and the Guide Program. The Diversion Program is designed to target selected youth who the police have contacted to provide prompt intervention to discourage delinquent behavior and divert youth from the criminal justice system.

The Guide Program is a prevention program. It targets students who receive suspension, commit disorderly conduct, have four or more truanancies, five plus tardy referrals, or are persistently defiant to school authority.

In-House Supervision Program

809 Center Street
Santa Cruz, CA 95060
(408) 429-3724

The program is directed toward youth who are first-time offenders of misdemeanor and infraction crimes. Juveniles sign a behavioral contract with the juvenile unit that binds them to five or six conditions, depending of the severity of the crime. The program applies the following conditions: writing a four page report on the crime committed; attending school and maintaining a grade point average acceptable to the parents; following all rules and regulations at home; and obeying all State and Federal laws. The juvenile officer may also include special conditions. If the juvenile successfully completes the program, their records and citations are destroyed.

International Association of Residential and Community Alternatives

P.O. Box 1987
La Crosse, WI 54602
(608) 785-0200

The association develops and implements a program of public information and education in the field of community-based treatment. They assist social institutions within communities to accept socially handicapped individuals and the responsibility for coping with crime, substance abuse, mental health, delinquency, and related social problems.

International Conference of Administrators of Residential Center for Youth

18 Prospect Street
Stanford, NY 12167
(607) 652-2576

Works to improve community-based practices and develop new techniques and alternatives.

JUMP START

Bradley County Juvenile Court
Cleveland, TN 37311
(615) 476-0488 (fax)

JUMP START is a youth program designed to help juveniles in jeopardy. JUMP stands for Juvenile Upgrading and Motivating Program. The JUMP START population are junior high school age who have been brought before the court for committing an illegal act or for being truant or unruly. Most of the teens are children of dysfunctional families, their school attendance is often poor, their school grades frequently reflect failure, and their behavior is generally undisciplined. The program operates in the early morning before school begins and involves breakfast and discussion, an hour dedicated to school work, and group therapy.

Juvenile Advisory Council

Santa Clara Police Department
1541 Civic Center Drive
Santa Clara, CA 95051
(408) 984-3175

The program targets juvenile first-time offenders who would benefit from intensive counseling. The council assists children and their parents who offenses, such as shoplifting, were not considered egregious enough to be referred to the juvenile court or the county juvenile probation department. The council prevents children from having a police record, offers advice, and provides a controlled environment for the child and parent to determine the underlying reason the child committed the crime.

Juvenile Delinquency Commission Clearinghouse

212 West State Street
CN-965
Trenton, NJ 08625
(609) 292-2264

Juvenile Diversion Program

Torrance Police Department
3300 Civic Center Drive
Torrance, CA 90503

The program coordinates youth related programs between the City of Torrance, the school district, and other community agencies. Mental health professionals and police personnel collaborate to provide the following intervention and prevention programs: Individual and Family Therapy, Sexually Abused Minors Support Group, Group Counseling, Substance Abuse Group Counseling, Outward Bound/Juvenile Diversion, Fire Setters Program, Intake (assessment and referral services) and Crisis Counseling.

Mayor's Indigent Bed Project

1300 Perdido Street
City Hall, Room 2W02
New Orleans, LA 70112
(504) 565-6595

This project serves homeless, ex-offenders, elderly, adolescent, pregnant females, and minorities. Through its office for drug affairs, free residential treatment is provided to individuals who cannot afford treatment and voluntarily seek help for their alcohol and drug abuse problems.

National Association of Juvenile Correctional Agencies

55 Albin Road
Bow, NH 03304
(603) 271-5945

The association disseminates ideas on the function, philosophy, and goals of the juvenile correctional field with emphasis on institutional rehabilitative programs.

National Center for State Courts

1110 Northh Glebe Road
Suite 1090
Arlington, VA 22201
(703) 841-0200

The Center researches problems and issues that are faced by the many state courts around the nation that handle the bulk of legal activity in this country. It provides training, technical assistance, and publications.

National Center on Institutions and Alternatives (NCIA)

635 Slaters Lane
Suite G 100
Alexandria, VA 22314
(703) 684-0373

NCIA consistently offers the criminal justice community quality leadership in the areas of innovative programs and services, accurate and timely research and information, and realistic and effective technical assistance.

National College of District Attorneys (NCDA)

University of Houston Law Center
Houston, TX 77204-6380
(713) 747-6232

The National College of District Attorneys is sponsored by the American Bar Association, the National District Attorneys Association, the American College of Trial Lawyers, and the International Academy of Trial Lawyers. NCDA provides continuing legal education (CLE) for prosecuting attorneys in all areas of criminal law, government-employed attorneys who have responsibilities in civil matters, and the investigative/administrative staff of these attorneys.

National Commission on Correctional Health Care

2105 North Southport
Chicago, IL 60614
(312) 528-0818

National Consortium of TASC Programs

444 North Capitol Street, NW
Suite 642
Washington, DC 20001
(202) 347-3529
(202) 783-2704 (fax)

National Council of Juvenile and Family Court Judges (NCJFCJ)

P.O. Box 8970
University of Nevada, Reno
Reno, NV 89507
(702) 784-6012

The Council provides continuing judicial education and technical assistance, produces a variety of publications, and conducts and tracks research and trend analysis on juvenile and family issues. The Council has trained between 15,000 and 20,000 juvenile and family court judges and allied court service providers. The Council also operates the Family Court Resource Center which is an information, training, and technical assistance resource for professionals working to establish or enhance family court systems.

National Council on Crime and Delinquency (NCCD)

685 Market Street
Suite 620
San Francisco, CA 94105
(415) 896-6223

The council provides technical assistance to state governments, conducts research, and sponsors professional training institutes. Membership includes correction specialists and others interested in community-based programs, juvenile and family courts, and the prevention, control, and treatment of crime and delinquency.

National District Attorneys Association (NDAA)

1033 Fairfax Street
Suite 200
Alexandria, VA 22314
(703) 549-9222

NDAA's Juvenile Justice Project is designed to encourage chief prosecutors to examine their policy and management roles with respect to juvenile justice.

National Juvenile Court Services Association (NJCSA)

P.O. Box 8970
University of Nevada
Reno, NV 89507
(702) 784-4859

NJCSA offers the opportunity for personnel to improve their skills within the juvenile justice system through training, education, and technical assistance; plans and coordinates educational programs with the National Council of Juvenile and Family Court Judges; and establish criteria for professional certification.

National Juvenile Detention Association (NJDA)

217 Perkins
Eastern Kentucky University
Richmond, KY 40475
(606) 622-1497

The association coordinates lines of communication among juvenile detention facilities; conducts training institutes; and provides education and consultation to detention facilities and units of government.

National Institute of Corrections (NIC) Information Center

1860 Industrial Circle
Suite A
Longmont, CO 80501
(800) 877-1461
(303) 682-0213

The Center offers reference and referral information in the areas of prisons, jails, probation, parole, and community corrections.

National Institute of Corrections (NIC) Jail Center

1960 Industrial Circle
Suite A
Longmont, CO 80501
(800) 995-6429
(303) 682-0639

National Institute of Corrections (NIC) Prison Division

320 First Street, NW
Washington, DC 20534
(800) 995-6423
(202) 307-1300

The division operates the Aerospace Technology in Corrections Program in cooperation with NASA, exploring areas of technology applicable in the field of corrections, such as intrusion detection systems and drug detection systems.

Project Focus

Tempe Police Department
120 East 5th Street
Tempe, AZ 85281

The program targets juveniles ages 10 through 17 who are first-time offenders. Project Focus offers juveniles an alternative to the juvenile court system. This program counsels juveniles and their family members, and assigns community service projects for juveniles.

Rebound!

999 18th Street
Suite 1260
Denver, CO 80202

Rebound! operate the High Plains Youth Center in Brush, Colorado. It is a secure treatment center for adjudicated males aged 12 to 21 that have committed serious offenses and require intervention and intensive counseling in order to make an early return to society.

Rite of Passage

P.O. Box 1360
1561 Highway 395
Minden, NV 89423
(702) 782-7191

An athletic and academic program committed to improving the lives of teenage boys.

Safe Place Office

YMCA Center for Youth Alternatives
1410 South First Street
Louisville, KY 40208
(502) 635-5233

Safe Place is a short-term shelter for at-risk youth. Any place that displays the Safe Place logo means that nay youth in trouble knows that they can enter the location and request help. It provides youth with a secure place to wait while a local youth shelter is contacted.

SHAPE-UP

Colorado Territorial Correctional Facilities
P.O. Box 1010
Canon City, CO 81212
(719) 275-4181

SHAPE-UP is a deterrence type program for juveniles, providing first hand experiences of prison life.

Texas Network of Youth Services (TNOYS)

406 West 40th Street
Austin, TX 78751-4504
(512) 459-1455

The network seeks to foster public awareness of issues that effect youth; promote and support community based service alternatives and quality standards for youth services; and facilitate networking and sharing of resources.

Training Resource Center (TRC)

Department of Correctional Services
Eastern Kentucky University
217 Perkins Building
Richmond, KY 40475-3127
(606) 622-1497

The center provides training support to social/human services and correctional agencies of local, state, federal governments, and associations and offers consultants, curriculum designers, media specialists, and instructors for training. The center also published *Correctional and Juvenile Justice Training Directory of North America*.

U.S. Sentencing Commission

1331 Pennsylvania Avenue, NW
Washington, DC 20004
(202) 626-8516
(202) 662-7631 (fax)

The Commission offers expertise in mandatory sentencing, sentencing guidelines, other sentencing issues as related to drug offenses, and some knowledge about pharmaceuticals.

VisionQuest National, Ltd.

P.O. Box 12906
Tucson, AZ 85732
(800) 821-6901 Western Division
(800) 423-2986 Eastern Division

VisionQuest is a high impact program created to provide a new direction for treating troubled youth in America. Youths come to VisionQuest through juvenile courts, probation departments and social service agencies.



Coordination/Collaboration

RECOMMENDATIONS FOR EDUCATION AND TRAINING

Coordination/Collaboration

- Develop a "one-stop human services network" and make it available at schools.
- Provide training on the concepts and skills necessary to collaborate with multiple community organizations.
- Explore programs/policies with local schools to provide alternatives for youth.
- Host a retreat with school representatives and district attorneys to explore which county programs could effectively be provided within school-based settings during and after school.
- Encourage human service and public safety programs to coordinate with traditional K-12 programs.
- Increase levels of parental and intergenerational involvement in early childhood education.

Recommendations for Education and Training: Coordination/Collaboration

Strategy: Provide training on the concepts and skills needed to collaborate with multiple community organizations

Children, Youth, and Family Consortium (St. Paul, Minnesota)

Program Type:	Resource referral for school staff, community services, and youth
Target Population:	Parents, educators, clergy, policymakers, youth
Project Startup Date:	Fall 1991
Source of Funding:	State and local organizations

Program Objectives/Description:

The Children, Youth, and Family Consortium works to facilitate communication and collaboration between the University of Minnesota and the broader community of Minnesota to address critical health, education, and social policy concerns related to children, youth, and families. The Consortium is vested in mobilizing research- and community-based efforts to solve these problems through collaboration and cooperation.

Five workgroups—advocacy, community education, outreach, research, and university teaching—comprise an important part of Consortium activities. These autonomous groups, facilitated by participants, serve as a forum for innovative ideas and activities. Workgroup members select an issue within their area of interest, decide how best to make an impact, and take action.

An Electronic Clearinghouse data base makes available previously inaccessible information about children and families to agencies and citizens across the state. An easy-to-use electronic retrieval system has been developed to allow broad community access to resources, including research studies, census summaries, and practical publications on raising children and sustaining healthy families.

The Consortium also supports activities of various university and community organizations by cosponsoring and publicizing conferences, workshops, and other events focusing on children, youth, and families, as well as sponsoring its own events.

Office staff work to connect people that have specific interests. With a data base of more than 8,000 university and community members, the office is able to help link organizations to speakers; provide mailing lists for the dissemination of information related to children, youth, and families; and direct individuals looking for specific information. The Consortium also publishes a quarterly newsletter.

For further information contact:
Marian Heinrichs, System Coordinator
University of Minnesota
12 McNeal Hall, 1985 Buford Avenue
St. Paul, MN 55108
(612) 626-1212
(612) 626-1210 (fax)

Recommendations for Education and Training: Coordination/Collaboration

Strategy: Develop a "one-stop human services network" and make it available at schools

Children's Health Program (CHP) (South Berkshire County, Massachusetts)

Program Type:	Health and social services for a rural population of infants and children
Target Population:	Infants, children, and parents
Project Startup Date:	1975
Annual Budget/Number of Persons Served Annually:	\$454,000/countywide
Sources of Funding:	Massachusetts Department of Public Health (MDPH) Children and Youth grant, Medicaid reimbursement, United Way, local foundations

Program Objectives/Description:

Before the introduction of the Children's Health Program (CHP), South Berkshire County was experiencing the health care problems endemic to many rural communities. Pediatricians were virtually inaccessible; the closest was almost 20 miles away and there was no public transportation. County residents knew little about proper prenatal, infant, and child health care. Children's disabilities often went undiagnosed, and chronic illnesses were often untreated. Some children lived in isolated homes where abuse went undetected. Parents had no support in coping with the stresses of child rearing.

In 1975, a few committed health care providers led by a local physician used a modest \$8,000 grant from the Commonwealth of Massachusetts' Office for Children to set up a well-child clinic at a local school. Today, that one clinic has grown into an extensive health and social service network, reaching all families in the community and providing them with first-class service.

The successful CHP model has been emulated, through the Harvard University Division of Health Policy, by rural communities from Amarillo, Texas, to Winnsboro, South Carolina. The centerpiece is the well-child care program. Children are given thorough medical exams, and their parents receive comprehensive, preventive health education. Most importantly, bonds are created between staff and families that encourage parents to involve their children in many other program services.

Sick-child care is just a phone call away for South Berkshire families. Nurse-practitioners are on call 24 hours a day, 7 days a week, and appointments are made quickly. Also available are the Early Intervention Services for children at risk of developmental delays. Physical therapists, speech therapists, nurses, and development specialists help children with disabilities, such as cerebral palsy, stuttering, or dyslexia, and also assist their parents.

Rounding out CHP's health services is the South Berkshire Women, Infants and Children (WIC) Program through which mothers receive food vouchers and nutritional advice to ensure proper prenatal care and child nutrition.

To combat the isolation often experienced in rural areas, CHP operates programs that give parents a link to a warm supportive community. The Parent-Child Playgroups bring parents and children together for 2 hours each week in a secure setting supervised by a trained teacher. Also available is the Parent-to-Parent Program, which pairs young parents with trained volunteers who guide the neophyte mothers through the daily crises and concerns that arise while bringing up young children. CHP also works closely with the Massachusetts Department of Social Services and other service providers to insure comprehensive care for all clients. CHP hopes to add a social work component that will provide outreach, assessment of needs, and treatment to deal with difficult community problems such as alcoholism.

For further information contact:

Linda Small

Executive Director

Children's Health Project

54 Castle Street

P.O. Box 30

Great Barrington, MA 01230

(413) 528-9311

(413) 528-2863 (fax)

Recommendations for Education and Training: Coordination/Collaboration

Strategies: Develop a "one-stop human services network" and make it available at schools; increase levels of parental and intergenerational involvement in early childhood education

Comer Zigler or COZI Project

Program Type:	Family support, parent and teacher involvement in developing a plan for improving their schools
Target Population:	Parents, children, and school staff
Project Startup Date:	April 1992
Annual Budget/Number of Persons Served Annually:	\$500,000/950 children (475 in preschool through grade 5)
Sources of Funding:	The Carnegie Corporation, state of Virginia World Class grant and school district, Chapter 1 funds

Program Objectives/Description:

The COZI Project is being watched with great interest because it unites two highly regarded models for changing schools into a single program to better meet the needs of children and families. The "CO" refers to James Comer's School Development Program (SDP), and the "ZI" is Edward Zigler's model for the School of the 21st Century.

Both the Comer and the Zigler programs, independently operating in schools around the country, are grounded in a recognition of the prime importance of families in children's education. They also offer complementary strengths to a combined model. The School of the 21st Century brings together various services in a coordinated whole to support families—before- and after-school child care, preschool for 3- to 5-year-olds, and education and outreach services to parents of children from birth to age 3. The program places these services within a known, widely utilized and easily accessible institution—the public school.

The heart of SDP, also known as the "Comer Process," is the direct involvement of parents and teachers in making the school a good place for children's learning and development. This simple but powerful principle has transformed many troubled, low-achieving schools into orderly, lively schools where children learn. Like other schools that have used SDP, COZI began by forming a School Improvement Team of 12 to 14 members—teachers, teacher's aides, the principal, and parents—to organize and maintain the school as a setting in which development and learning can take place. Besides being active collaborators in establishing the school's tone, attitudes, and values, parents serve as teacher's aides and take part in a variety of activities to support social and academic programs. By being involved in the school, parents show that they think school is important—and children get the message.

Staff development is also a major focus of SDP programs. As Dr. Comer stresses, SDP is not a set of materials or instructional techniques but a process for creating a sense of not a set of materials or instructional techniques but a process for creating a sense of community and direction for parents, school staff, and students.

Selected as the demonstration site for the combined model, Bowling Park Elementary School in Norfolk, Virginia, already had a successful SDP in place under the leadership of a strong and effective principal. It was renamed the Bowling Park COZI Community School. The program reaches out to parents long before their children get to school in order to develop a firm bond between the parents and the school. Locating the preschool program at the same site where the children will eventually go to school, a feature of Zigler's model incorporated in COZI, seeks to enhance the bonding and involve parents in the transition to school.

Bowling Park also has an extended adult education program, which began in 1993, and a school-based health clinic, expected to open in September 1994. Two additional COZI model sites have opened for the 1993-1994 school year.

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Yale Bush Center
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New Haven, CT 06511
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Recommendations for Education and Training: Coordination/Collaboration

Strategies: Develop a "one-stop human services network" and make it available at schools; explore programs/policies with local schools to provide alternatives for youth

Eugene P. Tone School (Tacoma, Washington)

Program Type:	Education and support services
Target Population:	Children living in shelters
Project Startup Date:	1988 (K-8); 1991 (Head Start)
Annual Budget/Number of Persons Served Annually:	425 children
Sources of Funding:	Basic education funding; business, state and federal grants, and extensive community donations

Program Objectives/Description:

The Tone School provides a transitional education program and support services to children whose families are housed in a shelter. The program was begun in 1988 as a collaborative venture between the Tacoma Public Schools and the Tacoma/Pierce County YWCA, after a survey revealed that children living in the city's shelters were not enrolled in school. Originally, the program served students from kindergarten through grade 8; in 1991, a Head Start program was added to serve 3- and 4-year olds.

The Tone School provides instruction in language arts, mathematics, art, health, and physical education. The level of instruction is based on each child's academic needs. The school screens students for vision, hearing, dental, immunization, and general health needs and conducts interviews with the child to assess social and emotional needs. The school provides support services, as needed.

The school also works with the parents. Staff visit the parents at the shelters and link parents with appropriate resources. A parents group meets weekly to address issues of importance to families. When the child leaves the center, staff are available to consult with the teachers and specialists at the new school. Staff are selected on the basis of their experience and success in working with "at risk" children. Volunteers assist with all aspects of the program.

It is not uncommon for children to enroll in The Tone School 1 day and be gone 3 days later; few students remain more than 90 consecutive days. Children may enroll or withdraw more than once during an academic year.

For further information contact:

Jack Paul, Principal

Eugene P. Tone School

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Tacoma, WA 98409

(206) 596-1898

Recommendations for Education and Training: Coordination/Collaboration

Strategy: Encourage human service and public safety programs to coordinate with traditional K-12 programs

Fairfax Traffic Safety Special Operations

Program Type:	Traffic Safety
Target Population:	Schools; students K-12
Project Startup Date:	Unknown; long-term, ongoing
Annual Budget/Number of Persons Served Annually:	N/A
Sources of Funding:	County school system, local police department, state grants

Program Objectives/Description:

The Traffic Safety Section of the Special Operations Division of the Fairfax County, Virginia, Police Department conducts yearround traffic safety, crime prevention, school crime, and law enforcement training to all levels of education within the Fairfax County School System. This program is the second oldest in the nation. It is totally funded by the taxpayers through the County School System, the Police Department, and state grants.

Children are introduced to the program in kindergarten when they meet police officers who talk to them about stranger safety and school bus safety. In first grade, stranger safety is the topic; second graders learn pedestrian safety; third graders are taught about seat/safety belts; and in the fourth and fifth grades, the topics are alternatively safety patrols and bicycle safety. Sixth graders learn more about bus safety.

In the intermediate schools, seventh graders hear about the various laws that youth in their age group (generally 12-14) commonly violate and the consequences of being arrested for these violations. A part of the discussion focuses on drug, alcohol, and tobacco violations.

High school presentations focus on driver education, including the responsibilities of driving, seat belt use, driving while intoxicated, and related topics. A slide presentation showing automobile crashes and discussions center on the wrecks, the factors that caused the accident, and possible ways it could have been avoided, injuries reduced, or deaths prevented by seat belt use.

Other presentations may be requested such as business law or health. There is a "safety belt convincer" that is taken to schools when requested, usually during health fairs or safety weeks.

Other programs geared toward the student population include a Bicycle Safety team that focuses primarily on bicycle safety and helmet use in compliance with the Fairfax County helmet law for riders age 14 or younger. School programs also include displays for health

and safety fairs at local schools and hospitals, and a robot often makes visits on request to present safety demonstrations.

For further information contact:

Officer Terri Allen

Traffic Safety Section

Fairfax County Police Department

Operations Support Bureau

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Annandale, VA 22003-2298

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Recommendations for Education and Training: Coordination/Collaboration

Strategy: Increase levels of parental and intergenerational involvement in early childhood education

Families and Schools Together (FAST) (Madison, Wisconsin)

Program Type:	Early intervention/prevention
Target Population:	Preschool, elementary, and middle-school aged children, who have been identified by teachers as potentially at-risk for later problems
Project Startup Date:	1988
Annual Budget/Number of Persons Served Annually:	\$500,000/200 families
Sources of Funding:	Originally, United Way, state of Wisconsin; now Department of Health and Human Services (DHHS) Center for Substance Abuse Prevention (CSAP), Oscar Mayer, American Family Insurance Co., state, local school districts

Program Objectives/Description:

The FAST program is targeted at preschool, elementary and middle-school aged children who are recognized by teachers as at risk for school failure, substance abuse, and delinquency. It is designed to:

- Enhance family functioning by strengthening the parent-child relationship in ways that empower parents to become primary prevention agents for their own children.
- Prevent target children from experiencing school failure by improving their behavior and performance, helping parents become partners in the education process, and increasing the family's feeling of affiliation with schools.
- Reduce everyday stress experienced by parents and children by developing support groups for parents of at-risk students, linking participants to needed resources, and helping build the self-esteem of each family member.

FAST is a collaborative activity between a school, a mental health agency, an alcohol and substance abuse specialist, and parents. Multifamily meetings are typically staffed by a representative from each, such as a school counselor, a mental health professional, a substance abuse expert, a parent, and a liaison worker or FAST facilitator. Volunteers from the program are recruited to help with meetings. A large room is needed and the *FAST Program Workbook* serves as a guide for resources needed.

The FAST program employs a collaborative, whole family approach and comprises an eight-week curriculum featuring multiple-family group activities. Monthly meetings are held at the

completion of the course. Activities include a meal hosted by a family, sing-alongs, structured family communication exercises and identification of family feelings, promotion of one-on-one quality time, substance abuse education, and winning-as-a-family exercises.

A particular aim of the program is to reach whole families and those characterized as "unreachable" via the collaborative approach. FAST breaks down the barriers to trust and fear of stereotypes and works on a social-support model that builds on family strengths. It promotes development of active parent groups and advocacy councils.

Participants are identified for FAST through an active recruitment process during which school personnel identify at-risk children. Home visits and recruitment training also help focus on needs. A nonstigmatizing programmatic approach centers on identifying strengths, and focuses on empowerment, incentives, and removing obstacles to participation via child care and transportation. Of families that enter the program, 82 percent graduate.

Scores on assessment instruments have shown that, as rated by both parents and teachers, child behavior has improved. Improvement in family cohesion has also been observed, and a decrease in the social isolation of parents is complemented by increased involvements with their children's schools. Data have been collected on over 700 elementary school children, and program effectiveness measurements are continuing.

FAST became a state initiative in 1990 and now is operating in 14 states through the national dissemination efforts of Family Service America. It has been replicated across the state of Wisconsin and works well in rural, medium-sized and urban communities. The program has also shown benefits for culturally diverse families as well: Spanish-speaking families, Native Americans, African Americans, European Americans, and Asian Americans.

For further information contact:

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FAST/Family Service
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Madison, WI 53713
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Recommendations for Education and Training: Coordination/Collaboration

Strategy: Develop a "one-stop" human services network and make it available at schools

Family Resources and Youth Services Centers (State of Kentucky)

Program Type:	Services and resources for families and children
Target Population:	Parents, children, and youth, particularly families eligible to receive free school meals
Project Startup Date:	July 1991
Annual Budget/Number of Persons Served Annually:	\$26.4 million for FY 93-94/383 centers
Sources of Funding:	State Interagency Task Force

Program Objectives/Description:

Recognizing that school reform accomplishes nothing if circumstances prevent students from being ready to learn, Kentucky instituted a comprehensive, statewide strategy to help children and families confront problems in their lives. Through Family Resource Centers and Youth Services Centers in or near schools across the state, children and families can obtain needed services or referrals, as well as active support, both at the centers and in their own homes.

Integrated services centers for children and families are being discussed around the nation, but Kentucky is the first state to implement them statewide and to define family support as a core program for children's success in the landmark 1990 Kentucky Reform Act. The 383 centers operating in 1993-1994 represent 651 Kentucky schools with more than 191,000 students. More centers will be added until they serve the approximately 1,130 schools in which 20 percent of the students are eligible to receive free school meals.

Although each community is encouraged to develop its own local goals and to work with existing local resources, certain components must be included at all centers. Family Resource Centers, which are linked to elementary schools, must provide full-time child care for 2- and 3-year-olds and after-school care for children ages 4 through 12; health and education services for new and expectant parents; education to enhance parenting skills (through home visits, classes, and other vehicles); support and training for child care providers; and health services or referrals.

Youth Services Centers, located in or near middle schools and high schools, must provide either services or referrals for health and social services, employment counseling, youth training and placement, summer and part-time job development for youth, substance abuse services, and family crisis and mental health counseling. Combined Family Resource and Youth Services Centers operate at some sites.

The first step of service delivery is to identify and coordinate existing resources and then to link families with the services they need. When service gaps are known, the centers work to

fill them. There is an overall prevention focus with the obvious need for intervention efforts as well.

With funds from the Annie E. Casey Foundation, the Family Resource and Youth Services Centers are initiating an evaluation process designed to meet outcome indicators for school-based performance standards and to identify successful program approaches. The plan is to open more centers each year and to serve 100 percent of eligible schools by 1997.

For further information contact:

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Family Resource and Youth Services Centers
Cabinet for Human Resources
275 East Main Street
Frankfort, KY 40621
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(502) 564-6108 (fax)

Recommendations for Education and Training: Coordination/Collaboration

Strategies: Provide training on the concepts and skills necessary to collaborate with multiple community organizations; increase levels of parental and intergenerational involvement in early childhood education

Lincoln Intermediate Unit No. 12 Migrant Child Development Program (LIUMCDP) (Gettysburg, Pennsylvania)

Program Type:	Educational and social services coordination
Target Population:	Migrant children and their families
Project Startup Date:	1958; ongoing, renewable each fiscal year
Annual Budget/Number of Persons Served Annually:	\$1.5 million for FY 1992/statewide
Sources of Funding:	Migrant Education Program, the Child and Adult Feeding Program, Summer Food Service Program, Chapter 2 Summer Intensive Language Program, Migrant Even Start, other state and local sources

Program Objectives/Description:

Children of migrant families move, on average, four times during the school year and miss almost half of all scheduled school days. This constant disruption of children's education results in many migrant children falling behind their nonmigrant peers and puts them at risk of school failure. The LIUMCDP Program provides a comprehensive set of services to meet the needs of migrant children from birth through age 21.

LIUMCDP began providing services to families in 1958. Services for migrant children were funded entirely by the state of Pennsylvania until 1967 when the first federal money for migrant education became available. Since then, many other organizations in the area have started providing services to migrant children and families. Now LIUMCDP, through the Migrant Even Start Family Literacy Program coordinates the efforts of many organizations and integrates services from federal agencies and programs, such as Migrant Health Services, JOBS Services, Rural Opportunities, Inc., and Migrant Day Care.

For very young children, education services include child care centers, as well as group and family child care homes. Through contract arrangements with LIUMCDP, high-quality child care with a focus on academic readiness is provided. For school-age children, LIUMCDP provides intervention specialists, at no cost, to schools serving migrant children. For children with limited English-proficiency, Project P.I.A.G.E.T., a national Title VII program, focusing on increasing English language communication skills and improving children's self image, is incorporated into child care center curriculum and other school programs.

LIUMCDP also works to strengthen parents in their roles as teachers and advocates for their children. The Parents as Tutors Program teaches migrant parents how to facilitate learning and become educational advocates for their children. The federal Even Start Program helps

parents become better teachers and supporters of their children, and to improve their own literacy.

Due to the nature of their parents' employment, many migrant children are not aware of career opportunities outside of agriculture. To fill this gap, LIUMCDP provides career training to educate migrant youth about alternative careers and give them hands-on training through a work experience program. Students between the ages of 15 and 21 who have not yet graduated from high school have the opportunity to divide their time between a job and related classroom education.

Each year, LIUMCDP evaluates its staff, students, and program. Personnel evaluations are designed to improve the quality of the staff and the services they provide. Student progress is measured by a variety of educational tests. Evaluation of the program includes input from staff and parents, as well as a state team that evaluates preschool and school programs.

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Migrant Child Development Program
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Recommendations for Education and Training: Coordination/Collaboration

Strategy: Provide training on the concepts and skills necessary to collaborate with multiple community organizations

National Association of Partners in Education (NAPE) (Alexandria, Virginia)

Program Type:	Partnership building
Target Population:	Schools and community volunteers
Project Startup Date:	1988
Annual Budget/Number of Persons Served Annually:	\$1.2 million
Sources of Funding:	Corporate and private donations; membership dues and fees; government grants; publication sales

Program Objectives/Description:

NAPE is an organization devoted to providing leadership in the formation and growth of effective partnerships that ensure success for all students. Formed as a result of a merger of the National School Volunteer Program and National Symposium on Partnerships in Education, NAPE represents the more than 2.6 million volunteers involved in the Nation's 200,000 partnership initiatives in local school districts.

NAPE defines "partnership in education" as a collaborative effort between schools and community organizations with the purpose of improving the academic and personal growth of America's youth.

Through its grassroots member programs, NAPE connects children and teachers with partners—corporate, education, volunteer, government, and civic leaders—who play significant roles in changing the content and delivery of educational services to children and their families.

NAPE's national center offers specialized training for partnership, coalition, and collaborative development to help schools, parents, businesses, and communities set up and maintain partnerships; a computerized data base of partnership directors and initiatives; a monthly *Partners in Education* newsletter; state, regional, and national conferences; national award programs; government relations; member networking; public awareness campaigns; publications on partnerships; and national survey and research projects.

NAPE's 28 state affiliates help facilitate linkages by conducting conferences and training, building coalitions; and assisting with NAPE's national awards programs.

A variety of publications and videos help members target and institute initiatives or renew established partnerships, with information on topics such as intergenerational programs, evaluation, mentoring, drop-out prevention, service learning, school business partnerships, and school volunteer programs.

For more information contact:

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Recommendations for Education and Training: Coordination/Collaboration

Strategy: Develop a "one-stop human services network" and make it available at schools

New Beginnings (San Diego, California)

Program Type: Promotes changes within institutions to make services to children and families more comprehensive and coordinated

Target Population: Children and families

Project Startup Date: September 1991

Annual Budget/Number of Persons Served Annually: \$482,000/1,200 children and their families

Sources of Funding: Danforth Foundation, Pew Charitable Trusts, Stuart Foundations, Department of Health and Human Services

Program Objectives/Description:

New Beginnings is an experimental program to provide school-based direct services to children and their families through a new decentralized delivery system. A coalition made up of the City of San Diego; San Diego City Schools; San Diego Housing Commission; San Diego Community School District; and San Diego County Department of Health, Social Services, and Probation, along with the University of California at San Diego, and the Children's Hospital and Health Center, are sponsoring the effort.

The Coalition opened a demonstration center at Hamilton Elementary School in September 1991. The school, located in a low-income area of the city, serves roughly 1,200 children from kindergarten through fifth grades and their families.

At the center, families receive comprehensive case management from a team of family services advocates, repositioned staff from the participating agencies who serve families living in the same geographical area. These advocates provide ongoing counseling and service planning; help family members access services; and make referrals to education, social, and health services. Preventive health and mental services for children are provided by New Beginnings staff.

The Far West Laboratory for Educational Research and Development is leading a three-year multidisciplinary evaluation of New Beginnings, but no outcome data are yet available. New Beginnings will expand to several schools as determined by the results of the feasibility studies being conducted. Steps are being taken to integrate California's Healthy Start Program, which is based on the New Beginnings model.

For further information contact:

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Recommendations for Education and Training: Coordination/Collaboration

Strategy: Develop a "one-stop human services network" and make it available at schools; explore programs/policies with local schools to provide alternatives for youth

New Futures Program (Chatham County/Savannah)

Program Type:	Provides services for at-risk, primarily low-income youth and preschool children
Target Population:	At-risk, primarily low-income children and their families
Project Startup Date:	1988
Annual Budget/Number of Persons Served Annually:	\$2.2 million
Sources of Funding:	Annie E. Casey Foundation, matching funds by local contributors, including the City of Savannah, Chatham County, United Way, and the school system

Program Objectives/Description:

In 1988, Savannah's leaders were becoming increasingly concerned about juvenile crime, school dropouts, teenage pregnancy, and drug abuse. An examination of the existing services available to children and youth in the community, revealed that they were too limited and fragmented to make a real difference in helping children succeed—a familiar story in cities around the country. The Annie E. Casey Foundation, under its New Futures Initiative, encouraged Savannah and four other cities to form local collaboratives to find more coherent and relevant ways for existing programs to better serve children and families. To support these efforts, Casey committed substantial funds over a 5-year period to be matched by each city.

To meet the New Futures goals of improving students' academic level, increasing school attendance and graduation rates, increasing youth employment after high school, and reducing adolescent pregnancy and parenthood, Savannah has developed several strategies. All students at four middle schools are screened, and those identified as being at high risk receive intensive services by multidisciplinary "Stay Teams." The team develops an individualized service plan for each identified student, and a case manager helps in obtaining needed services. New Futures also has a Teenage Parenting Program in which pregnant teenagers may leave their home schools and attend an alternative school with special provisions for their needs.

Because students behind in grade level have a markedly higher dropout rate, New Futures makes strenuous efforts to help students catch up while in middle school. In the Comprehensive Competencies Program, the grade level for each middle-school student is diagnosed by computer; students behind by at least two grades receive a personalized program designed to bring them up to grade level. For students promoted to high school, a Transition Resource Teacher at the school provides support and a link between home, school, and community agencies providing needed services.

New Futures' Preschool Program serves preschool children at several sites, each of which includes a teacher, a paraprofessional, and a family advocate to help families access needed services. The Burger King Academy, funded by Burger King and other local sources, provides an alternative educational setting for students whose achievement is accelerated in a nontraditional school setting. The last two components are the Family Resource Center, which offers a wide array of family-based services and activities directed by neighborhood residents in a targeted area of the city, and the Black Male Task Force, formed to address the special needs of African American male students.

For further information contact:

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Chatham-Savannah Youth Futures Authority
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Savannah, GA 31412
(912) 651-6810
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Recommendations for Education and Training: Coordination and Collaboration

Strategy: Develop a "one-stop human services network" and make it available at schools

New Futures School (Albuquerque, New Mexico)

Program Type:	Parent support
Target Population:	Pregnant adolescents and adolescent parents
Project Startup Date:	1976
Annual Budget/Number of Persons Served Annually:	200 to 300 individuals
Source of Funding:	New Futures, Inc., a non-profit, community-based organization

Program Objectives/Description:

Begun at the YWCA in 1976, the New Futures School of Albuquerque, New Mexico, is designed to serve pregnant adolescents and adolescent parents. It offers educational, health, counseling, vocational, and child care services and is an alternative school of the Albuquerque Public Schools.

The mission of New Futures School is to assist and motivate school-age parents to make responsible, informed decisions; to help them move toward completion of their secondary education; and to become more mature. It encourages them to have healthy pregnancies and families and to become responsible parents—which for some may mean making a choice to release a child for adoption—and to become well-adjusted, contributing, self-sufficient members of their communities. No teenage mothers asking for assistance are denied access to the program.

The New Futures School is housed in its own facility and includes all basic services except housing. Low-cost goods are sold at a volunteer-run "Dime Store," and the facility contains a library with children's toys and books as well as student books and materials. Provided are education, vocational training, child care, health services, job development and job finding assistance, counseling and social services. Health instruction is given by nurse/health educators and a weekly prenatal clinic is operated by the University of New Mexico School of Medicine's Maternity & Infant Care Project. There are four child care facilities on site for clients' children. A Jobs Training program is available to 30 to 40 students per year in which job-finding and keeping skills are emphasized. There are five Foster Grandparents who volunteer at the facility.

Staff members possess varying areas of skills and expertise and many work as independent consultants or through technical assistance contracts. They also provide workshops, training and technical assistance to adolescent pregnancy programs as well as concerned organizations and agencies throughout the U.S. and Canada.

The New Futures School has two departments. The largest and oldest, the Perinatal Program, serves the teenager who enters during pregnancy and remains until the end of the semester in which her child was born. If a child is younger than three months at semester end, the mother may remain for another semester. The services of the program are available to an individual for only one pregnancy.

The second department, "Young Parents' Center," is for school-age mothers and fathers who are unable to successfully participate in a regular school program following the birth of their child. Students are carefully screened, and the Young Parents' Center serves only those at highest risk from a high-risk group. It offers all of the educational and support services of the school, and clients may remain as long as need dictates provided they are showing steady progress toward attaining a GED or diploma.

The New Futures School also has an outreach program to respond to requests from schools, churches, and community agencies for presentations that will help reduce pregnancies. Presentations focus on helping them understand the realities and responsibilities of parenthood and to learn to consider how a pregnancy could affect their lives. Some 1,500 to 2,000 teenagers are reached annually by the school's presentations, which sometimes involve students and often feature the school's self-produced video titled "See What the Future Will Bring." New Futures, Inc. also sponsors training series for parents of pre-teens, "Family Talks," to help parents educate their children about sex and to foster a sense of self-worth in their children.

The school has had impressive results with high-risk pregnant teenagers and young mothers. Almost 75 percent of the students continue on to a post-secondary education. Nationally, fewer than half of teenage parents graduate from high school. The school's rate of low birth weight babies is lower than the national average for teenage mothers and repeat pregnancies are less than half that of the national rate.

A drawback to replication of the New Futures school is its size and scope, which makes it extremely expensive.

For further information contact:

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New Futures School
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(505) 880-3977

Recommendations for Education and Training: Coordination/Collaboration

Strategy: Host a retreat with school representatives and district attorneys to explore which county programs could effectively be provided within school-based settings during and after school

Operation Schoolhouse (Ocean County, New Jersey)

Program Type:	After-school tutorial program
Target Population:	Public housing students in grades K-6
Project Startup Date:	October 1990
Annual Budget/Number of Persons Served Annually:	N/A
Sources of Funding:	Federal grants, State and local funds, and asset forfeiture funds.

Program Objectives/Description:

Operation Schoolhouse is an afterschool tutorial program for economically and socially disadvantaged students residing in an Ocean County, New Jersey, public housing project. Upon an agreement between the tenants and the Ocean County Narcotics Strike Force, the following components were identified: a large, single complex with a major drug problem; law-abiding residents who resist drug dealers; a progressive school system; and a law enforcement presence to support the educational activities.

To provide space for the program, the local housing authority leased space with the housing project to the school system for \$1 a year. Before Operation Schoolhouse started, the County Department of Corrections provided inmates on work details to refurbish the space with fresh paint and furniture, which were provided from the prosecutor's asset forfeiture fund.

The school district used moneys from a federal grant to pay teachers who volunteered to teach three evenings a week for 2-hour sessions. Teachers provided additional instruction and assistance to students in kindergarten through grade 6. Because of the tutorial program, the complex was designated as a Drug-Free School Zone under New Jersey's criminal code. "Drug-Free School Zone" signs were purchased by the prosecutor and posted throughout the complex to warn of mandatory penalties under state law for the possession or distribution of drugs. Investigators from the prosecutor's office are present at the complex during program hours to prevent drug dealers or others from interfering with the tutorial program and to ensure the safety and welfare of the teachers and students.

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The results of the program have been encouraging. Initial reports show that up to 40 students attend each session. Participation by the children has been consistent, and significant progress has been made in improving their interest in education and their educational performance. Some teachers report that for the first time ever, participating students are turning in their homework in school. The reaction of the teachers has been so positive that the initial sign-up week provided a sufficient number of volunteer teachers for the entire school year. Children have stated that they have been able to obtain the additional help and guidance they need. Due to the program's success, Berkeley Township and Ocean County have added funding to the program through the Board of Education to provide counseling services to students and to expand the program to cover grades K-12. A local college is also providing student teachers to help at the program and to gain teaching experience.

For further information contact:

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County Courthouse—CN 2191
Toms River, NJ 08754
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(908) 506-5023 (fax)

Recommendations for Education and Training: Coordination/Collaboration

Strategies: Explore programs/policies with local schools to provide alternatives for youth

Student Athlete Day (University of Maryland, College Park, Maryland)

Program Type:	Alternatives for at-risk youth/mentoring
Target Population:	At-risk and nonviolent delinquents at the University of Maryland-College Park Campus
Project Startup Date:	April 6, 1993
Annual Budget/Number of Persons Served Annually:	No set budget; uses volunteers/30-40 youth per year
Sources of Funding:	University of Maryland, Maryland Department of Juvenile Services

Program Objectives/Description:

The Student Athlete Day brings juvenile offenders in the Baltimore-Washington area together with student athletes at the University of Maryland for a day of activities stressing academic achievement and athletic competition.

The athletes act as role models and play a constructive role in the community, while the juveniles are coached in team and individual sports and see firsthand how academics and sports can lead to an enriching school experience. Activity stations are set up in the campus athletic fieldhouse. The juveniles rotate among the six stations, learning something about each sport activity. Coaches in the team sport sections work to encourage each juvenile to be fully involved. At the basketball hoops, each student gets 30 seconds to make as many baskets as possible. The university students take the juveniles on campus tours. A lunch is provided, with students acting as discussion group leaders. An awards ceremony concludes the day.

The program is sponsored by the University of Maryland Department of Intercollegiate Athletics, the Academic Support for Returning Athletes Program, the Maryland Department of Juvenile Services, and the University of Maryland Criminology Alumni Chapter.

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Recommendations for Education and Training: Coordination/Collaboration

Strategy: Explore programs/policies with local schools to provide alternatives for youth

The Texas Middle School Network (Austin, Texas)

Program Type:	Supports restructuring of middle schools to meet the full range of early adolescents' needs
Target Population:	Early adolescents
Annual Budget:	\$3,500 for staff development at each mentor school
Sources of Funding:	Original funding for network from 1989 Carnegie grant; continuing funding from the Texas Education Agency

Program Objectives/Description:

In the midst of the dramatic growth and adjustment of early adolescence, young people need personal support from the school. Changes in other traditional support systems such as family, community, and faith institutions have heightened this need.

In the Texas Middle School Network a strategy to provide this support ensures that each student spends time regularly with an advisor who knows him or her well and becomes a mentor. To further help reduce feelings of anonymity and create a sense of community, schools break the student body into manageable units—around 120 to 150 students, in most cases—that share a group of 4 or 5 teachers through the course of the day.

Cooperative learning addresses young adolescents' needs for social interaction, encourages them to take responsibility for their own learning, and promotes higher order thinking skills. A comprehensive Student Assistance Program provides counseling and referrals for students experiencing health, emotional, social, or personal problems. Some schools have school-based health clinics as well. Services and specifics vary from school to school, but program goals ensure many common denominators, such as substantive parent involvement, connection with the community, a broad range of student support services, academic teaming, and flexible scheduling. Research has demonstrated these practices and services as effective in improving student performance. They are key to the Texas Middle School Network, a linked system of mentor schools and network schools.

The Texas vision for restructuring middle schools was based on the Carnegie Corporation of New York's 1989 publication, *Turning Points*, that presented findings from an intensive study of the educational status of 10- to 15-year-olds and contained recommendations for making education developmentally appropriate for this adolescent age group rather than adapting high school practices. After a Carnegie grant to develop policy directions for middle-level education in Texas was received, a task force was appointed that developed a middle-grades policy statement for the state board of education, and the Division of Middle School Education was established.

Currently, 60 "mentor schools" and over 800 member schools comprise the network. All middle schools in the state are invited to join, free of charge. Mentor schools, selected for their demonstrated ability to implement effective and developmentally appropriate middle-school practices, commit themselves to providing technical assistance and intensive, ongoing professional development for others serving middle-grade students. These schools serve as laboratories and demonstration sites for a comprehensive set of practices designed to make middle schools more effective in meeting the needs of early adolescents.

All network schools may take advantage of staff development opportunities offered through the mentor schools as well as statewide middle school symposia at no cost. Some mentor schools pool resources with districts, education service centers, or professional organizations to sponsor conferences featuring nationally recognized experts.

Texas has an extensive data base on student demographics and program results and has recently completed the data on practices and methods currently in place in the state's middle schools. The data base is expected to be completed by fall of 1994 at which time analysis will begin. Positive results were demonstrated on student performance through studies of a similar middle school initiative in Maine. Future plans call for expansion of the network to all middle schools and to achieve a ratio of one mentor school to each 20 network schools. Expansion will require 80 mentor schools, or about 20 more than currently exist.

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Recommendations for Education and Training: Coordination/Collaboration

Strategy: Explore programs/policies with local schools to provide alternatives for youth

Truancy Habits Reduced, Increasing Valuable Education (THRIVE), and 3D (Don't Do Drugs) (Oklahoma City, Oklahoma)

Program Type:	School-based intervention and drug prevention
Target Population:	School aged youth
Project Startup Date:	1989
Annual Budget/Number of Persons Served Annually:	N/A
Sources of Funding:	Federal grants, private foundations, donations of in-kind services

Program Objectives/Description:

THRIVE and 3D, the result of research and strategies by the Oklahoma County Coalition of Citizens and Professionals for Youth, are operated by Youth Cornerstone, Incorporated, a private, nonprofit organization.

The purpose of the THRIVE program is to keep children in school and out of criminal activity, such as burglaries and drug use. THRIVE centers serve as locations for the police to bring juveniles who are absent from school without an excuse. Parents are notified and required to pick up the child at the center. THRIVE is an interagency, collaborative project. Each participating agency of this interagency, collaborative project operates under a set of guidelines and signs a memorandum of agreement that specifies the resources each agency will devote to the project. The centers are staffed daily by an Oklahoma City police officer, who ensures security, and a school system staff person. Other staff include a social worker, two case managers, and a secretary. The district attorney's office provides rotated staffing for the center 1 day per week. The Oklahoma County Youth Services Agency has agreed to take youth at the end of the day, if a truant's parents cannot be located.

Prior to the inception of the program, new legislation was needed to authorize police officers to pick up school-age children or adolescents on the street during school hours and bring them to the THRIVE center. The district attorney's office and the coalition worked with state legislative staff to draft the legislation. They met with each agency head to address any concerns before the bill was introduced to the state legislature in an effort to mitigate any potential opposition.

During the 1991-92 school year, 446 youth were processed through the two THRIVE centers. The Oklahoma City Public School System reports a steady decline in the drop-out rate from 5.9 percent in 1988-89 to 4.1 percent in 1991-92. Over the last 3 years of program operation, the Oklahoma City Police Department reports a 27-percent decline in the number of daytime burglaries. The THRIVE program has received favorable support in the media,

and residents of other sections of the county have requested that centers be established in their communities.

The second program is 3D—Don't Do Drugs. In this program, high school students of participating schools voluntarily submit to an initial, and later random, urine drug test in exchange for consumer discounts. The students also receive a reference confirming their drug-free lifestyle, which can be used when they apply for employment. Before participation in the program is considered, each student must present parental authorization. Only laboratories certified by the National Institute of Drug Abuse are used, and a "chain of custody procedure is implemented to preserve the integrity of the test. Confirmation testing is automatically conducted on all positive test results to ensure validity.

The program is under the direction of the board of directors of Youth Cornerstone, Inc. Youth Cornerstone has established a 3D advisory committee, district steering committees for each school district, and chapters with a leadership panel in each participating school. It has also hired a 3D program coordinator to oversee the activities of programs throughout the county.

Currently, more than 1,000 students are participating in 3D. Program feedback from parents, students, and school officials has been positive. Committees and coalitions composed of members from a variety of backgrounds worked out various concerns early in the program development stages, thus mitigating any potential problems.

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Curriculum

RECOMMENDATIONS FOR EDUCATION AND TRAINING

Curriculum

- Develop and implement programs that teach personal responsibility.
- Initiate and expand education programs on gang issues.
- Support inclusion of conflict resolution in K—12 curricula.
- Create law-related education programs to instruct children on the dangers of gang violence.
- Make health education a required course in Denver Public Schools (as a way of preventing teen pregnancy).

Recommendations for Education and Training: Curriculum

Strategy: Support inclusion of conflict resolution in K-12 curricula

Boston Area Educators for Social Responsibility (BAESR) (Boston, Massachusetts)

Program Type:	Conflict resolution, violence prevention, diversity
Target Population:	Teachers, counselors, administrators, parents
Project Startup Date:	1982
Annual Budget/Number of Persons Served Annually:	Unknown
Sources of Funding:	Foundations, membership fees, fees for service

Program Objectives/Description:

Boston Area Educators for Social Responsibility conducts conflict resolution programs for teachers, counselors, and school administrators. Programs are specifically designed for classroom management, curriculum infusion, and overall school change. Participants examine the nature and causes of conflict and learn practical methods for dealing more effectively with conflict. BAESR's approach to conflict resolution education includes appreciation of diversity, cooperation skills, multicultural education, anger management, and violence prevention.

BAESR's school workshops introduce educators to the concepts of creative conflict resolution, including resolution through children's literature, negotiation, mediation, and appreciation of diversity. At BAESR's in-depth institutes, educators devise specific classroom plans to promote a cooperative environment, learn to integrate conflict resolution into the existing curriculum, build effective strategies for dealing with student prejudices, and develop school violence prevention strategies.

BAESR also creates and conducts long-term programs in school systems dedicated to school-wide change. The Boston Conflict Resolution Program (BCRP), currently running in several urban elementary schools, includes conflict resolution, violence and gang prevention, and methods of dealing with multicultural conflict. BCRP was cited by the Carnegie Foundation as one of 11 state-of-the-art violence prevention programs in the nation.

Educators for Social Responsibility, the national organization of which BAESR is an affiliate, seeks to make social responsibility an integral part of education in the nation's schools. It creates and disseminates new ways of teaching and learning that help young people participate in shaping a better world. Programs and products stimulate critical thinking about controversial issues, teach creative and productive ways of dealing with differences, promote cooperative problem solving, and foster informed decisionmaking.

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Recommendations for Education and Training: Curriculum

Strategy: Develop and implement programs that teach personal responsibility

The Chesapeake Foundation for Human Development (Baltimore, Maryland)

Program Type:	Juvenile day treatment vocational center/alternative school
Target Population:	Middle school, and secondary school youth at risk
Project Startup Date:	1974
Annual Budget/Number of Persons Served Annually:	\$550,000/125 youth
Sources of Funding:	Maryland Department of Juvenile Services; government grants/contracts; public, private, corporate, foundation, organizational, and institutional funding; Hollywood Diner food sales (nearly 10 percent)

Program Objectives/Description:

The Chesapeake Center's purpose is to help older children and youth-at-risk of Baltimore find satisfying and appropriate ways of living. It operates programs that prevent the "revolving door" in and out of Maryland juvenile institutions and that serve as alternatives to placement of juveniles in costly out-of-state facilities and treatment centers.

Program activities focus on the Chesapeake Center Alternative School and the Hollywood Diner (site of the motion picture *Diner*) where students receive vocational training and learn skills for employment in the food services industry. The school's curriculums and the Center's services include a middle school/secondary school curriculum (grades 7-9); pre-GED, GED, precareer and technological education. Counseling and psychiatric consultation are available, and the Center supports parent support groups. Recreational activities include sports and field trips. Vocational training focuses on woodworking and carpentry and food services.

Staff include certified teachers, vocational specialists, administrative personnel, and classroom aides. A consulting psychiatrist is retained by the Center. Volunteers are supervised by staff and often include students from colleges and universities serving internships or conducting field work.

The Chesapeake Foundation for Human Development was founded in Annapolis, Maryland, in 1974 and moved to Baltimore in 1978 where it established operations in a former church building that had been unused since the 1950's. In 1993, a 4,100-square-foot addition was added that contains classrooms, offices, a reception area, and multipurpose space. Renovations have added a computer lab, new kitchen facilities suitable for vocational training, and a student lunchroom/lounge.

The Chesapeake Center serves teenagers from 13 to 18 years of age who need a structured academic environment, lack traditionally accepted values or have minor emotional disturbances, but who have a desire to improve their skills and to remain outside juvenile institutions. Students may be referred by families or service agencies. The Center cannot effectively serve adolescents with an I.Q. below 65 or those who have been recommended for substance abuse treatment but have not received it. Neither can it accept individuals who have physical handicaps that prevent them from participating in all Center programs and activities.

A recently begun activity is "Youth Opportunities," for which the Chesapeake Center will become an anchor site for the Baltimore City Office of Employment Development. The Center is offering additional services that will help many young people overcome barriers such as lack of education, specific job skills, and poor self-esteem that prevent them from obtaining employment. For this program, youths must be between 16 and 21 years of age and able to meet certain income eligibility requirements.

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Recommendations for Education and Training: Curriculum

Strategy: Support inclusion of conflict resolution in K-12 curricula

Children's Creative Response to Conflict

Program Type:	Peer mediation, conflict resolution, bias awareness
Target Population:	Teachers, students (K-12), parents, community-based organizations
Project Startup Date:	1972
Annual Budget/Number of Persons Served Annually:	\$350,000/10,000
Sources of Funding:	Private foundations, contributions, fees for service

Program Objectives/Description:

The Children's Creative Response to Conflict (CCRC) program provides specially designed activities in which participants experience ways to examine conflict and develop solutions. Activities give participants the skills to communicate more effectively, build a cooperative environment in which conflict resolution can be practiced and discussed creatively, and improve self-concept.

Teachers frequently express frustration at the amount of class time spent in dealing with persistent conflicts. Many of the conflicts are student-student conflicts, such as fighting over property or a place in line, which lend themselves to mediation. The sheer volume of conflicts underscores the need for development of effective conflict resolution skills.

CCRC believes that conflict is a normal and unavoidable part of life, that the process of resolving conflict leads to personal growth, that there is no one right answer or solution, and that everyone can learn positive conflict resolution skills through practice. CCRC materials explore the roots of conflict and violence, believing that the wider conflicts in our society and the world will continue to threaten our civilization until citizens learn to deal constructively with personal and community problems.

CCRC is an experiential program. Sessions begin by inviting participants to sit in a circle to emphasize equality and encourage participation. Activities fall within the following themes: cooperation, communication, affirmation, conflict resolution, problem solving and mediation, and bias awareness.

CCRC conducts workshops; teaches courses for credit; and publishes a songbook, a newsletter, and activity handbooks for facilitators.

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Recommendations for Education and Training: Curriculum

Strategy: Develop and implement programs that teach personal responsibility

Classroom, Clinic, and Community: A Comprehensive Approach (New York City, New York)

Program Type:	School-based health education and intervention
Target Population:	Middle school youth
Project Startup Date:	October 1992
Annual Budget/Number of Persons Served Annually:	\$3,134,270 over 5 years
Sources of Funding:	Federal grant

Program Objectives/Description:

The Classroom, Clinic and Community: A Comprehensive Approach targets African-American and Hispanic students in two middle schools in Brooklyn's Fort Greene area. The project is testing whether a comprehensive school-clinic-community health program can lead to more profound changes in violence-related, sex-related, and other risk behaviors and positively affect the overall health of adolescents, compared with a comprehensive health education curriculum. Headed by the associate director and senior evaluator of Educational Development Center's Center for Health Promotion and Education, the project includes psychologists, physicians, and epidemiologists, as well as subcontracts with the New York City Schools, the New York Academy of Medicine, the Brooklyn Boys and Girls Clubs, and the New York City Health Department. The experimental condition will include a school-based health clinic, provided under contract through the New York City Health Department, as well as community outreach provided through the Boys and Girls Club, which is in the treatment school neighborhood. The staff of the community organization, the school, and the school clinic will be trained as a group on the content of the intervention, and on implementation policies and procedures.

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Recommendations for Education and Training: Curriculum

Strategy: Initiate and expand education programs on gang issues

Gang Resistance Education and Training (GREAT) (Glynco, Georgia)

Program Type:	Prevention
Target Population:	At-risk youth in grade 7
Project Startup Date:	1991
Annual Budget/Number of Persons Served Annually:	Not given
Sources of Funding:	Federal

Program Objectives/Description:

When Phoenix, Arizona, law enforcement formed a partnership with local educators and community leaders to develop an innovative, comprehensive anti-gang program, the result was GREAT. The program strives to point potential gang members in different directions, so that gangs lose their allure and following.

Following the success of the Phoenix project, Glynco and other cities across the country have instituted the program, which goes into the classroom to prevent young students from joining gangs. Specially trained, uniformed police officers teach GREAT to seventh grade classes during the regular school year. In eight 1-hour sessions, students learn to set goals for themselves, act in their own best interest when faced with peer pressure, and settle disputes peacefully.

Officers create an atmosphere of understanding to enable all parties to better address problems and work on solutions together. Classes discuss how communities are affected by violence, drugs, and cultural differences, and the diverse responsibilities of individuals in a community. GREAT provides youth with the skills and information they need to say "no" to gangs and become responsible members of society.

Police training for national expansion of GREAT is supported by the Bureau of Alcohol, Tobacco, and Firearms and the Federal Law Enforcement Training Center. More than 200 agencies in 34 cities are currently operating GREAT programs.

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Recommendations for Education and Training: Curriculum

Strategy: Develop and implement programs that teach personal responsibility

Legal Lives: Partnership for Respect and Esteem (Brooklyn, New York)

Program Type:	School-based drug education and hate crime prevention
Target Population:	Youth in schools
Project Startup Date:	January 1990
Annual Budget/Number of Persons Served Annually:	N/A
Sources of Funding:	Federal and state grants

Program Objectives/Description:

Legal Lives: Partnership for Respect and Esteem was established as a school-based education program to prevent drug use and hate crimes. The program requires all newly hired assistant district attorneys to adopt an elementary school and recruits volunteers from among existing staff, including non-attorneys, such as investigators and management information specialists. In addition to their regular responsibilities and caseloads, adopters devote a total of 10 hours per month to program activities, including teaching a class once every 2 weeks throughout the school year.

During September and October, paired teachers and adopters attend training conducted by the unit chief and director of training. The law-related curriculum, which emphasizes drug and hate crime, is developed by a committee of teachers, adopters, training organizations, and Legal Lives staff, drawing upon materials from a number of sources, including the National Training and Dissemination Program (NTDP), the Anti-Defamation League, and Boys and Girls Clubs of America. The Legal Lives staff also have developed their own curriculum, which is being field-tested in the schools and is available for any interested district attorney's office.

Legal Lives differs from Project DARE in that it requires that teachers and adopters work in partnership and attend training together; the program does not focus solely on drugs; and teachers incorporate the program's curriculum into their own. There is also a conscious effort to include minority attorneys and judges in the program to serve as role models for the students.

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Recommendation for Education and Training: Curriculum

Strategy: Develop and implement programs that teach personal responsibility

Male Alliance for Life Extension (Raleigh, North Carolina)

Program Type:	Peer education
Target Population:	Males ages 9-14
Project Startup Date:	February 1992
Annual Budget/Number of Persons Served Annually:	\$50,000/a minimum of 5,000 youth
Sources of Funding:	State grants (North Carolina Department of Environment, Health, and Natural Resources)

Program Objectives/Description:

The Male Alliance for Life Extension (M.A.L.E.) is a community coalition representing groups and individuals who are interested and concerned about the plight of young minority males. The alliance functions as a working advisory board with major emphasis on teenage pregnancy, violence prevention, and other issues that threaten the life extension of young minority males. Currently, M.A.L.E. is the advisory board for the Wake County Department of Health's Brothers to Brother Project and Violence Prevention Project.

Brothers to Brother is a school, community, and agency initiative in male involvement for the prevention of adolescent pregnancy. Brothers to Brother uses after-school health education and tutorial sessions and activities geared toward boosting young people's self-esteem to encourage abstinence and the delay of first-time fatherhood. High school students are employed by the Wake County Department of Health as part-time peer educators and are paid an hourly stipend. These peer educators are trained for more than 50 hours by health educators. After graduation, the peer educators are called student mentors who disseminate information to younger boys ages 9-14 on such issues as puberty, self-esteem, decisionmaking, abstinence, teenage pregnancy, and AIDS and sexually transmitted diseases. Each student mentor travels to a different destination throughout the county. Once the student mentor makes a connection and forms a bond, he or she stays with that group throughout the duration of the series.

The Violence Prevention Project, which seeks to reduce the interpersonal violence among adolescents, builds on the Brothers to Brother Project. The student mentors conduct violence prevention education programs and work with the Medication Services of Wake, Inc., to conduct mediation sessions.

Brothers to Brother is sponsored by the Wake County Department of Health, the Wake County Public School System's Helping Hands Project, the Raleigh Housing Authority, the Raleigh Boys Club, and the Alpha Phi Alpha Fraternity, Inc.

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Recommendations for Education and Training: Curriculum

Strategy: Develop and implement programs that teach personal responsibility

Parents as Teachers (PAT) National Center, Inc.

Program Type:	Provides parenting education through home visits and group meetings
Target Population:	Parents of young children, birth through three
Project Startup Date:	National Center: 1987; (Pilot Program 1981) Missouri
Annual Budget/Number of Persons Served Annually:	Cost per person served is \$589 per year
Sources of Funding:	Local, state, private and foundation funding

Program Objectives/Description:

Parents as Teachers began in 1981 in Missouri as a pilot project for first-time parents with infants. With funding from the Missouri Department of Elementary and Secondary Education and the Danforth Foundation, four school districts, representing the state's rural, urban and suburban communities launched the program. Missouri began funding the PAT program in all 543 of its school districts in 1985. Since then, PAT has served more than a half million Missouri families and the program has been replicated in 43 other states and Washington, D.C.; and in Australia, England, New Zealand, and in the West Indies.

The Parents as Teachers National Center was established by the Missouri Department of Elementary and Secondary Education in 1987. It was incorporated as a not-for-profit organization in 1990. The national Center conducts institutes on parent-child early education that have been attended by educators and other professionals from all over the United States and around the world. The Center has trained and certified more than 5,000 parent educators.

In addition to training and technical assistance, the Center provides curriculum development, research and promotion of public policy that supports early childhood family education. The PAT model is being adapted to serve families of varying kinds and in differing circumstances:

- PAT for Teen Parents offers instruction and guidance to help teen parents with raising a child. Teenage mothers are helped to graduate from high school; chances of a second early pregnancy are reduced and fewer babies are developmentally delayed.
- PAT for High Needs Families reaches families with multiple needs through Even Start and other Chapter 1 programs, Head Start, public housing projects, and others.
- PAT in The Child Care Center strengthens the relationship between parents and child care providers by helping them share an understanding of the child along with

common goals and experiences. Centers report improved infant and toddler care and better communication between parents and caregivers.

- PAT for Native Americans was implemented by the Bureau of Indian Affairs on reservations to help address problems of underachievement and school dropout among Native American children. The Bureau wants to expand the program to all of its 144 school sites.
- PAT in the Workplace was established to meet the needs of working parents, and has been adopted by several large corporations. One company includes the PAT program in its employee benefit package.

Military families and families in transition from homelessness are also served in separate programs.

Recent research has shown that parents' belief in the program's effectiveness is supported by fact and figures. An independent evaluation of the pilot program demonstrated that children who participated in PAT were significantly advanced over their peers in language, social development, problem solving and other intellectual abilities. In 1989, a follow up study showed that PAT children scored significantly higher on standardized measures of reading and math achievement in first grade. A significantly higher proportion of PAT parents initiated contact with teachers and participated in the child's schooling

In 1991, a Second Wave evaluation of the program's impact on 400 randomly selected families in Missouri showed that both children and parents continue to benefit from PAT. Children performed significantly higher than national norms on measures of intellectual and language abilities, despite the fact that the Second Wave sample was over-represented on all traditional characteristics of risk. Parent knowledge of child development and parenting practices significantly increased for all types of families.

Awards and honors have come from the Ford Foundation and John F. Kennedy School of Government at Harvard (Innovations in State and Local Government); the Council of State Governments and the Department of Education. PAT has been featured in national print and broadcast media as a program that has helped make a difference in education.

Sources for Additional Information: Parents as Teachers National Conference, June 23-25, 1994, St. Louis Mo.

For further information contact:

Mildred Winter, Director or Joyce Rouse, Deputy Director
9374 Olive Blvd.
St. Louis, MO 63132
(314) 432-4330
(314) 432-8963 (fax)

Recommendations for Education and Training: Curriculum

Strategy: Develop and implement programs that teach personal responsibility

Parents as Teachers (PAT) (National City, California)

Program Type:	Provides parenting education through home visits and group meetings
Target Population:	Parents of young children
Project Startup Date:	1985 (Pilot Program 1981) Missouri
Annual Budget/Number of Persons Served Annually:	From October 1987 to March 1994, parent educators made over 6,541 home visits and spoke at 187 parent meetings/cost per PAT family is approximately \$765 per year
Sources of Funding:	Stuart Foundation remainder from Chapter 2 funds and district in-kind contributions; 1993-94 budget is 100,000 funded by Chapter 1, Chapter 2, and district contributions

Program Objectives/Description:

When a school district or community agency adopts the nationally recognized Parents as Teachers (PAT) model—originated in Missouri—it preserves basic PAT principles and methods and, at the same time, adapts the program to meet local needs. In all PAT programs, trained professionals make home visits to parents of young children. The visitors describe model parenting skills, provide developmental information so that parents can make informed choices, and introduce activities for growing children. Currently 1,045 PAT programs operate in 42 states and 3 foreign countries.

In 1987 the National School District (NSD) in National City, California, decided to try PAT out of a conviction that when parents get involved in promoting their children's early development, they stay involved in the children's education. In addition, the NSD was concerned about the declining level of readiness of preschool and kindergarten students entering school for the first time.

In the NSD program, parents of infants aged 2-1/2 years or younger can enroll in PAT and remain until the child is 3. All families are eligible, regardless of socioeconomic status, and participation is entirely voluntary. Since 78 percent of families in the NSD program are Hispanic and many speak only Spanish, services and materials are provided in Spanish or English.

Each family receives one home visit a month until the child turns 3. During these visits, the visitor gives the parent specific strategies to address individual concerns, such as toilet training, discipline, and appropriate toys. Concerns are always followed up at the next home

visit. In addition, children are screened periodically for vision, hearing, and normal growth and development, and are referred to health and other services when appropriate. An extended program for 3- to 5-year-olds is forthcoming.

At PAT parent meetings, held at least three times a month, child care is provided and discussion among parents is encouraged. A special feature of the NSD program is a 6-week parenting class offered when children are close to school age. This class is for parents who have graduated from PAT in order to help bridge the gap between PAT and school.

PAT is also adapted for teenage parents in the NSD program. While teenage parents are eligible to receive home visits, family circumstances often do not permit a typical home visit, and teenagers seem to prefer group meetings. For most teenage parents who are in school, participating in PAT means meeting weekly for 2 hours in a small group setting. Fathers are encouraged to come too, and all teenagers receive school credit for attending. During the first hour, each parent is given individualized information relating to her/his child; the second hour is a group lesson on a topic related to the needs of adolescents.

The Stuart and Packard Foundations sponsored a comprehensive research study on the National City PAT program. Stanford Research Institute International implemented a 2-year evaluation plan to compare PAT 3-year-olds to a control group. The findings proved a consistent beneficial effect from participation in PAT on virtually all measures used in the evaluation.

For further information contact:

Diane Davis
Coordinating Parent Educator
Parents as Teachers Program
National School District
1500 N Avenue
National City, CA 91951
(619) 478-6791
(619) 477-5144 (fax)

Recommendations for Education and Training: Curriculum

Strategy: Develop and implement programs that teach personal responsibility

Reaching Adolescents, Parents, and Peers (RAPP) (Durham, North Carolina)

Program Type:	School-based health education intervention
Target Population:	Middle school students
Project Startup Date:	October 1992
Annual Budget/Number of Persons Served Annually:	\$4,376,383 over 5 years
Sources of Funding:	Federal grant

Program Objectives/Description:

The Reaching Adolescents, Parents, and Peers (RAPP) program provides multifaceted intervention efforts for 1,800 African-American middle school students in the Durham community. The project team is headed by a sociologist with degrees in public health and social work. Team members include epidemiologists, health policy specialists, psychologists, physicians, and community-based organization staff from Durham, the University of North Carolina, Duke University and North Carolina Central University. The project is based on several complementary theoretical perspectives that target issues in adolescent development and the causes of deviance and nonconformity. The model assumes that the circumstances that promote problem behaviors range from the individual attributes of the adolescent to the family and social factors and to cultural beliefs about risky behaviors. The project team argues that when young people are moving from elementary school to middle schools is a good time to provide more positive approaches to risky behavior. The intervention addresses cognitive and problem-solving skills, as well as working with parental, peer, and social influences on adolescents' behaviors. Teachers and community leaders help students adopt appropriate behavior through activities such as participation in programs to help other young people.

For further information contact:

Dr. Dorothy Brown
Project RAPP
1111 Fayette Street
Durham, NC 27701
(919) 688-9600

Recommendations for Education and Training: Curriculum

Strategies: Support inclusion of conflict resolution in K-12 curricula

Resolve All Problems Peacefully (RAPP)

Program Type:	School-based conflict resolution
Target Population:	Elementary, middle school, high school
Project Startup Date:	March 1989
Number of Persons Served Annually:	500-600 students

Program Objectives/Description:

Faculty at Ferguson Middle School in St. Louis, Missouri, realized that although suspension and expulsion were the last resorts in dealing with student strife and violence, there was no "first resort." The Resolve All Problems Peacefully (RAPP) program at Ferguson was designed to provide students with a positive approach to dealing with conflict. Of course, the immediate goal of the program was to reduce the number of conflicts at the school; more lasting goals included increasing student self-esteem by empowering them with the ability to resolve their own conflicts in a way that would be satisfactory to them, teaching conflict resolution skills that the students could use outside of school, and sharing with students the responsibility for creating a positive school environment free of strife and violence.

The program involved training students in peer mediation skills. Students who were selected for the training program had to be recognized leaders among their peers. In some cases, they were not necessarily teachers' favorite students. At the end of the training sessions, these students were given the responsibility of mediating conflicts between other students totally independent of faculty involvement. When conflicts broke out, students involved in the conflict were given the choice of going to mediation or going to the office. Students always chose mediation. Conflicts that could not be resolved were sent to the office, depending on the severity of the problem.

In the second year of the program, nominal changes were made in the process of selecting student nominees and in the referral process, but the overall structure of the program remained basically the same. So far, more than 90 percent of the conflicts referred to student mediators were resolved.

For further information contact:

RAPP (Resolve All Problems Peacefully)
Ferguson Middle School
701 January Avenue
St. Louis, MO 63135
(314) 521-5792

Recommendations for Education and Training: Curriculum

Strategy: Support inclusion of conflict resolution in K-12 curricula

Resolving Conflict Creatively Program (RCCP) (New York City Public Schools)

Program Type:	Conflict resolution, intergroup relations, peer mediation
Target Population:	Students in New York City Public Schools
Project Startup Date:	May 1985
Annual Budget/Number of Persons Served Annually:	\$3 million/124,000
Sources of Funding:	Public contracts, funds, New York City Public School System, private foundations

Program Objectives/Description:

The Resolving Conflict Creatively Program (RCCP) teaches how to resolve conflicts by modeling nonviolent alternatives for dealing with conflict and teaching negotiation and other conflict resolution skills. The program is comprehensive, including elementary, secondary, and special education curricula; a student-led mediation program; a parent's program; and an administrators' component.

For elementary and secondary students, the program uses teacher-led workshops that divide separate conflict resolution skills into units. For elementary school students, units include such skills as communication, affirmation, cooperation, and acknowledgment of feelings. In all the units, students participate in activities that reinforce that particular skill. For secondary students, the units cover much of the same material for the elementary students, but with an additional focus on ways of defusing violent situations that might lead to violent confrontation. Both the elementary and secondary school programs include a student mediation component. Student mediators work to resolve conflicts among their peers in actual conflicts that break out in the school, such as in the lunch room or on the playground. RCCP regards student mediation as a key component of the program because it provides students with models for nonviolent conflict resolution and reinforces the students' emerging skills in working out their problems.

To prepare teachers to lead the workshops, RCCP staff developers conduct training sessions. Teachers not only receive instruction in how to lead their workshops, but reexamine how they handle conflict in their own lives, particularly in how they deal with their students. A new teacher in the program is assigned to an RCCP staff developer who visits with the teacher, observes classes, and gives feedback to the teacher. As the teacher gains experience in the program, the staff developer eventually relinquishes full control to the teacher. RCCP also offers training for parents, believing that if students are to be able to use their emerging conflict resolution skills outside of the school, they must have family support.

Evaluations reveal that enthusiasm for RCCP is high. Results show that students and teachers believe that RCCP has had a positive impact on their schools. RCCP students reported having fewer fights and engaging less frequently in name calling compared to those in a control group. Teachers also report a change in themselves, saying that they had an improved understanding of children's needs and concerns and were now more willing to let students take responsibility for solving their own conflicts.

For further information contact:

Linda Lantieri

Director

Resolving Conflict Creatively Program

National Center

163 Third Avenue, #103

New York, NY 10003

(212) 387-0225

(212) 387-0510 (fax)

Recommendations for Education and Training: Curriculum

Strategies: To encourage youth to look for alternatives to violence when they are angry, and to advance their education and interest in the community

Youth Gang Drug Prevention Grant (or Kids of a Different Dream, KOADD) (Charlotte, North Carolina)

Program Type:	Conflict resolution
Target Population:	Seventh-graders tracked through succeeding years in school; they are now ages 15-16
Project Startup Date:	September 1990
Annual Budget/Number of Persons Served Annually:	\$150,000 per year/28-30 youth
Sources of Funding:	Grant from U.S. Department of Health and Human Services

Program Objectives/Description:

This project teaches conflict resolution, anger management, and decisionmaking skills to teenagers. It provides upbeat activities once a week after school, and it sponsors family nights once per month. The youths, now ages 15 and 16, have been in the program since the seventh grade. They prefer to call the program "Kids of Different Dream."

After-school meetings provide speakers, cultural and athletic activities, and nutritious snacks. Dinner is served at the family night gatherings, followed by speakers discussing subjects such as cultural diversity, dealing with teenagers, how to find summer employment, and life in prison. School holiday outings are also provided. Tutoring and mentoring are offered as needed.

The program's 1993-94 goals are (1) to encourage youth to be in their community through volunteer work and (2) to take the message of nonviolence to younger children through puppet shows. So far, the teenagers have served lunch in a homeless shelter, sorted food at a food bank, and provided lunch at a shelter for women and children. They have made puppets and are contributing ideas for the scripts. The puppet shows are designed for preschool and early elementary students, and they are intended to have the additional benefit of reinforcing concepts the teenagers have been learning since seventh grade.

The project staff consists of a director, a social worker, and a social work intern from a local college. A licensed clinical social worker assists with family nights and after school programs and periodically works with individual participants. The social worker visits participants at school each week to learn of any academic or behavioral issues. The social worker also acts as an advocate for the student and encourage family involvement in the educational process.

For further information contact:

Jill Shade-Fowler

Project Director

700 North Tryon Street, Suite 271

Charlotte, NC 28202

(704) 336-5902

(704) 336-6894 (fax)

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Special Programs

RECOMMENDATIONS FOR EDUCATION AND TRAINING

Special Programs

- Have law-related education and D.A.R.E. available to all schools.
- Involve police in other school teaching activities.
- Review Denver Public School suspension policies.

Recommendations for Education and Training: Special Programs

Strategies: Have law-related education available to all schools

Law Related Education—Delinquency Prevention Through Street Law

Program Type:	Education and prevention
Target Population:	Adolescents, middle and secondary school students
Project Startup Date:	1975
Annual Budget/Number of Persons Served Annually:	\$2 million/1.9 million youth
Sources of Funding:	Federal (Office of Juvenile Justice and Delinquency Prevention, among others), State, local, foundations, private donations

Program Objectives/Description:

The National Institute for Citizen Education in the Law (NICEL) is the nonprofit organization devoted to empowering citizens through law-related education (LRE). It is descended from the Street Law clinic at Georgetown University Law Center which, in 1972, started sending law students into high schools, juvenile and adult correctional institutions, and community settings to teach practical law.

Today 38 law schools offer such programs, most of them in urban settings. *Street Law: A Course in Practical Law*, the textbook for the high school version, is in its fourth edition, and other tested texts, manuals, films, and curriculums are available.

A Teens, Crime, and the Community crime prevention and service learning program has expanded its outreach to Native American settings. The Washington, D.C., center trains teachers in two new curriculums—on conflict management and the jury system—and produces lessons on mediation and juries in a new court diversion program for first offenders.

NICEL coordinates an LRE National Training and Dissemination Program funded by the Office of Juvenile Justice and Delinquency Prevention and operating in 48 States, the District of Columbia, and Puerto Rico to reach more than 1,400,000 elementary and secondary students in 1992.

For further information contact:

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National Institute for Citizen Education in the Law
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Washington, DC 20003
(202) 546-6649
(202) 546-6649 (fax)

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Before- and After-School Programs

RECOMMENDATIONS FOR EDUCATION AND TRAINING

Before- and After-School Programs

- Establish "Open Schools Program" to turn schools into community centers.
- Use federal Child Care and Development block grant and Dependent Care planning grant to fund before- and after-school programs.
- Allocate grand funding to 200 schools and communities for programs that serve the 12 to 18 age group before and after school.

Recommendations for Education and Training: Before- and After-School Programs

Strategies: Allocate grant funding to schools and communities for programs that serve the 12-to-18 age group before and after school

Youth in Action Against Drugs (Lowell, Massachusetts)

Program Type:	Youth activity and recreation
Target Population:	Youth ages 4-17
Project Startup Date:	August 1992
Annual Budget/Number of Persons Served Annually:	\$125,000 (18 months)/800 youth served annually
Sources of Funding:	Housing and Urban Development

Program Objectives/Description:

Youth in Action Against Drugs is run by the Lowell Housing Authority in collaboration with the Lowell Parks and Recreation Department, YWCA, Boys Club, and Lowell House, Inc. These groups provide a variety of recreational, cultural, enrichment, leadership, and community service activities for youth in public housing.

After-school recreation offered by the YWCA is integrated with cultural and educational enrichment, focusing on cooperative games that help youth develop self-discipline and team skills. Cultural activities encourage children to appreciate diversity, and include cooking, gardening, and visiting local cultural sites and events. Community service projects are aimed at teaching youth about responsibility in their relationships with family members, peers, and neighbors, and include neighborhood cleanup, holiday celebrations, and a survey of youth to determine recreational needs.

The Lowell Parks and Recreation Department participates by providing organized sports and games that promote positive leisure activities as an alternative to unhealthy life-style choices and provide youth with a mechanism to build inner strength and reject negative activities. The context will acknowledge and reinforce the individual's ability to positively impact his surroundings.

Lowell House, Inc., provides peer leadership development; substance abuse education, prevention, and intervention; AIDS education; youth counseling and intervention; and recreational activities. The Boys Club conducts instructional programs in baseball, basketball, and volleyball, leading to development of teams that travel and participate throughout the Lowell area.

Each summer, youth attend either a YWCA camp, sponsored by local businesses and religious organizations, or a camp at the University of Massachusetts, funded by the National Collegiate Athletic Association and the YWCA. The YWCA also organizes teams for the Summer Sober Olympics, a substance abuse prevention initiative.

For further information contact:

Marlene Browne

Management and Resident Services Director, Lowell Housing Authority

350 Moody Street, Post Office Box 60

Lowell, MA 01853-0060

(508) 937-3500

(508) 937-5758 (fax)

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Resource List

Resource List

ACCESS ERIC (Education Resources Information Center)

1600 Research Boulevard
Rockville, MD 20850
(800) 538-3742
(301) 251-5767 (fax)

The primary purpose of ACCESS ERIC is to coordinate ERIC outreach, dissemination, and systemwide activities; and to develop publications and provide references and referral services on all educational issues. ACCESS ERIC directs a caller to specific ERIC components appropriate for their interests. The ERIC System consists of 16 subject-specific clearinghouses and four support components, including the ERIC bibliographic database, a document delivery service, a reference assistance component, and a publishing division.

Adopt-A-Student

School Resource Unit
Orlando Police Department
100 South Hughey Avenue
Orlando, FL 32801
(417) 246-2196

Adopt-A-Student Program assigns police employees as mentors to at-risk students who are identified by school officials or school resource officers. The mentor meets with the student for at least one hour per week. The purpose of the program is to provide the students with a positive role model who may be able to help with some of the problem young people are facing. The mentors reward improvements in mentees performance or behavior with small gifts such as lunch or a trip to an area attraction. Adopt-A-Student relies on donations from the community for these items since the department has no budget for the program.

America Hurts - The Drug Epidemic

14 Hayward Street
Cranston, RI 02910
(401) 781-1990

This is a comprehensive substance abuse presentation that the police department offers to administrators, teachers, staff members, and parents of the Cranston Public Schools. Police officers collaborate with peer educators to conduct four separate group sessions following the movie "America Hurts - The Drug Epidemic."

America's Drug-Free Pageant

5410 Pinon Plaza
Taos, NM 37571
(505) 758-8600

This private, non-profit educational program focuses on music and the arts to deter kids from drug use. It provides self-esteem by sponsoring a talent pageant statewide.

American Council for Drug Education

204 Monroe Street
Suite 110
Rockville, MD 20850
(301) 294-0600
(800) 488-DRUG

This national nonprofit organization provides educational materials on topics such as preventing drug abuse in high risk groups and health risks of using drugs.

Appalachia Educational Laboratory

P.O. Box 1348
Charleston, WV 25325
(800) 344-6646 (WV)
(800) 624-9120
(304) 347-0487 (fax)

This project works with educators in the region, using research and development techniques to assist them in improving elementary and secondary education.

Bowling With Badges

Midwest City Police Department
P.O. Box 10570
100 North Midwest Boulevard
Midwest City, OK 73140
(405) 739-1338

Bowling with Badges, an annual event, targets at-risk youth, attempting to improve the relationship between the police department and youth. Each officer locates three youth between the ages of nine and 13 who could benefit from positive contact. The officers pick up the participants in patrol cars and drive them to the recreation center. At the center the children are provided with free bowling games, food, and drinks.

**Center for Research on Effective Schooling
for Disadvantaged Students**

Center for Social Organization of Schools
The Johns Hopkins University
3505 North Chales Street
Baltimore, MD 21218
(410) 516-0370
(410) 516-6370 (fax)

The project serves as an educational research center to encourage cooperative learning in all areas of the educational system.

Center for Research on Evaluation, Standards, and Student Testing (CRESST)

University of California at Los Angeles

Center for the Study of Evaluation

10880 Wilshire Boulevard

Suite 700

Los Angeles, CA 90024-1522

(310) 206-1532

(310) 825-3883

The project researches performance-based assessments leading to improved educational practices in schools.

Center for Technology in Education

Bank Street College of Education

610 W 112th Street

New York, NY 10025

(212) 875-4400

(212) 875-4760 (fax)

The center's purpose is to conduct collaborative research to investigate the roles technology can play in children's lives and learning.

Center on Education and Training for Employment

Ohio State University

1900 Kenny Road

Columbus, OH 43210-1090

(614) 292-4353

(614) 292-1260 (fax)

The center's purpose is to provide resources on vocational and technical education; conduct human resource development in the private sector; promote adult literacy; and conduct research and development in entrepreneurship for private small businesses.

Center on Families, Communities, Schools, and Children's Learning

Boston University

605 Commonwealth Avenue

Boston, MA 02215

617-353-3309

617-353-8444 (fax)

The center's mission is to develop and disseminate information focusing on how families, schools, and communities can work together better. It is a consortium of seven entities working on 19 field projects.

Center on Organization and Restructuring of Schools

University of Wisconsin at Madison
Wisconsin Center for Education Research
1025 West Johnson Street
Madison, WI 53706
(608) 263-7575
(608) 263-6448 (fax)

The center's purpose is to study the process and effects of school restructuring with specific attention to the following themes: authentic instruction and assessment, equity, empowerment, community, reflective dialogue, and accountability.

Children Education Programs

Midwest City Police Department
P.O. Box 10570
100 North Midwest Boulevard
Midwest City, OK 73140
(405) 739-1338

The main objectives of this comprehensive program are to minimize the chance of children falling victim to crime through proper education and to enable children to feel more comfortable with police officers.

Children's Creative Response to Conflict (CCRC)

Box 271
Nyack, NY 10960
(914) 358-4601

Cities In Schools

401 Wythe Street
Suite 200
Alexandria, VA 22314
(703) 519-8999
(703) 519 7213 (fax)

A national public-private partnership shaped around a concept of integrated human services. Cities in Schools focus on providing services to youth in school.

Community Board Center for Policy and Training

149 Ninth Street
San Francisco, CA 94103
(415) 552-1250

This center is one of the largest conflict mediation organizations in the country, working to foster mediation programs in schools, universities, businesses, and other places where conflict may arise by providing curriculum training and assisting in starting conflict mediation programs.

Consortium for Policy Research in Education (CPRE) - The Finance Center

University of Southern California
Waite Philips Hall 901
Los Angeles, CA 90089
(213) 740-3450
(213) 749-2707 (fax)

The center's purpose is to focus on ways to create new finance policies that help improve the quality of education and student achievement.

Consortium for Policy Research in Education (CPRE) - The Policy Center

Eagleton Institute of Politics
Rutgers University
90 Clifton Avenue
New Brunswick, NJ 08901-1568
(908) 828-3872
(908) 932-6778 (fax)

The center's purpose is to conduct research on state and local education policies that promote high levels of student learning.

Constitutional Rights Foundation

601 South Kingsley Drive
Los Angeles, CA 90005
(213) 487-5590

This independent non-profit organization helps young people become more active participants in their communities through service learning, law-related education, and youth empowerment. CRF provides training, produces materials, and operates demonstration programs.

Cornerstone Project

P.O. Box 2660
Little Rock, AR 72203
(501) 375-6520

This program is to aid Arkansas' inner-city, at-risk youth. The Exceller Program component of the program provides education courses and tutoring to youth. Exceller students are also exposed to job training through various job opportunities offered by the program. Cornerstone was chosen as one of 15 programs in the nation identified by the National Office on Substance Abuse Prevention as a model for effective prevention programming.

Drug Abuse Resistance Education (DARE)
DARE (Drug Abuse Resistance Education)
800-223-DARE

DARE Regional Training Centers (DARE)

Eastern DARE Regional Training Center
Virginia State Police Department
7700 Mid Lothian Turnpike
Richmond, VA 23235
(804) 674-2238

Midwest DARE Regional Training Center
Illinois State Police Academy DARE Bureau
3700 East Lakeshore Drive
Springfield, IL 62707
(217) 786-7057

Southeast DARE Regional Training Center
North Carolina State Bureau of Investigation
3320 Old Garner Road
Raleigh, NC 27610
(919) 662-4509, ext. 277

Southwest DARE Regional Training Center
3110 N. 19 Avenue
Suite 290
Phoenix, AZ 85015
(602) 223-2544

West DARE Regional Training Center
City of Los Angeles Police Department
3353 San Fernando Road
Los Angeles, CA 90065
(213) 485-4856

ERIC Clearinghouse on Urban Education

Box 40
Teachers College, Columbia University
New York, NY 10027
(212) 678-3433

ERIC is funded by the U.S. Department of Education as a national center for the dissemination of information about urban and minority education. One focus of ERIC is the education of youthful offenders. ERIC's database contains over 750,000 individual published and unpublished items. ERIC networks with over 100 educational, citizen, professional, and advocacy organizations and offer mentoring programs.

Family Outreach Program

Tulsa Police Department
600 Civic Center
Tulsa, OK 74103
(918) 596-9329

This program assigns an officer to a division of high schools. The officer monitors the attendance of 9th and 10th graders. Students who miss four or five days of school in a four-week period are considered truant under state law. These truant students become the focus of an outreach officer. The officer makes personal contact with the parents of the truant student to increase the student's attendance. If the identified problem is beyond the scope of the officer's authority, then the appropriate agency is recommended for further assistance.

Far West Laboratory for Educational Research and Development

730 Harrison Street
San Francisco, CA 94103
(800) 645-3276
(415) 565-3000
(415) 565-3012 (fax)

The project challenges and enables educational organizations and their communities to create and sustain improvements in learning and development opportunities for children, youth, and adults.

HAWK Federation Manhood Development

175 Filbert Street
Suite 202
Oakland, CA 94607
(510) 836-3245

The project aims to provides African-American males with cultural problem-solving skills, interpersonal skills, character development, academic and decision-making skills.

Job's for America's Graduates, Inc.

1729 King Street
Suite 200
Alexandria, VA 22314
(703) 688-9489

A national dropout prevention/school retention model which began in 1979. It provides school-based, pre-employment skills training and job placement service for high school students.

Johnson Institute

7205 Ohms Lane
Minneapolis, MN 55439-2159
(800) 231-5165 (U.S.)
(800) 247-0484 (MN)
(612) 831-1631 (fax)

This private, nonprofit educational resource organization distributes books, films, videos, other educational materials, provides training on a fee-basis. All materials are alcohol/drug abuse-related. Specific topics include training re: substance abuse treatment in correctional setting, dealing with families of abusers, recognition and management techniques for dealing with drug/alcohol-involved employees.

Junior Police Academy

466 West 4th Street
San Bernardino, CA 92401
(714) 384-5724

The after school program is tailored towards 5th and 6th grade youth, particularly those at risk for drugs and gang involvement. The Junior Police Academy teaches students a weekly lesson on police tactics and responsibilities as well as other public service agency activities. The students also receive daily drill instruction.

Just Say NO Foundation

1777 North California Boulevard
Suite 210
Walnut Creek, CA 94596
(800) 258-2766
(415) 939-6666

The foundation provides direction and support for "Just Say No" clubs and other nonfinancial assistance to communities in developing educational, recreational and service programs to prevent initial experimentation with drugs.

Law Enforcement Exploring

Boy Scouts of America
1325 West Walnut Hill Lane
P.O. Box 152079
Irving, TX 75015-2079
(214) 659-2429
(214) 580-2084

Law Enforcement exploring is one of the phases of the Boy Scouts of America program. The intent is to educate and involve youth in police operations and to interest them in possible careers in law enforcement.

Male Health Alliance for Life Extension

10 Sunnybrook Road
P.O. Box 1409
Raleigh, NC 27620
(919) 250-4535

The project works with African-American males to provide services that include conflict resolution; remedial basic education; vocational education and counseling; and life skills training.

Mid-Continent Regional Educational Laboratory

2550 S. Parker Road
Suite 500
Aurora, CO 80014
(303) 337-0990
(303) 337-3005 (fax)

The project strives to improve the quality of education through the application of the best available knowledge from research and development experience.

Narcotics Education, Inc.

55 West Oak Ridge Drive
Hagerstown, MD 21740
(800) 548-8700
(301) 790-9735

Provides drug prevention and education materials to schools, police departments, churches, and other community organizations. Available publications include : *The Winner* and *Listen* monthly magazines, *How to Organize a Drug-Free Club*, a publications catalog, and assorted books, videos, displays, buttons, and balloons.

National Association for Mediation in Education (NAME)

University of Massachusetts
205 Hampshire House
Box 33635
Amherst, MA 01003-3635
(413) 545-2462
(413) 545-4802 (fax)

NAME is a clearinghouse for information on mediation programs in schools and colleges. It provides written materials including a bimonthly newsletter, audiotapes, videos, and training on conflict resolution.

National Alliance for Safe Schools

4903 Edgemoor Lane
Room 403
Bethesda, MD 20814
(301) 654-2774

The Alliance is the research and information center for school security professional nationwide. The library contains the Nation's most extensive collection of works on crime and violence in schools.

National Association of State Alcohol and Drug Abuse Directors (NASADAD)

444 North Capitol Street, NW
Suite 520
Washington, DC 20001
(202) 783-6868
(202) 783-2704 (fax)

This private, non-profit organization provides direction and support to develop alcohol and drug abuse prevention and treatment programs throughout the United States. Information on AIDS policy, criminal justice programs, methadone maintenance, public policy, prevention services, substance abuse counselor training, and workplace programs is available. Available publications include the *NASADAD Newsletter*.

National Center for Education Leadership

Harvard University
Gutman Library
Six Appian Way
Cambridge, MA 02138-3704
(617) 496-4809
(617) 496-3095

The project conducts basic research on school leadership and to develop initiatives to strengthen pre-service and in-service programs for school leaders.

National Center for Research in Mathematical Sciences Education

University of Wisconsin at Madison
Wisconsin Center for Education Research
1025 West Johnson Street
Madison, WI 53706
(608) 263-4285
(608) 263-0761
(608) 263-3406 (fax)

The project provides the educational community with reliable knowledge about the teaching and learning of mathematics obtained through national networks of scholars who collaborate to identify a research agenda and implement investigations to improve mathematics in U.S. schools.

National Center for Research on Educational Accountability and Teacher Evaluation

Western Michigan University
401 B. Ellsworth Hall
Kalamazoo, MI 49008
(616) 387-5895
(616) 387-5923 (fax)

The project addresses evaluation issues regarding the school as a whole and personnel paid directly to serve schools; and to manage programs that compile and synthesize available knowledge on personnel and school evaluation, development of new knowledge and evaluation tools, dissemination of research findings, and the development of products to use in public and private schools.

National Center for Research on Teacher Learning

Michigan State University
College of Education
116 Erikson Hall
East Lansing, MI 48824-1034
(517)355-9302
(517) 353-4994
(517) 336-2795 (fax)

The project conducts research on how prospective and practicing teachers learn to teach academic subjects to diverse learners in a variety of settings.

National Center for School Leadership
University of Illinois at Urbana-Champaign
College of Education
1208 West Springfield Avenue
Urbana, IL 61801
(217) 244-1122
(800) 643-3205
(217) 244-4948 (fax)

The project conducts research on how to improve the administration of elementary,

National Clearinghouse for Alcohol and Drug Information (NCADI)
P.O. Box 2345
Rockville, MD 20852
(800) 729-6686
(301) 468-2600

The clearinghouse serves as the information arm of the Office for Substance Abuse Prevention of U.S. Dept. of Health and Human Services. They disseminate information on drug/alcohol prevention, creating a drug-free community, provide publications developed by Federal agencies and private organizations, annotated bibliographies, and distribute grant program applications and information. They also offer access to the RADAR (Regional Alcohol and Drug Awareness Resource) Network of prevention information centers in every state. Available publications and resources include *Prevention Pipeline* (bimonthly publication), posters, videotapes, curricula, and program descriptions.

National Crisis Prevention Institute, Inc. (CPI)
3315-K North 124th Street
Brookfield, WI 53005
(414) 783-5787
(800) 558-8976

CPI offers training to human service providers in the techniques of nonviolent crisis intervention. Their techniques have been proven effective in resolving potentially violent crises and managing disruptive or assaultive youth. They offer a variety of products and services to suit individual or staff needs. All of the material is applicable to a wide range of human service occupations, including health care, mental health, education, social welfare, security, and law enforcement.

National Dropout Prevention
Clemson University
Clemson, SC 29634-5111
(803) 656-2599

This organizations collects, analyzes and disseminates information about dropout prevention policies and practices and provides technical assistance to develop and demonstrate dropout prevention programs.

National Institute for Citizen Education in the Law (NICEL)

711 G Street, SE
Washington, DC 20003
(202) 546-6644

NICEL's mission is to promote increased opportunities for citizens to learn about the law and the legal system.

National Law-Related Education Resource Center

541 N. Fairbanks Court
Chicago, IL 60611-3314
(312) 988-5735
(312) 988-5032 (fax)

The Objective of the National Law-Related Education Resource Center is to provide national leadership, assistance, and resources for teaching kindergarten through 12th grade students about the law, legal issues, the fundamental principles and values upon which our legal system is based, and the meaning of citizenship.

National Organization of Student Assistance Programs and Partners

4760 Walnut
Suite 106
Boulder, CO 80301
(303) 443-5696
(800) 972-4636

The purpose of NOSAPP is to enhance educational opportunities and improve academic performances of young people through the establishment and strengthening of student assistance programs. Services include regional trainings, annual national conference, national resource center, technical assistance and consultation, publications, including a newsletter.

National School Safety Center (NSSC)

Pepperdine University
24255 Pacific Coast Highway
Malibu, CA 90263
(818) 377-6200

Pepperdine University's National School Safety Center is a partnership of the U.S. Department of Justice and U.S. Department of Education. NSSC's goal is to promote safe schools free of drug traffic and abuse, gangs, weapons, vandalism and bullying; to encourage good discipline, attendance and community support; and to help ensure a quality education for all children.

New Mexico Center for Dispute Resolution (NMCDR)

510 Second Street, NW
Suite 209
Albuquerque, NM 87102
(505) 247-0571

NMCDR develops and disseminates model mediation and conflict resolution programs. Provides training and technical assistance to public and private agencies in the state, region and nation.

North Central Regional Educational Laboratory

1900 Spring Road
Suite 300
Oak Brook, IL 60521
(800) 233-8336
(708) 571-4700
(708) 571-4716 (fax)

The project works with educational professionals in the region toward school restructuring to promote learning for all students.

Northwest Regional Educational Laboratory

101 S.W. Main Street
Suite 500
Portland, OR 97204-3212
(800) 547-6339
(503) 275-9500
(503) 275-9489 (fax)

The project helps other agencies improve outcomes for children, youth, and adults by providing research and development assistance to schools and communities.

Outreach Center

272 East Olive Avenue
Burbank, CA 91502
(818) 953-8698

The program targets families and youth at risk as well as youth who are referred by the school district, police, or probation departments. A police detective, and an attendance caseworker work closely together to assist youth with their problems.

Pacific Region Educational Laboratory

1164 Bishop Street
Suite 1409
Honolulu, HI 96813
(808) 532-1900
(808) 532-1922 (fax)

The project supports school development in the region, bringing research into action to improve and evaluate educational services to youth.

Partners For Youth Leadership (PYL)

4760 Walnut Street
Suite 106
Boulder, CO 80301
(800) 972-4636

PYL, a national program of the Prevention Center promotes, supports and reinforces youth leadership and involvement as a means of promoting healthy lifestyles and preventing destructive behaviors. Established in 1988, PYL is sponsored by Partners In Prevention (PIP) and the Solvent Abuse Foundation for Education (SAFE).

Police Activities League

Community Relations Bureau
Phoenix Police Department
620 West Washington Street
Phoenix, AZ 85003
602-262-7331

This program targets at-risk youth between the ages of 8 and 15. PAL is designed to provide productive and alternative activities to disadvantaged young people. Through the use of athletic events, tutoring sessions, and job skills training, PAL encourages self-esteem. In addition, the program demonstrates that there are viable alternatives to gangs, crime, and other anti-social activities.

Positive Emotional Capacity Enhancement (PECE)

Ohio Commission on Minority Health
77 South High Street
Suite 745
Columbus, OH 43266-0377

Project Choice

809 Center Street
Santa Cruz, CA 95060
(408) 429-3725

The police department and the school district entered into a joint agreement to implement a drug suppression program. This program educates students and teachers on drugs and law enforcement. Project Choice also has programs to promote positive interactions between officers and youth such as Officer Friendly. This officer meets informally with the student on the school grounds and leaves at the end of the lunch period.

Providing Alternative Thinking Strategies (PATH)

University of Washington
Seattle, WA 98195

Rainbow Lake School

Project Adventure, Inc.
P.O. Box 2447
Covington, GA 30209
(404) 784-9310
(404) 787-7764 (fax)

The Rainbow Lake School is an experimental program for middle school students in Newton County, Georgia. The program serves juvenile offenders and socially maladjusted youth. The school program is an 18-week semester that combines academics, adventure and counseling with a strong emphasis placed on helping students to improve their behavior by designing individual and group counseling strategies, and utilizing positive peer pressure to promote change.

**Regional Laboratory for Educational Improvement
of the Northeast and Islands**

300 Brickstone Square
Suite 900
Andover, MA 01810
(800) 347-4200
(508) 470-0098
(508) 475-9220 (fax)

The project seeks to identify the needs and desired services of educators and policymakers in the region and to set forth projects to address issues including staff development, at-risk youth, rural schools, and the restructuring of schools.

Research for Better Schools, Inc.

444 North Third Street
Philadelphia, PA 19123-4107
(215) 574-9300
(215) 574-0133 (fax)

The project provides research and development support and technical assistance to educators in the mid-Atlantic region, attempting to achieve fundamental reform of elementary and secondary education systems in order to achieve excellence and equity for all students.

Resolving Conflict Creatively

Loyola University
Twomey Center - Box 12
New Orleans, LA 70118
(504) 861-5830

Safe Schools Coalition, Inc.

5351 Gulf Drive
P.O. Box 1338
Holmes Beach, FL 34218
(813) 778-9140

The coalition's mission is to unite national professional, business, labor, community, school and student organizations in a common effort to reduce violence, crime, and exploitation. Concentration areas include sexual assault, gangs and group based violence, suicide contagion, drugs and alcohol abuse, ethnic, racial and cultural conflict, teenage parenthood, unhealthy lifestyles, and diseases.

School and Law Enforcement Partnership

601 11th Street
Modesto, CA 95354
(209) 572-9523

This partnership aims to make schools safe and increase students attendance. Individual school administrators receive law enforcement officers for their campus. Each of the two school police officers has a pager and cellular telephone, which enable school officials to have immediate access to officers. The police help the schools in programs such as Operation Stay-in-School and DARE.

School Patrol

Torrance Police Department
3300 Civic Center Drive
Torrance, CA 90503
(213) 618-5737

This program targets high school students. School patrol attempts to reduce crime at the schools. Assigned officers deal with juvenile offenders and troubled youths, lecture students, and give advice to school officials. School Patrol also frees up other patrols to handle other calls, rather than involving themselves in lengthy juvenile investigations.

Section on Dispute Resolution

American Bar Association
1800 M Street, NW
Suite 209
Washington, DC 20036
(202) 331-2258

The association sponsors more than 400 dispute resolution programs nationwide. Also provides other services including a clearinghouse for information on conflict mediation and a program that encourages law offices to adopt high schools and assist them in implementing conflict mediation programs.

Southeastern Regional Vision for Education (SERVE)

University of North Carolina at Greensboro
201 Ferguson Building
Greensboro, NC 27435
(919) 334-3211
(800) 755-3277
(919) 334-3268 (fax)

The project provides leadership, support, and research to assist state and local efforts in improving educational outcomes, especially for at-risk and rural students.

Southwest Educational Development Laboratory

211 East Seventh Street
Austin, TX 78701
(512) 476-6861
(512) 476-2286 (fax)

The project seeks to find, share, and sustain effective solutions for the most urgent problems facing educational systems, practitioners, and decisionmakers in the southwestern United States, with particular emphasis on ensuring educational equity for children and youth who live in poverty; who are Hispanic, black, or represent other minority groups; or who have physical or mental "exceptionalities." Among current goals are the promotion of effective home, school, and community connections that foster the success of at-risk students.

Student Awareness/Substance Abuse

3910 Palisade Avenue
Union City, NJ 07087
(201) 348-5828

This program is a collaborative effort between the police department, the school system, human service agencies, and private organizations. The program attempts to enhance self-esteem, increase students' knowledge about chemical abuse, and to train students with specific skills necessary to develop healthy behavior patterns.

Success Program

1331 Cherokee Street
Room 106
Denver, CO 80204
(303) 640-3158

The program is directed toward middle school students, educators, related professional groups, and parents, the anti-drug curriculum features both juvenile and adult components.

Summer Alternatives and Back to School Fun Fest

700 West Markham
Little Rock, AR 722201
(501) 371-4621

This summer program targets high-risk children between the ages of 4 and 16. All participants are residents of a government subsidized housing area that has been plagued with a high incidence of drug and gang problems. Officers present a curriculum of studies ranging from self-esteem, peer pressure and ways to say no, to alternative and consequences. Some of the educational program, the police department and housing authority provide carnival rides and various games for the participants.

Truancy Interdiction

St. Petersburg Police Department
1300 1st Avenue North
St. Petersburg, FL 33705
(813) 893-7565

This program targets all school-aged children who are on the streets during regular school hours. Uniform patrol officers locate and then transport truant school children to a centralized site. The children are turned over to a police officer who interviews and counsels them and summons parents.

Tutoring Program

Fort Pierce Police Department
920 US 1
Fort Pierce, FL 34950
(407) 461-3820

This program targets elementary-aged children who want or need extra help with math, reading, and writing, especially disadvantaged children. The police department sponsors the tutoring program in the neighborhood-oriented patrol office.

Youth Crime Watch of America

9200 South Dadeland Boulevard

Suite 320

Miami, FL 33156

The project targets crime and drug prevention education as well as dropout and gang prevention issues. Helps students learn positive values and motivates them toward responsible action through an array of teen-led activities. Provides leadership and guidance to crime and drug prevention groups working with youth, publishes and distributes resource materials, and facilitates the exchange of information and ideas across the U.S. and also co-sponsors an annual conference.

Youth for Justice

Center for Civic Education

5146 Douglas Fir Road

Calabasas, CA 91302-1467

(818) 591-9321

(818) 591-9330

The Youth for Justice program teaches young people an understanding and respect for the law. The Center has developed multimedia instructional units, including student books and teacher's editions, on the concepts of authority, responsibility, justice, and privacy.

Youth Organizations U.S.A.

P.O. Box 202

Teaneck, NJ 07666

(201) 836-1838

The project seeks to motivate minority youth into developing positive self-esteem to counteract negative behavior patterns.

Coordination/Collaboration

RECOMMENDATIONS FOR SOCIAL SERVICES/ PUBLIC HOUSING/HEALTH

Coordination/Collaboration

- Develop technology that permits sharing of information.
- Redefine agencies' and institutions' missions to promote collaboration.
- Build bridges between agencies.
- End territorialism of valuable data.
- Support linkage between local mental health programs, suicide prevention programs and schools.

**Recommendations for Social Services/Public Housing/Health:
Coordination/Collaboration**

Strategy: Support linkage between mental health programs, suicide prevention programs, and schools

Abban Aya (Chicago, Illinois)

Program Type:	School-based health education and intervention
Target Population:	Middle school youth
Project Startup Date:	October 1992
Annual Budget/Number of Persons Served Annually:	\$4,566,973 over 5 years
Sources of Funding:	Federal grant

Program Objectives/Description:

The Abban Aya project, which is headed by a social psychologist with a team of experts from a variety of disciplines in the Prevention Research Center and the department of African-American studies at the University of Illinois, involves a complex series of interventions for implementation in middle schools in inner city and suburban Chicago. One set of interventions focuses on risk reduction in the classroom setting. The second set will enhance the classroom work by involving parents, the school community, and the neighborhood in a single integrated delivery system. These proposed multifaceted interventions will avoid the pitfalls of previous programs, such as programs that are "too little, too scattered, and too infrequent"; that are not developmentally appropriate; and that deal only with the individual, not with the setting. A comparison group will receive a health-enhancing curriculum focusing on behaviors such as nutrition and fitness but not addressing risk reduction for violence and sexually transmitted diseases. The project team will deliver interventions in the first year and will train teachers to deliver them to youth in subsequent years. The goal is to embed the interventions in the schools in an ongoing fashion.

For further information contact:

Dr. Brian Flay
Prevention Research Center
University of Illinois
850 W. Jackson Boulevard
Suite 400
Chicago, IL 60607
(312) 966-7222

**Recommendations for Social Services/Public Housing/Health:
Coordination/Collaboration**

Strategies: Support linkage between local mental health program, suicide prevention programs, and schools

The Child and Adolescent Mental Health Demonstration Project at Fort Bragg, North Carolina

Program Type:	Mental health
Target Population:	Children and adolescents
Project Startup Date:	1989
Annual Budget/Number of Persons Served Annually:	\$21 million
Sources of Funding:	Department of the Army, State of North Carolina

Program Objectives/Description:

The Child and Adolescent Mental Health Demonstration Project at Fort Bragg serves all children eligible for the Civilian Health and Medical Plan for the Uniformed Services (CHAMPUS) in the Fort Bragg catchment area. The project is the largest child mental health demonstration in the country. Over the past 4 years, the project has successfully demonstrated decreased use of inpatient hospitalization services and residential treatment center services through a comprehensive, organized system of mental health and substance abuse services. The focus of the project has been the reallocation of dollars to provide community-based services to care for children with emotional disturbance at home and in the community rather than in hospital settings. The Department of the Army funded this demonstration project in 1989 through a 61-month cost-reimbursement contract with the North Carolina Division of Mental Health, Developmental Disabilities, and Substance Abuse Services.

The project strives to improve services to children by making available and linking together a wide range of community-based mental health and substance abuse treatment services into a comprehensive continuum of care. Through ongoing review of each child's treatment program, the positive features of managed care are used.

Project goals are: (1) to demonstrate that, as an alternative to the traditional services covered by CHAMPUS, a full community-based continuum of mental health and substance abuse treatment services for children can be tailored to each client's needs and, thus, provide a more appropriate set of treatment services with equal or better outcomes; (2) to show that a full continuum of mental health and substance abuse services can be provided to more clients for less cost per client; and (3) to demonstrate the efficacy of a federal-state partnership to provide a locally managed continuum of mental health and substance abuse treatment services for military children.

The rationale for continuum of care stems from the belief, long advocated by the mental health community, that with the development of alternative mid-range services, less restrictive and less expensive services can be available for children who would otherwise be hospitalized. It also reflects the belief that the length of a hospital stay can be shortened as well, that the step-down service helps clients receive more appropriate care, and that it can cost less.

To date, this project provides the only example of implementing a comprehensive, fully integrated, community based program on such a large scale basis. With a single point of entry, a system for case monitoring and management and a single payer, the project furnishes an opportunity to test the implementation and maintenance of the approach under the "best possible" conditions.

Clinical services are provided by Cardinal Mental Health Group, Inc., through the Rumbaugh Clinic which provides a full range of child mental health and substance abuse services except psychiatric inpatient services and hospital-based residential treatment. Many of the services offered are beyond standard CHAMPUS benefits, but are available because of the demonstration status of the project. It includes intake assessment; 24-hour crisis counseling and emergency services; case management; individual, group, and family outpatient services; day treatment; in-home crisis stabilization; foster care or therapeutic group home; larger group residential treatment; and partial and full psychiatric hospitalization.

Services are individually planned for each child in the least restrictive setting possible. Families are encouraged to be part of the treatment team, and treatment may take place in the clinic, at home, at school, in therapeutic residential settings, or in hospitals and private services providers in the community. Services are modified, added, or discontinued according to the child's progress and continuing needs.

Evidence is accumulating that children with serious emotional disturbances or substance abuse benefit from treatment while living at home rather than in an institution. The inadequate array of services for children with mental health or abuse problems has been compounded by increased availability of psychiatric hospital programs. Thus, children who need mid-range care are "bumped up" to inpatient facilities at tremendously increased costs. A CHAMPUS report in 1983 had inpatient psychiatric services for children averaging \$25,563 per admission with a typical stay of 102 days (a yearly cost of \$74 million), and by 1985 this cost had doubled to \$156 million and by 1989 it had reached over \$600 million. Cutting the length of time has been of dubious benefit in mental health care and has caused the new look at outpatient care.

The number of clients in 1992 was approximately 46,000 of which most are dependents of active duty military and 13.2 are dependents of retired military or survivors of those who died in service. Of clients served 66.4 percent are Caucasian, 21.7 percent are African American, 5.4 percent are Hispanic, 0.3 percent are Native American, 0.2 percent are Asian, and the remaining six percent are other or unknown. Clients may be referred by traditional sources; however, the military hospital has been the largest referral source.

For further information contact:

Lenore Behar, Ph.D., Director
Department of Human Resources
325 North Salisbury Street
Raleigh, NC 27603
(919) 733-0598
(919) 733-8259 (fax)

**Recommendations for Social Services/Public Housing/Health:
Coordination/Collaboration**

Strategy: Build bridges between agencies

Child Development, Inc. (CDI) (State of Arkansas)

Program Type:	Service integration for children and families
Target Population:	Low- and moderate-income, at-risk children and families
Annual Budget/Number of Persons Served Annually:	\$6.3 million/approximately 2,300 children from 11 counties in Arkansas
Sources of Funding:	Head Start, USDA Food Program, Even Start, Arkansas Voucher Program, State Department of Education

Program Objectives/Description:

CDI integrates a wide array of programs and services to meet the diverse needs of children and families, especially those at the low- and moderate-income levels. Operating in 11 counties in Arkansas, CDI provides child care services in 19 centers funded through Head Start, Department of Human Services Vouchers, the Job Training Partnership Act (JTPA), State Department of Vocational Education, JOBS, and fees from high-income families. CDI is also funded as a Head Start Family Child Care Home demonstration project and operates two Parent-Child Centers. Sixty-five percent of the Head Start programs administered by CDI are full-day programs with the addition of a summer Head Start program in 1994.

For teenage parents who need help in order to stay in school or to get their General Equivalency Diploma (GED), convenient child care and other support services are provided. Parents get help in promoting children's learning and well-being through CDI's parenting training and family literacy programs. Strong parenting components are the backbone of the Home Instruction Program for Preschool Youngsters (HIPPY), the Teen Parent Program, Head Start's home-based program, and Even Start, all under the CDI umbrella. Family literacy is supported in Even Start, Head Start, Arkansas Better Chance, and a home-based family literacy program funded by the Arkansas Department of Vocational Education.

Most of the roughly 2,300 children served by CDI each year are from low- and moderate-income families. Participating teenage mothers are often from families of moderate income, and parents of children receiving child care are primarily factory workers. Based on family needs assessments, CDI staff often make referrals for needed services. CDI emphasizes utilization of broad-based linkages and community partnerships, which involve the public, private, and corporate sectors.

The program is reviewed through Head Start to ensure it meets performance standards. CDI's persistence in raising the image of the child care profession in Arkansas is reflected through program excellence in management and operations, training, consulting, and staff participation. The evaluation of the family child care demonstration project began in 1993.

CDI plans to keep expanding with larger, improved buildings, more infant and toddler care, and more child care for voucher children. The agency also plans to expand family literacy training and family support.

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**Recommendations for Social Services/Public Housing/Health:
Coordination/Collaboration**

Strategies: Build bridges between agencies; support linkage between local mental health programs, suicide prevention programs, and schools

The Children's Initiative: North Carolina Mental Health Service Program for Youth

Program Type:	Mental health program for youth
Target Population:	Children and youth with severe mental disturbances
Project Startup Date:	1989
Annual Budget/Number of Persons Served Annually:	Approximately 175 per year
Sources of Funding:	Robert Wood Johnson Foundation

Program Objectives/Description:

This project, in 11 mountainous, rural counties of western North Carolina, uses strong mental health leadership in organizing child and family teams consisting of outpatient therapists, in-home family therapists, and case managers. A child psychiatrist serves as a consultant and provides initial and followup assessments. The project is comparing the outcomes for children achieved through this approach with more traditional service delivery approaches. The project is also a catalyst for statewide reforms. Revisions in North Carolina's Medicaid program now permit services in a broad range of nonclinical as well as clinical settings.

The Children's Initiative is now in its fourth year of implementation, and over 667 children and youth with severe emotional disturbance have been served. The North Carolina project is one of seven model programs, in the United States funded by the Robert Wood Johnson Foundation. The projects focus on creating system reform to provide collaborative, community-based services for children with severe emotional disturbance and their families. The model emphasizes interagency collaboration and provision of a continuum of services in the community, so that unnecessary and inappropriate hospitalizations can be avoided. The goal is to provide a system of care so that children can receive appropriate treatment in their home communities. The projects hope to demonstrate that treatment provided through such a system of care is beneficial both in terms of treatment outcomes and cost savings.

In North Carolina, the objective of the program was to expand the existing system to address needs of the target population. Strategies were to expand case management and family preservation services; expand community residential programs, especially therapeutic foster homes; continue integration of diagnostic and treatment services for children and families within the mental health system, including mental health services, substance abuse, and developmental disabilities. Services to children in training schools, especially those being treated for juvenile sexual offenses, were to continue.

Principal accomplishments of the program was development of therapeutic foster homes and

emergency respite services, which has helped decrease the need for hospitalizing children and youth. A group home was added in the Smoky Mountain area where two beds are designated for use by children or youth in the Children's Initiative project. The program is exploring ways to open additional treatment beds for short-term crisis stabilization.

The North Carolina Mental Health Services Program for Youth (MHSPY) has been used as a planning base for other programs, and the effectiveness of the program was instrumental in obtaining a grant from the Kate B. Reynolds Health Care Trust to provide funds for 18 months of planning and startup activities for Carolina Alternatives. Two Carolina Alternatives staff positions will be added to the Child and Family Services Branch in the State office, and approximately \$22 million will become available to the area program for the development and expansion of community-based services through the decreased use of inpatient treatment and out-of-community placement of children and youth with severe emotional disturbance.

The Carolina Alternatives program mirrors the stated goals of the North Carolina MHSPY Program in:

- Increasing access to mental health and substance abuse services.
- Expanding services available and community-based services.
- Providing care in the least-restrictive setting possible.
- Increasing cooperation between public and private mental health and substance abuse providers and facilities.
- Providing case managers to coordinate care responsive to the needs of each child.
- Maintaining or improving the quality of care while stabilizing costs.

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**Recommendations for Social Services/Public Housing/Health:
Coordination/Collaboration**

Strategy: Build bridges between agencies; redefine agencies' and institutions' missions to promote collaboration

Cities In Schools, Inc.

Program Type:	Dropout prevention
Target Population:	At-risk youth
Project Startup Date:	1984
Annual Budget/Number of Persons Served Annually:	\$6 million/86,000 youth through networks
Sources of Funding:	Federal (OJJDP, others), private, corporate, foundations

Program Objectives/Description:

Cities In Schools, Inc. (CIS) is the nation's largest nonprofit dropout prevention program. Its mission is to develop public/private partnerships designed to connect appropriate human services with at-risk youth in addressing school attendance, literacy, job preparedness, teenage pregnancy, drug and alcohol abuse, self-esteem, teenage suicide, suppressed creativity, and school violence.

The CIS approach accepts the concept that the dropout problem is tied to and perpetuated by the fragmentation of the health and human services intended for students and their families. Many exist but are not easy to find for those who need them. Troubled students seeking the help they need on health care, alcohol and drugs, AIDS, and career counseling must find it among the bewildering variety of disconnected agencies that exist in most communities. Communities often expect young people to locate the resources they need by themselves and then to penetrate an often faceless, intimidating bureaucracy in the hope of connecting with counselors or mentors who see them as individuals not as a collection of "problems." The task becomes so overwhelming that giving up and dropping out is often the choice.

Cities in Schools does not ask that public schools resolve the many problems of at-risk youth, but does believe other community sectors must be involved. It also maintains that it is the responsibility of the community to bring helping resources to its children, not the children's responsibility to "figure out" where the community has hidden them. By bringing this help inside the schoolhouse, through the repositioning of service providers into the schools to work alongside teachers, a team is created to help keep children in school. The cities are now in the school. CIS has found that when a teacher, a health worker, and a career counselor work together as a team with the same group of at-risk students each day, they are able to achieve positive changes in the students' behavior, academic performance, and attitudes that is impossible when services are delivered in isolation, uncoordinated, and found only outside the educational setting.

A critical strength of the CIS model is its cost effectiveness. Relatively little new funding is required to start CIS in a new community. A typical CIS program that costs between \$150,000 and \$200,000 per year can leverage as much as \$1 million worth of repositioned human service personnel and other in-kind assistance, including volunteers, office space, and computer capabilities. The salaries of the professionals working on CIS projects continue to be paid by their home agency. One study has concluded that for every dollar that CIS programs spend, a minimum of \$5 is leveraged into the program.

More importantly, the strength of CIS efforts is the dramatic differences the program makes in the lives of young people. CIS does turn kids around, even those for whom many had despaired. Program literature documents many dramatic turnarounds, such as the story of a young Los Angeles gang member and ninth-grade dropout who was fully occupied in dealing drugs, stealing cars, robbing, and terrorizing until he saw prison or death as the only outcome for him. Through CIS he returned to school and found that the supportive family-like atmosphere gave him the encouragement he needed to eventually graduate and earn a scholarship to a southern college.

Not only individuals benefit from CIS, but the entire community. A central CIS tenet is that every young person does want to give back, to be useful, and to be appreciated by others. Across the country the CIS network now comprises 93 local CIS programs that serve 183 communities in 27 states. An additional 32 programs are soon to be inaugurated. Operational CIS programs reach over 86,000 students at 612 educational sites.

Public support for CIS, in addition to the many generous private grants it receives, is highlighted by a 10-year "Partnership Plan" with the federal government. It involves the Department of Justice as the lead agency and has included the Departments of Labor, Commerce, and Health and Human Services, and the Army. The Department of Housing and Urban Development is the lead agency in the Community Development Program, whose major goals include supporting development of local programs and expansion of existing state and local programs. An agreement with VISTA will place 129 VISTA volunteers in state and local CIS programs for a yearlong term of service. In February, CIS and the Centers for Disease Control and Prevention launched a 5-year cooperative agreement to develop a model for local CIS Teen Health Corps and to replicate it throughout the network. CIS students will take the lead within their locales to help curb violence, spread awareness of sexually transmitted diseases and AIDS prevention measures, substance abuse, and poor nutrition.

On April 15, 1994, CIS will have completed Partnership Plan Phase Five that emphasized supplying "agency-specific deliverables" from its federal partners to local and state CIS programs. These included student-run entrepreneurial activities, Weed and Seed projects that bring community services into a "safe haven" such as a school, and joining with the Regional Alcohol and Drug Awareness Resource (RADAR) network to work as a national dropout prevention center.

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**Recommendations for Social Services/Public Housing/Health:
Coordination/Collaboration**

Strategies: Build bridges between agencies; redefine agencies' and institutions' missions to promote collaboration

Governor's Cabinet on Children and Families (State of West Virginia)

Program Type:	Family services program
Target Population:	At-risk families and children
Project Startup Date:	June 1991
Annual Budget/Number of Persons Served Annually:	\$1.9 million total since August 1990
Sources of Funding:	Grants/seed money, private organizations

Program Objectives/Description:

In August 1990, the state of West Virginia put together a sweeping education reform package that created the Governor's Cabinet on Children and Families. The primary focus of the program is to give local communities the authority and resources to develop their own family-focused service delivery system. This radical new service delivery model removes some of the most intransigent bureaucratic roadblocks to increasing system efficiency and cost-effectiveness. With a lean, flexible organization, the West Virginia Cabinet is moving from a categorical, fragmented system to one that responds collaboratively across agencies and clearly shifts the locus and authority for service delivery from the state to regions and localities. Under the Governor's Cabinet on Children and Families, the system has begun to focus on the family as the unit of intervention and to provide consistent support for families in order to prevent problems or resolve them before irreversible damage occurs. Finally, this system assures accountability through evaluations based on system goals and family outcomes.

The new system is remarkably simple in structure. Local representatives from a community (consisting of at least one full county) develop a service delivery plan that reflects the needs of the community. If the plan meets program prescriptions—the community involves providers from the fields of health, mental health, human services, and education; agrees to a single governance entity with a minority of service providers; and represents the philosophy discussed above—then the Cabinet can waive state rules and regulations and transfer the appropriate state funds in order to give the community complete control over the newly created family resource network. The only state role thereafter is to provide technical assistance and evaluations.

There is no service delivery blueprint for communities to follow. Each community, as long as it meets minimum requirements, may provide the services that are needed in the specific area. Some examples of services include a prenatal home visitor program, adult literacy and transportation, and construction of a comprehensive health clinic (the only one in the county) inside a new middle-high school. To assist communities, cabinet staff provide training

programs as well as technical assistance in early childhood education, program finance, and other relevant areas; however, the local community has authority over their own operations. The Cabinet will evaluate each individual community program. Results are not yet available from any of these evaluations. Results of a large-scale study of the status of children and families in West Virginia conducted by Price-Waterhouse will be used to shape priorities for Cabinet programs. Eventually, the Cabinet intends to establish community programs in all counties.

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**Recommendations for Social Services/Public Housing/Health:
Coordination/Collaboration**

Strategy: Support linkages between mental health programs, suicide prevention programs, and schools

MY Health (Seattle, Washington)

Program Type:	Neighborhood-based health education
Target Population:	Youth
Project Startup Date:	October 1992
Annual Budget/Number of Persons Served Annually:	\$4,099,742 over five years
Sources of Funding:	Federal grant

Program Objectives/Description:

The MY Health project is a community-based effort in which neighborhood advisory groups select interventions to be implemented in their locales from a limited range of options screened by an expert panel of content specialists. The project is headed by a sociologist, who is associate professor of social work and deputy director of the Social Research Development Group at the University of Washington. Team members include sociologists, psychologists, social workers, physicians, nurses, epidemiologists, and participants from a wide range of community groups including, but not limited to Seattle's Minority Health Task Force. The neighborhood advisory groups will also be trained to present companion workshops to parents and caregivers, thus providing local experts or natural helpers to the community. Such community involvement promotes community ownership and therefore, participation in the interventions, enhancing the probabilities of successful behavioral change in the target audience of African-American, Asian, Native American, and Pacific Island young people. Delivery sites for the youth-targeted programs may be schools, public park recreation centers, or other community agencies, depending on the advisory councils' suggestions and the willingness of such groups to actually participate. Initial responses have been uniformly positive.

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**Recommendations for Social Services/Public Housing/Health:
Coordination/Collaboration**

Strategies: Build bridges between agencies; redefine agencies' and institutions' missions to promote collaboration

Oakland Homeless Families Program (OHFP)

Program Type:	Multiservice program for homeless families
Target Population:	Homeless families
Project Startup Date:	1990
Annual Budget/Number of Persons Served Annually:	\$274,000 annual budget
Sources of Funding:	More than 50 percent of the budget by the Robert Wood Johnson Foundation; approximately 25 percent by grants from the Better Homes Foundation, Supplemental Assistance to Facilities that Assist the Homeless (SAFAH) (discretionary grants from the Department of Housing and Urban Development); 180 Section 8 Certificates provided by the Robert Wood Johnson Foundation and the local housing authority

Program Objectives/Description:

Most homeless families need more than just housing, especially when they are experiencing multiple problems such as substance abuse and mental or physical disabilities. Without support services and assistance in getting control over their lives, the families are likely to return to the streets. Yet, providing services to those who still lack permanent housing has been found ineffective in maintaining changes in lifestyles and behaviors. A strategy that has proven effective in the Oakland Homeless Families Program (OHFP) is linking permanent housing with support services. OHFP is one of nine pilot projects initiated by the Robert Wood Johnson Foundation and HUD in 1990.

While homeless families usually are able only to scramble from one shelter to another, OHFP provides a stable housing arrangement coupled with supportive services and case management to take stock of their situation and make future plans. With the availability of Section 8 Certificates to guarantee payment of rent, OHFP has successfully recruited landlords receptive to renting to homeless families, many of whom have difficulty communicating or filling out rental applications and may have a poor credit rating or none at all. The OHFP Housing Coordinator (an employee of the local housing authority) assists families in the housing search and is available for tenant/landlord dispute mediation, move-in assistance referral, advocacy, and general housing assistance.

OHFP has developed a collaborative network with public and private agencies providing services needed by homeless families. Key to OHFP success is the consistent, long-term relationship that develops as case managers work with family members in setting realistic goals and helping them access services needed to achieve these goals.

At the outset of the program, before families were placed in stable housing, a homeless family's needs were addressed through multiservice centers providing a broad range of support services including substance abuse recovery, adult education, health care (primary, prenatal, and pediatric), employment training, child care, and transportation. With the transition to stable housing in distinct geographical clusters throughout Oakland, the method of providing support services has shifted toward the new communities in which the families are living. Through a combination of a mobile specialist team, neighborhood services development, and the newly funded Healthy Start family life resource centers, support services will be provided closer to the families' newly established homes.

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Recommendations for Social Services/Public Housing/Health: Coordination/collaboration

Strategy: Support linkage between mental health programs, suicide prevention programs, and schools

Partners Project (Portland, Oregon)

Program Type:	Mental health services
Target Population:	Children and adolescents, ages 5 to 18, experiencing severe emotional and behavioral difficulties
Project Startup Date:	August 1990
Annual Budget/Number of Persons Served Annually:	\$2.9 million/150 maximum per month
Sources of Funding:	Federal, state, and local grants and funds and private foundations

Program Objectives/Description:

Partners Project is a 4-year pilot project operated by a consortium of state and local agencies and designed to provide an expanded system of managed mental health services to children and adolescents in Multnomah County who are experiencing severe emotional and behavioral difficulties.

The Partners Project utilizes a Managed Care Model of service delivery and authorization in which each child/family is assigned a Project Managed Care Coordinator who work with families and agencies to develop an individualized family service plan. The Managed Care Model requires coordination, preauthorization authority, and individualized services.

To be eligible for services, a child must meet the following criteria: be involved with a least two partner agencies, be a county resident, have a psychiatric diagnosis of DSM III-R, experience limitations in life activities because of these difficulties, and be likely to require increasing levels of care. Services may include: evaluation, crisis treatment services, day treatment, respite care, intensive family-based treatment services, therapeutic foster care, psychopharmacology, outpatient treatment, after school daily structure and support, transportation, individualized mental health services through agencies serving the child and community support services.

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**Recommendations for Social Services/Public Housing/Health:
Coordination/Collaboration**

Strategies: Build bridges between agencies; redefine agencies' and institutions' missions to promote collaboration

Walbridge Caring Communities Program (WCCP) (St. Louis, Missouri)

Program Type:	Integrated services for low-income, at-risk children and families through the public school
Target Population:	At-risk low-income children and families
Project Startup Date:	1989
Annual Budget/Number of Persons Served Annually:	\$560,000
Sources of Funding:	State Departments of Health, Mental Health, Social Services, and Elementary and Secondary Education, the Danforth Foundation, Civic Progress, consortium of area businesses

Program Objectives/Description:

The Walbridge Caring Communities Program (WCCP) originated in 1989, when the Danforth Foundation, together with the Directors of the Missouri Departments of Health, Elementary and Secondary Education, Social Services, and Mental Health, resolved to develop an integrated program to address the weaknesses of the existing fragmented service delivery system. It was decided to develop both an urban and a rural program; WCCP, the urban program, began operating in 1989 in an elementary school in a high-risk neighborhood in North St. Louis. WCCP seeks to ensure that all children succeed in school, remain out of the juvenile justice system, and do not require any other placements outside the home.

One of WCCP's primary intervention programs is Families First, in which families at risk of having their children removed from home participate in 20 hours a week of home-school therapy for 6 to 10 weeks. For high-risk families not having as many problems as the Families First clients, a case manager serves as a strong link between the school and the home and monitors the needs of the child and family, which may include after-school tutoring, parenting education, and referral to services outside of WCCP. A Parents as Teachers program, not funded by WCCP, collaborates to strengthen parenting skills for families with preschoolers.

All children receive school health services, including screenings for height, weight, vision, and levels of cholesterol and lead. Other services include Latchkey, a before- and after-school child care program, and a Drug Free Recreation program provided on Friday nights for elementary, middle, and high school students.

An evaluation conducted by Philliber Research Associates in New York indicated that intensive services have a positive impact on children's academic achievement, school

behavior, and study habits. The Caring Communities Program is hoping to expand into four more elementary schools and two middle schools in the area.

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**Recommendations for Social Services/Public Housing/Health:
Coordination/Collaboration**

Strategy: Support linkages between mental health programs, suicide prevention programs and schools

Youth Intervention Project (YIP) (Northern Wisconsin)

Program Type:	School- and community-based health education
Target Population:	Middle- and high-school-aged Native Americans
Project Startup Date:	October 1992
Annual Budget/Number of Persons Served Annually:	\$1,231,203 over 5 years
Sources of Funding:	Federal grant

Program Objectives/Description:

The Youth Intervention Project (YIP), which collaborates with the Great Lakes Intertribal Council, designed to reach youth in the 11 Native American tribes and bands in Wisconsin and Michigan. Headed by an educational psychologist, the program incorporates existing curricula and programs respected by the tribes with new resources to strengthen the cultural framework within which the young people live. The team works in the schools and in the health clinics that serve the population. A "Peacemakers' Program," a "Trails" program, and a series of programs that involve respected tribal elders are components of the interventions. One goal of the interventions is to increase adolescents' commitment to and belief in their educational and career options as an important way of preventing health-damaging behavior. The interventions will target alcohol abuse and suicide, which are prevalent among Native American youth, as well as other types of violence, sexually transmitted diseases, and unintended pregnancy. Because the target audiences are spread out over a wide geographic area, innovative video and computer programs are used to enhance and extend the reach of the interventions.

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Evaluation

RECOMMENDATIONS FOR SOCIAL SERVICES/ PUBLIC HOUSING/HEALTH

Evaluation

- Develop outcome measurements to evaluate efficacy of treatment for perpetrators of violence.
- Build in evaluation mechanisms to assure that services provided by nonprofits serve the community.
- Monitor the implementation of social service program restructuring proposals to make sure core services are included.
- Evaluate existing prevention programs.

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Support for New and Existing Programs

RECOMMENDATIONS FOR SOCIAL SERVICES/ PUBLIC HOUSING/HEALTH

Support For New and Existing Programs

- Support federal or state-funded domestic violence shelters.
- Support community violence prevention intervention and demonstration projects.
- Support inclusion of hospital domestic violence protocols in emergency rooms.
- Support inclusion of screening for depressive or affective disorders for children in school health clinics.
- Ask the departments of Education and Social Services to use \$500,000 in federal grant money to fund before- and after-school programs.
- Provide assistance to young mothers; teen rooming-in programs and home visitation programs.
- Increase the availability of recreational and leisure activities for youth.

Recommendations for Social Services/Public Housing/Health: Support for New and Existing Programs

Strategy: Increase the availability of recreational and leisure activities for youth

The Albany Housing Authority Youth Sports and Education Program (Albany Boys and Girls Clubs) (Albany, New York)

Program Type:	Recreational and cultural enrichment
Target Population:	Boys and girls, ages 5-18
Project Startup Date:	1992
Annual Budget:	\$324,958
Sources of Funding:	U.S. Department of Housing and Urban Development; state, local, and private funding

Program Objectives/Description:

The Albany Housing Authority's Youth Sports Program contains eight components consisting of seven sports and recreational programs and one cultural enrichment program. With the exception of the boxing component, all activities are carried out with youth sports funding; boxing continues as matching funds are available.

- The Cultural Enrichment component introduces students to art media and teaches a variety of techniques. It operates at two public housing sites and at the Boys and Girls Club for approximately 30 hours per week. It features oils, watercolors, textiles, silkscreen, handpainting, and mural painting. Ceramics are also featured and photographic techniques are being introduced. There are approximately 98 participants per month and students have submitted work to national contests. Members completed a mural at a local McDonald's restaurant in 1993.
- Basketball participants number about 24 per month at each of 3 locations. The groups are divided into 12- and 13-year-olds and 14- to 16-year-olds. Members have gone to New York City for a tournament and to Utica to watch a game.
- The Track program has instructed participants in physical conditioning, mental preparation, rules and regulations for various types of track events—relays, running, hurdles, etc. Approximately 50 members participated in the Colgate Women's Games preliminaries in 1993 where several athletes qualified for finals at Madison Square Garden. At the MAC Youth Fest held at Fordham University, the track club had 5 medalists and placed fifth against 12 college and open teams at the Union Open in Schenectady. Members also traveled to the Greater Boston Invitational at Harvard. Training clinics are held in conjunction with track activities that include sportsmanship discussions.
- Intramural sports are broken into a variety of seasonal sports. Of greatest interest to youth to date are "double-dutch" rope jumping and softball. Kickball and soccer are

gaining in popularity, and indoor volleyball is highly popular in bad weather. About 90 youth per month participate in one or another of the intramural sports.

- Boxing began in 1993 with 18 participants, and the number has grown. Members train with heavy and light bags, learn sparring techniques, equipment upkeep, and physical conditioning; they participate in several tournaments per year. Several members participated in the Golden Gloves match in April from which winners went on to the Empire State Games.
- Cornell Cooperative Extension Services of Albany County administers the Fishing and Environmental Education component which began in August 1992. Lack of safe ice for ice fishing in 1993 provided time for participant training in equipment upkeep and cooking techniques. The Department of Environmental conservation donated 30 fishing rods and reels, and parents were enlisted to help raise funds for the program. The environmental aspect of the component takes participants to mountain areas and teaches environmental testing techniques.
- The 15-Love Tennis component conducts tennis clinics for residents and nonresidents of public housing in several locations. Around 77 public housing youth participate in 15-Love Tennis activities each month out of the total membership of around 250. Off-court topics include setting and achieving goals, manners, attitudes, peer counseling, perseverance, staying in school, decisionmaking, mental toughness, and health and nutrition. Tennis staff also work with the Public Housing Drug Elimination grant activities and the Eastern Tennis Association. With the addition of a bubble court, activities continue through winter months.

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Recommendations for Social Services/Public Housing/Health: Support for New and Existing Programs

Strategies: Support community violence prevention intervention and demonstration projects; increase the availability of recreational and leisure activities for youth

Alternatives for All Seasons (Auburn, Alabama)

Program Type:	Recreation and sports, cultural activities, academic achievement
Target Population:	Youth aged 5 to 21 in public housing
Project Startup Date:	1992
Annual Budget/Number of Persons Served Annually:	\$250,000/60 children in summer day camp
Sources of Funding:	U.S. Department of Housing and Urban Development, matching funds, Alabama Department of Education, private foundations

Program Objectives/Description:

The Auburn Housing Authority launched the Alternatives For All Seasons (AFAS) program to provide youth aged 5 to 21 with a positive alternative to crime and drug involvement. Concerned about the lack of structured activities for young people, the authority took responsibility for providing young residents with a comprehensive academic, cultural, and sports enhancement program to promote social development during their formative years.

AFAS sponsors two basketball teams, two cheerleader squads, a soccer team, and a girls' softball team. Camps are held for each of these activities to teach the fundamentals of the sport and the concept of sportsmanship on and off the playing field. Participants in AFAS sports must maintain a C average in school or attend the AFAS study hall daily. School performance records are checked regularly to ensure that this requirement is met.

The AFAS high-tech study hall and tutorial program provides students with a quiet, supervised place to complete their homework assignments or to seek help with a particular subject. Students also spend time individually with a mental health therapist who determines the emotional needs of each child and works with parents to strengthen the family.

During the summer the tutorial program continues through a 9-weekday camp. Field trips broaden students' social development, and instruction in Taekwondo, an ancient form of martial arts, fosters self-discipline and self-control—traits that will help young people make appropriate choices for their future. A supplemental feeding program ensures that youngsters receive a nutritionally balanced meal during summer break.

For further information contact:

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Alternatives For All Seasons

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Recommendations for Social Services/Public Housing/Health: Support for New and Existing Programs

Strategy: Increase the availability of recreational and leisure activities for youth

Comprehensive Youth Sports Program (Miami, Florida)

Program Type:	Recreational and athletic program
Target Population:	Youth, ages 5-15 from public housing
Project Startup Date:	September 1992
Annual Budget/Number of Persons Served Annually:	\$125,000/400-500 youth
Sources of Funding:	Federal grants and matching funds

Program Objectives/Description:

The Youth Sports Program, operated by Dade County Housing and Urban Development, targets at-risk youth ages 5 to 17 in housing developments selected for the severity of their drug problems. The goal of the program is to offer these youth the opportunity to participate in organized, structured, supervised sports programs that provide a productive alternative to drug use and related illegal activities. The program is designed to involve and leverage community resources in order to maximize its impact on these problems. The program has four components: youth sports league, cultural enrichment program, participant contract, and community service.

The first component, youth sports league, offers competitive team sports such as softball, tennis, martial arts, and volleyball. Mid-season and end-of-season tournaments are conducted, and a banquet/awards dinner is held to recognize individuals and teams, as well as businesses, agencies, and organizations that support the program.

The cultural enrichment program provides opportunities for active participation by residents of all ages in music, drama, arts and crafts, and public speaking. The program is a vehicle allowing resident talents, skills, and achievements to be showcased to the larger community through tournaments, art shows, and performances by the drama groups. In addition, the cultural enrichment program allows for resident input and participation through the opportunities offered in teaching and various aspects of activities such as team management and coaching, stage hand, and set design.

The third component of the Youth Sports Program, participant contract, requires that all participants abide by a set of rules. These rules include being drug free, staying in school, attending school regularly, and volunteering time and talents to the community.

The community service component requires all participants to volunteer a certain number of hours per month to a community cause, such as community cleanup and beautification campaigns, crime patrol, and tutoring.

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Recommendations for Social Services/Public Housing/Health: Support for New and Existing Programs

Strategy: Support community violence prevention intervention and demonstration projects

Domestic Abuse Intervention Project (Duluth, Minnesota)

Program Type:	Domestic abuse intervention
Target Population	Abusive men
Project Startup Date:	1981
Annual Budget/Number of Persons Served Annually:	750-800 individuals in Duluth alone
Sources of Funding:	State, city, foundations

Program Objectives/Descriptions:

The Domestic Abuse Intervention Program (DIAP) originated and still functions in Duluth but its influence has spread far beyond the North Woods and the Iron Range. The National Training Project, an offshoot of DIAP, has provided over 600 trainings and seminars in the United States and five other countries.

The nine agencies that came together in 1981 to adopt what has come to be known as "the Duluth model" focused on combining legal sanctions, rehabilitation programs and, when necessary, incarceration to end violence in the home.

When a clear aggressor is present in a domestic confrontation, Minnesota law makes his arrest mandatory. This fact, and any subsequent conviction, are used to compel compliance with an educational or combined education-and-counseling program. The program is adaptable to the enforcement of protection orders by the court; the training can incorporate ethnic considerations (such as African American, Native American, or Latino) or other special cultural considerations (such as service in the Vietnam conflict or questions of sexual orientation).

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Recommendations for Social Services/Public Housing/Health: Support for New and Existing Programs

Strategies: Increase the availability of recreational and leisure activities for youth

Hoops Against Drugs (Elgin, Illinois)

Program Type: Drug prevention, recreation
Target Population: Youth aged 10-18
Project Startup Date: 1992
Annual Budget/Number of Persons Served Annually: 50 youth
Sources of Funding: Federal (Housing and Urban Development)

Program Objectives/Description:

Hoops Against Drugs is a youth sports program with a drug prevention component. A collaborative effort of the Housing Authority of Elgin and two local substance abuse service agencies, the program is intended to serve young people living in public housing. The program was started because existing recreational programs were unaffordable to residents.

Hoops Against Drugs provides organized basketball games, at no cost to Housing Authority residents, on weekends during the summer months. But in order to participate, the young people must attend a half-hour educational presentation about drug and alcohol use, decisionmaking, life skills, and gang involvement. The presentation is led by a Certified Substance Abuse Counselor and Prevention Specialist, the Housing Authority of Elgin's Drug/Crime Prevention Coordinator, and a staff person from Prevention, Education and Resource Consultants.

For further information contact:

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Recommendations for Social Services/Public Housing/Health: Support for New and Existing Programs

Strategy: Increase the availability of recreational and leisure activities for youth

Opportunity for Youth Enrichment Through Sports (O! YES) (Little Rock, Arkansas)

Program Type:	Multipurpose activities
Target Population:	Youth ages 5-21
Project Startup Date:	July 1992
Annual Budget/Number of Persons Served Annually:	\$125,000
Sources of Funding:	HUD matching funds

Program Objectives/Description:

O! YES presents youth with alternatives to the drug environment through a coordinated program of sports, cultural, educational, recreational, and supporting activities. Operated within five public housing developments by the Housing Authority of Little Rock, O! YES emphasizes youth revitalization, parental involvement, and positive peer-community support.

Baseball, softball, late-night basketball, swimming, judo, skating, tennis, and playground programs are enhanced by the Teen Connection, which includes the Youth Revitalization Program and the Back-to-School Youth Forum.

Activities and learning opportunities are available for parents under the Parent/Child Day Out Program, which offers Parenting Skills Forum/Seminars and Alcohol/Drug Education/Gang Violence Forum/Seminars.

The Public Housing Authority works closely with the Little Rock Parks and Recreation Department, the Little Rock Police Department, and other organizations to provide these programs, in a coalition that has enabled O! YES to expand its services and strategies.

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Recommendations for Social Services/Housing/Health: Support for New and Existing Programs

Strategies: Increase the availability of recreational and leisure activities for youth

Project Kid Power (Peoria, Illinois)

Program Type: Education, recreation, culture
Target Population: At-risk youth ages 7-15
Project Startup Date: February 1993
Annual Budget/Number of Persons Served Annually: \$125,000 (matching funds \$244,079)/1,000 youth served

Sources of Funding: Housing and Urban Development

Program Objectives/Description:

Project Kid Power is a comprehensive educational, recreational, and cultural program designed for the high-risk youth who live in Peoria's public housing. The primary goal of the project is to develop specific strategies to address the severe isolation of these youth and to establish a well-organized network to expand their educational, recreational, and cultural activities.

Several neighborhood-based youth clubs and organizations have worked collaboratively with Project Kid Power to develop the program, with these groups agreeing to provide certain activities for young participants. Another strategy of Project Kid Power to address the isolation of youth in public housing is to provide fees for memberships to organizations such as the YMCA.

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Recommendations for Social Services/Public Housing/Health: Support for New and Existing Programs

Strategy: Increase the availability of recreational and leisure activities for youth

Rocky Boy Youth Sports Program (Box Elder, Montana)

Program Type: Youth sports; Native American culture; prevention of drug- and alcohol-related offenses

Target Population: Native Americans age 5-21 in schools and community programs

Project Startup Date: 1992

Annual Budget/Number of Persons Served Annually: N/A

Sources of Funding: Housing and Urban Development, state and local sources

Program Objectives/Description:

Through the schools and the Rocky Boy Youth Sports Program at the Rocky Boy Reservation in Montana, a minimum of 36 major, drug-free educational, cultural, recreational, and sports activities serve youth ages 5-21. Activities are keyed to needs of different age groups and vary during the year according to the climate of north-central Montana. Project activities include summer math and science camps, fishing trips, T-ball, roller skating, rodeo school, arts and crafts, etc.

At low-income housing sites, playground and playground equipment have been installed for young children. Facilities such as Little League and softball fields, basketball courts, community parks, and youth centers have been constructed or renovated. The 1993 Summer Program was expanded to include activities on three new basketball courts and two Little League fields. The new community park accommodated large gatherings for field days, picnics, campouts, and other events.

Project records for 1992-1993 reflect a 25-percent decrease in drug- and alcohol-related offenses from the incident rate in 1990-1992.

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Recommendations for Social Services/Public Housing/Health: Support for New and Existing Programs

Strategy: Increase the availability of recreational and leisure activities for youth

Spirit of the Eagle, Siletz, Oregon

Program Type:	Drug education and prevention
Target Population:	Youth ages 5 to 10
Project startup date:	September 1992
Annual Budget/Number of Persons Served Annually:	\$23,760/100 youth
Source of Funding:	Federal (Housing and Urban Development)

Program Objectives/Description:

Spirit of the Eagle has combined drug awareness and drug prevention activities with installation and use of recreational equipment in the housing authority's Resident Initiatives. It began with a Red Ribbon Drug Awareness Campaign, organized and carried out by the Homebuyers Association of the Siletz (Oregon) Indian Housing Authority.

Playground equipment was then purchased and installed followed by ground preparation of a baseball field. This being interrupted by winter, a drug education program followed. Ballpark fencing was completed in the spring. By summer, the program had purchased drug education videos, audiotapes, and puppets and used them for a youth activity night. Twice-a-month swim nights at the municipal pool also featured a trip to the Enchanted Forest and a Rogue River field trip for the older youth.

Counselors from the tribe's Alcohol and Drug program went along as chaperones on the Rogue River trip, then assisted by sponsoring a trip to the State penitentiary.

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Recommendations for Social Services/Public Housing/Health: Support for New and Existing Programs

Strategies: Support community violence prevention intervention and demonstration projects; increase the availability of recreational and leisure activities for youth

Trenton Weed and Seed Safe Haven Program (Trenton, New Jersey)

Program Type:	Crime intervention and prevention
Target Population:	All ages
Project Startup Date:	1991
Annual Budget/Number of Persons Served Annually:	\$590,000/5,000
Sources of Funding:	Grants from the U.S. Department of Justice and the New Jersey Division of Criminal Justice

Program Objectives/Description:

Weed and Seed is a comprehensive federal program initiated by former President Bush that "weeds" out drug traffickers and violent criminals from a particular neighborhood and then "seeds" the area with a wide range of social support services. Local, state, and federal government agencies work with each other and with local residents of drug-ravaged inner-city areas to help them take back their communities.

Community policing is the bridge that connects the two parts of the program. Permanently assigned to their beats, community police officers know the residents they serve and are part of the neighborhoods they patrol. In addition to their law enforcement functions, community police officers are also problem solvers. Officers take residents' complaints about housing and other municipal services and file them with the appropriate city agency.

The Trenton Weed and Seed Program operates four Safe Haven schools that provide after-school and summer activities for children and adults. These community meeting centers are specially insulated from the fear of violence or intimidation by drug dealers. The four Safe Haven sites offer children positive alternative activities such as academic tutoring, swimming, dance and theater, arts and crafts, music lessons, karate, gymnastics, aerobics, rollerskating, basketball, and ping pong. The program offers adults educational workshops in financial management, tax preparation, parenting skills, and stress management.

Designed for the long term, Trenton's Weed and Seed program is also identifying job opportunities for community members. Career nights and other forms of job counseling are being planned.

Each Safe Haven school is managed by a full-time site coordinator who is responsible for planning programs. The coordinator is assisted by two recreational aides and community volunteers.

Advisory boards for each Safe Haven are composed of parents, civic association representatives, and leaders from the religious and business communities who assist in program development and in assessing community needs. During the school year, a high-school-age youth advisory board meets weekly to discuss Safe Haven programs and activities.

Before each Safe Haven opened its doors, it invited area residents to make suggestions at community forums. Safe Haven programs have been tailored to many of those requests. Thousands of flyers, posted and hand-delivered, alerted residents to the opening dates of the Safe Havens. A breakfast for community leaders was also held to introduce the program and solicit support for it.

The after-school Safe Haven program starts with a study/homework period during which tutoring is offered and the school library is available. After the homework period, students take part in varied activities.

Not all sites offer all programs, but after-school Safe Haven youngsters are enjoying swimming, arts and crafts, music lessons, dance and theater, computer literacy, drill team, karate, cosmetology, gymnastics, roller skating, aerobics, and Boys and Girls Clubs.

The Safe Haven youngsters eat snacks that are provided by the U.S. Department of Agriculture and Trenton's Department of Health and Human Services.

In addition to federal and state funding, Safe Havens are supported, in part, by funds provided by the Success For Life Foundation; the Brother Officers Law Enforcement Society; the Mercer County Prosecutor; City at Peace; and the New Jersey Health Department's Division of Alcohol, Substance Abuse and Addictive Services.

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Recommendations for Social Services/Public Housing/Health: Support for New and Existing Programs

Strategy: Support community violence prevention intervention and demonstration projects

Victim Witness Coordination Project (Philadelphia, Pennsylvania)

Program Type:	Victim/witness program
Target Population:	Victims and witnesses of crime
Project Startup Date:	July 1987
Annual Budget/Number of Persons Served Annually:	N/A
Sources of Funding:	N/A

Program Objectives/Description:

The primary objective of the Philadelphia District Attorney's Office Victim Witness Coordination Project is to increase the level of communication between victims and witnesses of crime and the criminal justice system. The project assigns victim witness coordinators to various units throughout the office. These coordinators deliver services as needed for each unit or for the particular client population they serve.

Specific programs and units within the Trial Division served by coordinators include:

- The witness security program, where coordinators provide direct services to victims or witnesses of crimes who have been intimidated or may be intimidated as a result of their testimony.
- The Special Assault Unit and Court School Program, where coordinators handle child abuse cases.
- The Juvenile Court Victim Services Unit, where coordinators provide direct services to crime victims in juvenile court, such as case status information; transportation; assistance with handling situations of threats, intimidation, and harassment; and employer and creditor intervention.
- The Southeast Asian Project, where coordinators provide direct services to crime victims in the Vietnamese and Cambodian communities.

The Victim Witness Unit also prepares and distributes a brochure that explains the criminal justice process and the available services. In addition, it operates the City Hall Victim Witness Waiting Room for use by crime victims and witnesses who are subpoenaed to appear in court. The waiting room consists of a large waiting area, a small conference room, and a children's playroom. The Victim Witness Waiting Room provides a safe, comfortable environment in which crime victims and witnesses can wait before being called to testify.

For further information contact:

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Philadelphia District Attorney's Victim

Witness Unit

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Recommendations for Social Services/Public Housing/Health: Support for New and Existing Programs

Strategy: Increase the availability of recreational and leisure activities for youth

The Waukegan Housing Authority Youth Sports Club Program (Waukegan, Illinois)

Program Type:	Recreational and cultural sensitivity
Target Population:	Youths at-risk, ages 7-18
Project Startup Date:	1992
Annual Budget:	\$125,000 from the Department of Health and Human Services plus in-kind matching of \$65,000 first year

Program Objectives/Description:

The Waukegan Housing Authority Youth Sports Club was formed in May of 1992 upon receipt of a requested \$125,000 in federal funds plus a \$65,000 in-kind matching grant. The Housing Authority Youth have continued to meet each Wednesday to plan activities for housing development youth. For the past 2 years, Club members have attended P.R.I.D.E. conferences where they gained knowledge of drug prevention and intervention tactics and crime prevention to bring back to their peers in the developments.

The Club's basketball team won 18 out of its 20 games last year, and many members are involved in a recent, well-received new martial arts program. Receipt of a drug elimination grant allowed the housing authority to hire two community center clerks who have helped move program activities along, including the "Friday Night Movies" which they coordinate with the help of development parents.

"Drug-Free Lock-Ins," a recent addition to the program, are supported by the Club, community agencies, and housing authority staff. A group of development youth go to the local YMCA to spend the night, and while there, discuss drugs, teenage crime, and teenage pregnancy. Videos are shown and participants organize skits. The clerks and a coordinator are also expanding the sports function of the program with the purchase of new equipment for volleyball, table tennis, tennis, and racquetball as well as baseball, basketball, and football.

Efforts are under way with city agencies to establish counseling services and a cultural component for the program called "Rights [sic] of Passage" for both boys and girls. During Black History Month, a Chicago-based ballet troupe performed for the Club at the YMCA. The performance was not only culturally aware but included an anti-drug message.

A Summer Food Service Program sponsored by the State Board of Education feeds children daily and serves as an activity venue where area agencies come to sites between the meal services to provide informational activities, from AIDS Awareness to Self Defense for Women and Girls.

During the summer, camping and fishing trips take place, as well as Operation Beautification, in which youth clean up development areas each day and at summer's end are taken to the Great America theme park. Youth talent contests and after-school tutoring and other programs also take place with the assistance of the youth themselves and their parents.

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Recommendations for Social Services/Public Housing/Health: Support for New and Existing Programs

Strategy: Provide assistance through home visitation programs

Windham County Family Support Program (WCFSP) (Brattleboro, Vermont)

Program Type:	Family services, including home service delivery
Target Population:	Rural, low-income, sometimes at-risk families
Project Startup Date:	March 1990
Annual Budget/Number of Persons Served Annually:	\$800,000/60 families
Sources of Funding:	Federal Comprehensive Child Development Program (CCDP); some funding from Early Education Services (EES)

Program Objectives/Description:

Access to services is a real issue in rural Vermont, where the population is quite dispersed and many people are a long distance from services. Because people have difficulty getting to services, WCFSP takes many critical services to people in their homes. The program also makes referrals and offers group activities—another strategy for reducing the isolation many families experience. WCFSP's commitment to each family is relatively long-term—up to 5 years.

Building relationships and forming collaborations are key to WCFSP's success. The relationship between the home visitor and the family is built through weekly home visits, focusing on such areas as child development activities, early education services, parenting education, preventive health care, nutrition, safety, housing, and income support. The home visitor also provides referrals to other community agencies, including making sure the family can get to the service, accompanying the client if necessary, and following up with the family and service provider. The home visitors also frequently join forces with a local agency to provide more comprehensive assistance. For example, the health educator and health department representative may team up to visit a home, work with a support group, or plan a workshop.

Beyond helping to draw together community resources, WCFSP has created a few programs on its own to fill gaps in the community. The program helped to establish a child care program for teenage parents who want to complete high school. Located at a high school, the program gives teenage parents access to quality, affordable child care, as well as parenting classes. To encourage the participation of fathers in parenting responsibilities, the coordinator of the men's program builds relationships with fathers through outdoor activities and works with them on issues such as employment. Finally, WCFSP is the only program in the county that provides child development and parenting education in the home.

The CCDP evaluation procedure currently has three components: an impact/outcome evaluation, an extensive process evaluation, and an ethnographic study. Preliminary data will soon be available and will be used to refine program implementation.

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Recommendations for Social Services/Public Housing/Health: Support for New and Existing Programs

Strategies: Support community violence prevention intervention and demonstration projects; increase the availability of recreational and leisure activities for youth

Youth Sports and Culture Program (Tampa, Florida)

Program Type:	Youth sports
Target Population:	Young people in Tampa's public housing ages 6-18 and 18-25 (for basketball program)
Project Startup Date:	1990
Annual Budget/Number of Persons Served Annually:	\$250,000 plus inkind contributions/3,500 young people
Source of Funding:	U.S. Department of Housing and Urban Development, local organizations

Program Objectives/Description:

The Youth Sports and Culture Program (YSCP) is a drug prevention program that helps young residents of Tampa public housing grow physically, emotionally, and morally. It provides low-income youth with a positive alternative to drugs and an incentive to perform well in school. Based on the precept that drug abuse is the primary source of crime, poverty, and family deterioration, all of which are rampant in the public housing community, YSCP seeks to offset the attraction of crime and drugs by providing a range of recreational, educational, and cultural activities within a highly structured setting. YSCP sponsors sports instruction; classes in drama, arts and crafts, and computers; AIDS education; and tutorial programs. By promoting a sense of belonging, YSCP inculcates self-esteem, self-confidence, and self-discipline—concepts and attitudes that will prepare young people to resist the temptation to experiment with illegal substances. Youth learn to communicate their feelings and to foresee the consequences of behavior. They are respected for who they are, not where they live, and are recognized for goodness, worthiness, and potential. Managed by a former football player with the Detroit Lions, the program attracts other professional athletes who grew up in Tampa public housing. Such adult role models are especially important to the community's 3,500 young residents, the vast majority of whom are growing up in single-parent households. The program receives significant inkind contributions from other local organizations, including the Hillsborough County School Board, Tampa Bay Buccaneers, Tampa YMCA, University of South Florida, and Urban League of Tampa.

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Parenting Skills/Family Management Skills

RECOMMENDATIONS FOR SOCIAL SERVICES/
PUBLIC HOUSING/HEALTH

Parenting Skills/Family Management Skills

- Develop programs that teach conflict resolution and parenting skills.

Recommendation for Social Services/Public Housing/Health: Parenting Skills/Family Management Skills

Strategy: Develop programs that teach conflict resolution and parenting skills

Cornerstone Project, Inc. (Little Rock, Arkansas)

Program type: Comprehensive prevention; reduction of teenage pregnancy, school failure, dropout, substance abuse, juvenile crime

Target population: Youth at risk, living in poverty, performing under grade level

Project startup date: January 1987

Annual Budget/Number of Persons Served Annually: \$350,000/65 youth

Sources of Funding: Federal, private, foundation; state university

Project Objectives/Description:

Cornerstone began as a neighborhood project but has reached more than 500 teenagers with its agenda of learning, searching, and growing into productive adults. The Cornerstone Projects NETWORKS (Neighbors and Education Together works) is housed in a renovated post office in an economically disadvantaged high-risk area.

Cornerstone Projects, Inc., helps youth who are most susceptible to juvenile crime and violence but who are not yet in trouble. It is an after-school project open Monday through Thursday until 8:30 p.m. Students are transported from junior high and high schools as an in-kind service of the Little Rock school district.

Remedial and grade-level tutoring is offered every day along with homework assistance. Each evening a meal is delivered by Baptist Medical System at no charge. A pediatrician from Arkansas Children's Hospital handles health care. The Junior League of Little Rock staffs an entire program component with volunteers and funding.

Fewer than 50 percent of Cornerstone students have been involved with juvenile crime or other police incidents, and no Cornerstone student is known to be a gang member.

For further information contact:

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Little Rock, AR 72204
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(501) 664-1297 (fax)

Recommendations for Social Services/Public Housing/Health: Parenting Skills/Family Management Skills

Strategy: Develop programs that teach conflict resolution and parenting skills

HOMEBUILDERS Program (New York, New York)

Program Type:	Intensive family preservation service
Target Population:	Birth to 17 years—children at imminent risk of long-term placement due to serious child protective concerns, family conflict, and mental health
Project Startup Date:	1974
Annual Budget/Number of Persons Served Annually:	\$2.9 million/891 children at imminent risk of placement (and their families)
Source of Funding:	State Department of Social and Health Services

Program Objectives/Description:

HOMEBUILDERS is not a prevention program, but is an intensive family preservation service designed to keep families intact and to improve family functioning. The program currently serves 12 counties in Washington state. Referrals come from workers who have the authority to remove children from their homes. Caseworkers indicate upon referral that, without the program's intervention, immediate out-of-home placement is the most likely course of action for one or more children in the family.

HOMEBUILDERS intervenes directly and immediately at the clients' convenience in areas beyond the scope of many intervention programs. It is designed for high-crisis situations and for families at immediate risk of dissolution. Participating families are referred by public agency workers who have authority to place children and youth in foster, residential, or institutional care. Its practitioners/therapists are master's level or higher social workers or are psychologists trained in intervention and social learning. They work to help improve parenting skills, help clients work with anger and manage depression, and help them achieve environmental improvements such as clean surroundings, food, and clothing.

The program is expensive—\$2,600 per family for 4 to 8 weeks of services—but is preferable to highly costly outplacement. Therapists are able to handle only about 18 to 20 families per year and are on call 24 hours a day, 7 days a week, when engaged in an intervention.

Twelve months after entering the program, 88 percent of the children originally targeted for out-of-home placement remain out of state-funded foster, group, or institutional care. In a Utah comparison group without the service, only 14.8 percent of the children remained at home. In post-service surveys of primary caretakers, survey takers found improvement in 26 out of 28 critical items. Aversive relations for both fathers and mothers were also found to be significantly reduced. Between 1987 and 1991, Behavioral Sciences Institute also carried

out a demonstration project in The Bronx, which has been expanded throughout New York City through the Child Welfare Administration.

For further information contact:

David Haapala, Ph.D., Executive Director

Behavioral Sciences Institute

181 South 333rd Street, Suite 200

Federal Way, WA 98003-6307

(206) 927-1550

(206) 838-1670 (fax)

Recommendations for Social Services/Public Housing/Health

Strategies: Share parenting skills/family management/coping skills

Parents and Children Coping Together (PACCT), Richmond, Virginia

Program Type:	Support groups for parents of disturbed children
Target Population:	Parents of children with serious emotional disabilities
Project Startup Date:	1985
Annual Budget/Number of Persons Served Annually:	N/A
Sources of Funding:	Grants, fund raising, hospitals, local

Program Objectives/Description:

Parents and Children Coping Together (PACCT) was created in 1985 by a father whose child was in a psychiatric hospital. Observing other parents at the hospital, he realized that all were dealing with the stigma of being the parent of a child with special needs who were also probably suffering work problems caused by frequent absences related to their children's disorders. He asked the hospital staff for a room where parents could get together, and the immediately successful family support network began.

Within a short time, the network became involved with advocacy and with the help of the Virginia Department of Mental Health, Mental Retardation, and Substance Abuse Services PACCT's first grant got the program started and an office was opened. As more parents were contacted, the network grew statewide and parents appeared at state budget hearings and participated in committees and advocacy boards.

The PACCT network is designed to provide support, information, and education to families of children who are emotionally disturbed and to advocate for services that are community-based and family-centered. PACCT operates on the belief that long-term, out-of-home care should be considered only when all other community services and supports have been exhausted. There is no discrimination on the basis of parental status; birth, foster, or adoptive parents all are eligible.

The program's mission statement is "Parents and Children Coping Together is founded on the belief that children and adolescents who have serious emotional disabilities or serious behavioral problems and their families can help each other through mutual support. We strive to provide support and information to families with respect for cultural diversity and individual needs. We will establish places in the communities where parents can go for support without stigma. We believe that by educating and empowering families, our full society benefits."

PACCT maintains affiliations with other child advocacy groups and promotes state and local collaborative efforts. It keeps members informed through a newsletter of legislative and

other issues and supports a resource library. It helps support the groups in existence and works to develop new PACCT groups. It has an 800 telephone number to allow parents and others throughout the state of Virginia to contact the program as a parent of a disturbed child or as an individual volunteering to work with the parents and children.

For further information contact:

Joyce Kube

Parents and Children Coping Together, Inc.

201 West Broad Street, Suite 503

Richmond, VA 23220-4216

(804) 225-0002

(804) 782-6939 (fax)

Resource List

Resource List

American Justice Institute

705 Merchant Street
Sacramento, CA 95814
(916) 442-0707

Seeks to help institutions become more willing and able to reduce the occurrence of crime, delinquency, and related social problems. Conducts research and disseminates information. Provides public and private justice agencies with statistics, demonstrations, assistance in training and evaluation.

Conflict Resolution/Alternatives to Violence

P.O. Box 256
Ricker House
Cherryfield, MA 04622
(207) 546-2780

This organization maintains referral service for resources available to conduct empowering workshops for prisoners. It also provides trained mediators for conflicts in correctional institutions and trainers for correctional staff in conflict resolution skills and techniques. Information is applicable to youth.

Domestic Violence Squad

Louisville Police Department
633 W. Jefferson, Street
Louisville, KY 40202
(502) 574-7050

The police department created a Domestic Violence Squad to reduce the number of repeat cases. The four person team follows up on reports and ensures that the victims are receiving the necessary information and guidance on steps they can take to break the cycle of violence. This strategy assists those victims who have reported incidents of abuse. In addition to victims and their families, police officers, college and high school students, neighborhood groups, and women's organizations are provided with the program's presentations. The squad will also monitor the treatment programs of the abusers.

Drug-Free Workplace Hotline

National Institute on Drug Abuse
(800) 843-4971

The hotline provides information and assistance on drug-free workplace issues to business, industries, and unions.

Drug Information & Strategy Clearinghouse

P.O. Box 6424
Rockville, MD 20850
(800) 245-2691
(301) 251-5154

The clearinghouse provides housing officials, residents and community leaders with information and assistance on drug abuse prevention and drug trafficking control techniques. Available services and materials include computer searches, information packages, resource lists, HUD regulations, newsletter *Home Front*, technical assistance to public housing authorities (PHAs) and Indian Housing Authorities (IHAs) in applying for Public Housing Drug Elimination Program (PHDEP) grants.

National Adolescent Health Resource Center

1313 SE 5th Street
Suite 205
Minneapolis, MN 55414
(612) 627-4488
(612) 627-4487 (fax)

The center assists states and local communities in collecting comprehensive information on the health and well-being of adolescents.

Resident Initiatives Clearinghouse

P.O. Box 6424
Rockville, MD 20850

Sponsored by U.S. Department of Housing and Urban Development (HUD), Drug Free Neighborhoods Division. Maintains information on anti-drug efforts in public housing, including drug prevention, recreation/sports programs, and mentor programs.

Society for the Prevention of Violence

Social Skills Training
3109 Mayfield Road
Cleveland Heights, OH 44118
(216) 371-5545

Trilateral Committee to End Violence

Urban League of New Orleans
2051 Senate Street
New Orleans, LA 70122
(504) 283-1532

Help Neighborhoods Help Themselves

RECOMMENDATIONS FOR COMMUNITY GROUPS

Help Neighborhoods Help Themselves

- Provide neighborhood groups with a list of resources.
- Make data available.
- Provide information on successful neighborhoods and sources of funding.
- Give neighborhoods the capacity to empower themselves.
- Organize The Colorado Partnership Against Violence.
- Create an umbrella organization for volunteerism.

Recommendations for Community Groups: Help Neighborhoods Help Themselves

Strategy: Provide neighborhood groups with a list of resources

Bananas (Oakland, California)

Program Type:	Child care resource and referral
Target Population:	Parents and child care providers
Program Startup Date:	1973
Annual Budget/Number of Persons Served Annually:	\$2.6 million/total service contacts per year/62,338
Sources of Funding:	State funds, grants, foundations, and private donations

Program Objectives/Description:

Bananas provides comprehensive information and referrals on child care and children's services to parents and child care providers who live in northern Alameda County, serving the cities of Alameda, Albany, Berkeley, Emeryville, Oakland, and Piedmont.

Services to parents include:

- Referrals to all types of child care.
- Information and materials on how to choose appropriate care.
- Vendor programs that help low-income parents pay for child care.
- A respite child care program that pays for short-term emergency care programs.
- Parent workshops and support groups.
- Free clothing and equipment for infants and children.
- Referrals to other children's services within the program's service area.

Services to child care providers include:

- Referrals to providers' programs.
- Assistance in starting new programs.
- Ongoing support for existing child care programs.
- Sample provider forms, such as parent-provider contracts.
- Job listings and a monthly employment list.
- Workshops and classes.
- Video lending library and media equipment loans.
- Child-care-related information in conjunction with the Child Care Law Center.

In addition, Bananas provides a number of resources for parents, providers, and the community. Among these services are information and advocacy on legislative, educational, and consumer safety issues related to child care; publications, including free handouts and fee publications on parent and provider topics; a resource reference library; and initial consultation, technical assistance, and referrals for employers interested in offering child care services to their employees. Bananas also has a number of special telephone lines available or specific areas of their program.

For further information contact:

Betty Cohen

Executive Director

5232 Claremont Avenue

Oakland, CA 94618

(510) 658-1409

(510) 658-8354 (fax)

Recommendations for Community Groups: Help Neighborhoods Help Themselves

Strategy: Give neighborhoods the capacity to empower themselves

Center for Family Life in Sunset Park (Brooklyn, New York)

Program Type:	Services to low-income children and families in a community with many recent immigrants
Target Population:	Mostly immigrants
Project Startup Date:	1978
Annual Budget/Number of Persons Served Annually:	Communitywide
Sources of Funding:	New York City Child Welfare Administration, Department of Employment, Department of Youth Services; supplemental funds from private foundations, including the Foundation for Child Development, the Morgan Guaranty Trust Company Foundation, the Robin Hood Foundation, and the Aaron Diamond Foundation.

Program Objectives/Description:

The Center for Family Life in Sunset Park began operation in 1978 when waves of immigrants moved into the area from Puerto Rico, the Dominican Republic, Mexico, Central and South America, Southeast Asia, and the Middle East. The families faced cultural, economic, and language barriers that prevented them from accessing the services they needed so that their children could succeed in school. In such a diverse neighborhood, people badly needed a sense of community that bridged their differences. In Sunset Park the nucleus of this sense of community was the Center for Family Life, which is open to any family with at least one child under 18.

The program's centerpiece is intensive individual, family, and group counseling conducted in a nurturing, supportive atmosphere either in the clients' homes or at the center. Family counselors are trained social workers who help clients with personal problems or conflicts to improve their life situation and relieve stress. Counseling is augmented by a number of other family supports, such as a program for parents of infants and toddlers and a foster grandparent program that models parenting skills.

After-school centers at two Sunset Park elementary schools and one junior high school are open 3 hours a day, 5 days a week. They become full-time day camps during the summer months. These centers provide a variety of enriching activities such as music, drama, and art. At 6:00 p.m. the after-school program becomes a teen center, offering additional services such as tutoring and peer discussion groups until 10:00 p.m.

Many other services are provided at the Family Center and the nearby storefront. Job placement is a high priority for adults and for youth in the summer. The storefront center provides emergency services, such as crisis intervention, food, clothing, and shelter. The

Family Center, in association with family counseling, provides parent workshops to foster community relationships and parenting training. Any services not provided by the Family Center at any of its sites are obtained through networking with the Human Services Cabinet of Sunset Park. The Family Center's networking, which extends to the police, churches, and elected officials, displays the strong commitment to families in a community context. By strengthening the community through better coordination of services and improved communication, the Center strengthens families and their children.

Such a broad, communitywide intervention is especially difficult to evaluate; however, a recent report by the Surdna Foundation and the Foundation for Child Development indicates that the Center is well respected and supported in the community and has played a pivotal role in increasing the social cohesion of Sunset Park. As funds become available, the Sunset Park program will expand the school-based child care component to meet the growing needs of the community.

For further information contact:

Sister Mary Paul
Director of Clinical Services
Center for Family Life
345 43rd Street
Brooklyn, NY 11232
(718) 788-3500
(718) 788-2275 (fax)

Recommendations for Community Groups: Help Neighborhoods Help Themselves

Strategies: Give neighborhoods the capacity to empower themselves; establish community partnerships

Hartford Areas Rally Together (Hartford, Connecticut)

Program Type:	Community revitalization collaborative
Target Population:	Neighborhood organizations
Project Starting Date:	1992
Annual Budget/Number of Persons Served Annually:	\$250,000/200 parents, 4,000 youth in first year alone
Sources of Funding:	Community activities; long-term plan in preparation

Program Objectives/Descriptions:

HART is made up of neighborhood associations active in the South End of Hartford, whose 60,000 people are 45 percent Hispanic, 43 percent other European descent, 10 percent African-American, and 2 percent other. HART's approach to the drug problem includes education, early intervention, enforcement, housing, after-school activities, and treatment. Fifteen buildings of subsidized housing are targeted for rehabilitation in one neighborhood. Other elements in its drug strategy include drug-free school zones, parent groups, youth and adult employment training, rehabilitation centers for abusers whether adolescent or adult, communitywide rallies, closing of drug-infested houses, identification of "hot spots," and home ownership initiatives.

In a law-enforcement partnership with HART, City Hall and the Statehouse accepted responsibility for reducing drug sales and youth gangs. With local-State-Federal collaboration, a dozen major gang leaders were arrested and incarcerated and dozens of drughouses shut down.

A campaign called "Organized Parents Make a Difference" raised more than \$250,000 from private sources during the group's first year and created activities for 4,000 young people. Later the group successfully lobbied the Governor's office for more than \$1 million to expand youth alternatives in Hartford and other Connecticut cities, and HART successfully pushed for a State law allowing local law enforcement to seize cars used by would-be customers to solicit prostitution.

For further information contact:

Jim Boucher
Hartford Areas Rally Together
660 Park Street
Hartford, CT 06106
(203) 525-3449
(203) 525-7759 (fax)

Recommendations for Community Groups: Help Neighborhoods Help Themselves

Strategies: Establish community partnerships

Logan Square Neighborhood Association (Chicago, Illinois)

Program Type:	Prevention, community coalition
Target Population:	Perpetrators of drug and gang activity
Project Startup Date:	N/A
Annual Budget/Number of Persons Served Annually:	N/A
Sources of Funding:	N/A

Program Objectives/Description:

Logon Square Neighborhood Association (LSNA) is an organization working to hold together a diverse community facing unemployment, crime, gang activity, housing problems, and a high student dropout rate. This multiethnic and economically diverse community of 85,000 residents has at least 18 major gangs operating on its streets.

LSNA takes a culturally sensitive approach to drug-related issues, with activities focused on developing a prevention program that includes a strong education component appropriate to youth and adult residents; and working to build a coalition representative of the community.

Strategies include safe school zones, rallies, drug prevention curriculum in schools, after-school programs for youth, and block clubs. LSNA has found that a key strategy is to involve as many people and groups (schools, churches, social service agencies, law enforcement, and youth organizations) as possible, getting them together to begin discussion of the initiative. Of crucial importance to the coalition are the police.

Signs of LSNA's success are the following: well-attended community meetings and rallies on drugs and crime; increased police action, visibility, and responsiveness; installation of school-based programs on drug abuse education and treatment; an after-school arts/culture/community project for youth in cooperation with local organizations; creation of a prevention project in cooperation with local professionals and organizations; the ouster of a street gang from a former stronghold area for drug traffic; and various other anti-drug, community-building activities.

For further information contact:

Nancy Aardema
3321 West Wrightwood Avenue
Chicago, IL 60647
(312) 384-4370
(312) 384-0624 (fax)

Recommendations for Community Groups: Help Neighborhoods Help Themselves

Strategy: Give neighborhoods the capacity to empower themselves

Organizing Minority Neighborhoods for Better Health (Huntsville, Alabama)

Program Type:	Community organization for health education
Target Population:	Housing project residents
Project Startup Date:	October 1992
Annual Budget/Number of Persons Served Annually:	\$3,495,595 over 5 years
Sources of Funding:	Federal grant

Program Objectives/Description:

Organizing Minority Neighborhoods for Better Health is based on three assumptions. First, health promotion efforts targeted toward inner city neighborhoods often have been unsuccessful because they failed to address the special needs and circumstances of residents, which may not mesh with those of the service providers. Second, a sense of community can be built by empowering residents to take control of their lives and surroundings, working on issues of primary importance to them. Third, a community, once empowered, is better able to address other issues, including health issues.

This project in three housing developments in Huntsville Alabama addresses the problems of youth violence and the harmful consequences of adolescent sexual activity by working with communities in the three-step process outlined above. The target audience is young people aged 10 to 18 in the housing projects, but their community empowerment model will work with parents and community leaders as well. The project team consists of a political scientist, counselors, physicians, and staff from community organizations, including a food bank and a county health department.

For further information contact:

Dr. John Bolland
ISSR
University of Alabama
Box 870216
Tuscaloosa, AL 35487-0216
(305) 348-3821

Recommendations for Community Groups: Help Neighborhoods Help Themselves

Strategy: Give neighborhoods the capacity to empower themselves

Union Miles Development Corporation (Cleveland, Ohio)

Program Type:	Community reinvestment, drug eradication
Target Population:	Low-income neighborhood residents
Project Startup Date:	N/A
Annual Budget/Number of Persons Served Annually:	N/A
Sources of Funding:	Local public and private sources, foundations

Program Objectives/Description:

Located on Cleveland's southeast side, the Union Miles neighborhood has approximately 30,000 residents. The population is predominately African American (95 percent); the remainder white. The average household income is roughly \$25,000, and 29 percent of the population receives public assistance.

UMDC takes a broad-based approach to solving community problems exacerbated by the drug issue. Their activities have centered on forming a coalition of local ministers to collaborate on finding an answer to the drug problem, working to improve community safety, and reaching out to all neighborhood residents, including senior citizens.

Major strategies employed have been establishing drug-free school zones; staging rallies, marches, and vigils; and developing alternative activities for young people including after-school programs. Drug houses have been closed through a combination of new laws and enforcement of building codes. Conference on drug prevention have been held.

Signs that the program is working have included cessation of visible drug activity along a corridor where drugs had been sold openly. Local legislation enabled posting of drug-free school zone signs, and there has been increased resident involvement in meetings with public safety officials. Potential funders of drug prevention programs have been found among local funders and participation has grown in planning a pilot project that will introduce community-oriented policing.

Working with the organization have been local religious leaders; law enforcement and public safety officials; YMCA and other youth organizations; members of the city council, the State Attorney General's office, and the mayor's office. The program is governed by a board of community residents.

For Further Information Contact:

Paul Herdeg

Union Miles Development Corporation

9119 Miles Avenue

Cleveland, OH 44127

(216) 341-0757

(216) 341-0226 (fax)

Recommendations for Community Groups: Help Neighborhoods Help Themselves

Strategy: Create an umbrella organization for volunteerism

Volunteer Services of Clark County Superior Court No. 1 Probation Department

Program Type:	Mediation (low-risk offenders)
Target Population:	Youth ages 16-17
Project Startup Date:	September 1983
Annual Budget/Number of Persons Served Annually:	\$38,000 serves at least 300 youth
Sources of Funding:	County, state

Program Objectives/Description:

Upon becoming Judge of Clark Superior Court No. 1 of Clark County, Indiana, in 1983, Clementine B. Barthold had a dream of providing programs for young people who needed help from the court and from the Probation Department. Volunteer court programs began in 1983 and grew rapidly, becoming the Volunteer Services Department in 1985. Its purpose is to provide diversionary programs for adolescents who are involved with the court of the Probation Department. Like elsewhere in the country, Clark County is increasingly using probation more and incarceration less. During the probation period, youth programs structure the lives of the young people into constructive channels through a number of programs. Volunteers keep records and write reports for all young people in their charge.

The Systematic Training for Effective Parenting (STEP) program began in 1992 to help the parents or guardians of young people involved with probation or the court in developing or improving parenting skills. While the child is the identified problem, parenting affects the entire family. In 1983, the STEP Family Focus Program began to include the children in the learning process in which therapists work with the family members. Parents are taught to recognize problems in beginning stages and how to resolve them before they become destructive to the family. They learn how to meet the needs of their children while keeping sight of their own needs. The juveniles learn how to be "effectively parented." They get an understanding of the parental perspective and how their choices and actions as children play a big role in family structure. Responsibility, accountability, and communication are the foundations of this component.

Volunteer tutors help build youths' self-esteem and confidence while helping them strengthen skills in math, reading, and spelling. The tutor also teaches basic library skills and advises on how to improve study habits. The tutor meets with the young person for 1 to 2 hours a week at the local library for the duration of the young person's probation.

When the court decides, performing community service for local agencies and organizations becomes part of the young person's probation. The volunteer worksite supervisor may be involved, or supervisors may be provided by the work program. There are also Saturday

work programs for young people who remain in school, but who must perform community service as part of the disposition of their case.

Home detention officers telephone young people who are on home detention as part of their probation as decided by the court. The officer makes random telephone calls to assure that the youth is at home and is complying with the home detention order. The volunteer keeps a detailed log of calls, which becomes part of the youth's file. The identity of the home detention officer is not revealed to the offender or his or her family.

Camp Kite (Kids-in-Touch Event) is a well-structured camp for young girls ages 12 to 17 who have been referred to the program by their probation officer. The camp was developed in 1983 to offer campers the opportunity to get away from immediate problems and to participate in a program where they are cared for and nurtured and where their self-esteem is given a boost. Girls are taught problem-solving skills to help them throughout life and learn how to set and achieve goals. The camp is a week long.

The Juvenile One-On-One program seeks to establish a positive one-to one role model relationship between an adult volunteer probation officer and a young person placed on probation or informal adjustment by their probation officer. The volunteer meets once a week with the young person and informally supervises him or her acting as an extension of the Probation Department.

School liaison volunteers are assigned to middle and high schools for an academic year and serves as student counselors to those in danger of being expelled for truancy. The school liaison monitors the grades, attendance, and behavior of students on probation to the court. The volunteer is in constant communication with school administrators, school counselors, and the Probation Department.

The Volunteer Neighborhood Complaint Hearing Officer is a paraprofessional position that requires experience in mediation, dispute resolution, and group counseling. The volunteers mediate complaints filed by community members against young people, but that do not require the immediate attention of a probation officer. A minimum of two hearing officers conduct informal hearings with all involved parties. They do not attempt to solve the problem but encourage communication and guide, direct, and mediate participants into reaching an amicable solution on their own.

For further information contact:

P. Gail Black
Director of Volunteer Services
Superior Court No. 1 of Clark County
Room 249 City-County Building
Jeffersonville, IN 47130
(812) 285-6301
(812) 285-6306 (fax)

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Deliver Services at the Neighborhood Level

RECOMMENDATIONS FOR COMMUNITY GROUPS

Deliver Services at the Neighborhood Level

- Use Family Resource Center as a model.
- Give authority for neighborhood assistance programs at the neighborhood level.
- Promote community-based approaches and community programs.

Recommendations for Community Groups: Deliver Services at the Neighborhood Level

Strategy: Promote community-based approaches and community programs

Citizens for Community Improvement (CCI) of Des Moines

Program Type:	Community-based resolution of problems; drug prevention
Target Population:	Neighborhoods dealing with drugs, crime, decay
Project Startup Date:	1977
Annual Budget/Number of Persons Served Annually:	N/A
Sources of Funding:	Local, state, federal

Program Objectives/Description:

Iowa's capital, with a population of 193,200 (1990 census), is working to stop serious crime and drug activity in several neighborhoods and to address concomitant problems. "Model Cities," the section of Des Moines most affected by drugs, crime, and related violence, has 11,000 residents; 53 percent European descent, 38 percent African-American, and 9 percent other minorities.

Grassroots and nonprofit, CCI helps community residents—particularly low-income residents—work together to resolve their community problems. CCI's agenda is that agenda developed by those who live in the neighborhood. Particularly in low-income neighborhoods, residents feel powerless, isolated, and doubtful of their skills. Bringing people together to achieve common goals, CCI has been encouraging positive social, economic, and environmental change.

CCI works by making residents aware of alternatives and provides information through research and contact with other grassroots organizations around the country. It helps develop leadership abilities in neighborhoods, and helps build bridges from one community to another as well as from the neighborhoods to the agencies, businesses, and others who can help improve conditions.

In 1987, there were 384 drug-related complaints and 93 arrests. By 1993, complaints numbered over 3,800, and 491 arrests were made. The city has developed a community-based drug prevention program that relies on forming a local drug task force composed of neighborhood residents, law enforcement officials, and drug treatment and education agencies. It provides a forum for neighborhood groups to discuss problems and seek potential solutions to drug-related areas. It also promotes neighborhood revitalization in lower income areas and develops resources that will assist in continuing drug prevention efforts.

The major strategies of the program are drug-free school zones, "National Night Out" activities for youth and adults to empower them to reclaim their neighborhoods from crime

and drugs, anti-graffiti laws, concentrated housing code enforcement, and a vehicle activity report data base. The vehicle reporting facet was introduced when it was noted that the same license plate data was reported in different neighborhoods with heavy drug activity.

A focus of the anti-drug program is active organization of neighborhood groups. Successes have included the closing of drug houses and an agreement with the Public Housing Authority to terminate leases of tenants involved in drug trafficking and alcohol bootlegging. The program has received a grant from the Iowa Department of Public Health to address substance abuse in neighborhoods, and several local lending institutions have committed to promote neighborhood revitalization.

Working with the neighborhoods are law enforcement officials, religious institutions, city departments, the Coalition Against Substance Abuse and the National Council on Alcoholism, the Public Housing Authority, and local chapters of service clubs and community centers.

CCI helps communities undertake other projects that involve neighborhood appearance, deteriorating housing stock, and lack of housing investment. Residents in low- and moderate-income neighborhoods logged some 14,577 complaints about their neighborhood's appearance with the zoning department. Deteriorated housing fosters more crime. Statistics have demonstrated that when home ownership dips below 40 percent within a census tract, crime rises significantly. At the same time, while the average home in Model Cities was approximately \$29,000, few who can afford the price of a home can access financing.

CCI has been addressing these problems by endeavoring to provide immediate relief—most notably from crime and drugs. A significant step was changing push-button phones to rotary dials so drug dealers could not access their beepers and by copying numbers of dealers and users. Housing activities are related and now moving near the top of neighborhood agendas.

In March 1994, CCI organized a meeting with U.S. Attorney General Janet Reno to allow neighborhood residents to tell her of the creative strategies they had developed to improve their neighborhoods.

For further information contact:

Mary Welsh

Citizens for Community Improvement of Des Moines

2301 Forest Avenue

Des Moines, IA 50311

(515) 266-5213

(515) 266-6069 (fax)

Recommendations for Community Groups: Deliver Services at the Neighborhood Level

Strategy: Promote community-based approaches and community programs

Early Childhood Education and Assistance Program (ECEAP) (Olympia, Washington)

Program Type:	Comprehensive, family-focused early childhood programs to help low-income children succeed in public schools
Target Population:	Young, low-income children
Project Startup Date:	1985
Annual Budget:	Budget for 1993-95 biennium is \$46 million, with a cost per child of \$3,605 per year
Sources of Funding:	State general fund; supplemental funds from the Child Care and Development Block Grant and Title IV-A

Program Objectives/Description:

This early childhood program's recognition of the state of Washington's diverse communities was demonstrated by allowing each site to tailor the State Early Childhood Education and Assistance Program (ECEAP) to specific needs of the population served. Local control was a central organizing principle of the Washington Department of Community Development's (DCD's) 1985 plan for the first ECEAP sites authorized by the State Legislature.

DCD also understood that interactive components are necessary to succeed in preparing children for kindergarten and elementary school. Thus, all ECEAP sites, like the Head Start program with which they work, have four essential components: education, health, parent involvement, and social services. The 36 providers of the services throughout the state comprise school districts, local governments, nonprofit organizations, child care providers, community colleges, and Native American tribal organizations.

In the education component, local ECEAP providers have latitude to design a curriculum appropriate for the community. At a minimum, each curriculum is designed to promote intellectual development, language skills, motor skills, social-emotional and self-concept development, and age-appropriate knowledge of health, nutrition, and personal safety. Local programs may also emphasize ethnic and cultural diversity, second-language development, and related topics.

For health services, ECEAP children are screened within their first 90 days of enrollment when dental, mental health, and nutritional needs are determined. When problems are discovered, children are referred to an appropriate community agency. Local communities are encouraged to tailor the health component to their particular circumstances. For instance, in areas with unfluoridated drinking water, local ECEAP sites provide fluoride treatments.

ECEAP recognizes that parental involvement is the primary source of educational development for children from birth throughout their school years. Therefore, direct

involvement of parents is required at all sites. Parents are encouraged to join the program's parent-run policy council to solve local problems. ECEAP's family service staff conducts a needs assessment for each family enrolled in the program to guide them in referring families to appropriate community social service agencies and in planning parenting education and awareness training.

Local sites that implement the ECEAP model may use either a center-based or a home-based model. The center-based program, used by 75 percent of the local sites, requires an early childhood program that operates at least 10 hours a day over at least 3 days; requires a minimum of 90 minutes of parent contact time each month; and conducts at least two home visits a year. The home-based program requires a weekly 90-minute home visit and weekly peer group experiences for children. The locally designed models typically draw elements from the two standard models and occasionally have originated entirely new practices.

Local control and influence also inspired state administrators to work closely with local contractors in restructuring funding and service delivery to operate on principles of collaboration rather than competition. Rather than competing for state funding and service delivery, local contractors work with community agencies to meet the range of needs in all communities and eliminate duplication of services. This structure has helped fill the gaps in families' service needs and has also proven to be cost-effective.

Since 1988, Northwest Regional Educational Laboratory has been conducting a longitudinal comparison of program participants and a control group. Preliminary results indicate that children's language skills, concept skills, and receptive vocabulary skills improved dramatically. The largest gains were realized by children with parents who participated actively in ECEAP. Children also improved in maturity, motivation, and achievement. Health problems were quickly identified. Intellectual and physical development surpassed that of children in the control group.

Children who participate in ECEAP in elementary school surpass the development of a comparison group in many areas, including language, reading, and math. Higher percentages of ECEAP children were referred to gifted and talented programs.

For further information contact:

Mary Frost, Unit Manager

ECEAP

906 Columbia Street SW., P.O. Box 48300

Olympia, WA 98504-8300

(206) 753-0496

(206) 586-5880 (fax)

Recommendations for Community Groups: Deliver Services at the Neighborhood Level

Strategy: Promote community-based approaches and community programs

South Austin Coalition Community Council (SACCC) (Chicago, Illinois)

Program Type:	Community coalition
Target Population:	N/A
Project Startup Date:	1988
Annual Budget/Number of Persons Served Annually:	N/A
Sources of Funding:	Local funds and private foundations

Program Objectives/Description:

The South Austin Coalition Community Council (SACCC) has spearheaded efforts to maintain and rehabilitate housing and has been in the forefront of the community's fight against crime and drugs. SACCC's anti-drug efforts involve a variety of activities, including the following:

- Forming a comprehensive, community-wide drug prevention campaign that involves all sectors.
- Creating "Narcotics Enforcement Areas" and "Safe School Zones" to penalize drug dealers to the full extent of the law.
- Working in partnership with area churches to combat drug trafficking and strengthen the community.
- Assisting a local nonprofit housing development organization in creating affordable, drug-free housing.
- Solidifying good relations with local police and other local agencies.
- Developing resources and policies for the drug prevention effort.
- Setting up a nuisance abatement pilot program in cooperation with the District Attorney's office.

Specific strategies for achieving the Coalition's goals include reporting drug hot spots; holding marches, meetings, and rallies; gaining media attention; campaigning for a comprehensive approach with enforcement, prevention, education, and treatment. The Coalition has marked signs of success that include the elimination of pay phones, the selection of Austin as a community policing pilot program, the closing of drug houses, and the purchase of a community service mobile unit.

For further information contact:

Bob Vondrasek

South Austin Coalition Community Council (SACCC)

5112 West Washington Boulevard

Chicago, IL 60644

(312) 287-4570

(312) 378-1510 (FAX)

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Initiate Programs at the Neighborhood Level

RECOMMENDATIONS FOR COMMUNITY GROUPS

Initiate Programs at the Neighborhood Level

- Create clear laws and norms which prohibit use of alcohol and other drug use by youth.
- Support efforts of community groups to adopt codes of conduct and alcohol-use policies.

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Use Neighborhood Groups as Focus Groups

RECOMMENDATIONS FOR COMMUNITY GROUPS

Use Neighborhood Groups as Focus Groups

- Call people together to find out needs.
- Involve and inform kids.
- Encourage a broad base of community participation.

Resource List

Resources

Boys and Girls Club of America

National Headquarters
1230 West Peachtree Street, NW
Atlanta, GA 30348-3494
(404) 815-5700

The club helps young people gain skills and a sense of belonging through its 1,460 clubs and its Gang Prevention Targeted Outreach Program, SMART Moves, and other efforts. A variety of resource materials is also available.

Center on Families, Communities, Schools, and Children's Learning

Boston University
605 Commonwealth Avenue
Boston, MA 02215
(617) 353-3309
(617) 353-8444 (fax)

The center's purpose is to develop and disseminate information focusing on how families, schools, and communities can work together better. It is a consortium of seven entities working on 19 field projects.

Citizens Committee for New York City, Inc.

305 Seventh Avenue
15th Floor
New York, NY 10001
(212) 989-0909

The committee encourages and supports volunteer grassroots action to improve the quality of life in city neighborhoods. They also offer small grants, training, publications, and technical assistance to more than 10,000 neighborhood, tenant, and youth associations in the five boroughs.

Coalition of Hispanic Health and Human Services Organizations (COSSMHO)

1030 15th Street, NW
Suite 1053
Washington, DC 20005
(202) 371-2100

COSSMHO is a membership organization comprised of community based organizations and individuals dedicated to the improvement of Hispanic social and health status. Particular areas of concern are substance abuse prevention, maternal and child health, family strengthening. COSSMHO is a leader in policy development with regard to substance abuse prevention and intervention with Hispanic populations. COSSMHO is also involved in development, demonstration and replication of culturally sensitive prevention and intervention programming for Hispanics at high risk.

Haitian-American Community Association

2043 West Howard Street
Suite 101
Chicago, IL 60645
(312) 764-2209

The center focuses on social services for the families, youth delinquency prevention, refugee assistance and Haitian cultural awareness for all.

MAD DAD (Men Against Destruction Defending Against Drugs and Social Disorders)

2221 North 24th Street
Omaha, NE 68110
(800) 544-DADS

Formed to combat gang violence and drug addiction. Provides tutoring, counseling, and security at community events. Recognized as President Bush's 126th Daily Point of Light in June 1990.

MADD (Mothers Against Drunk Drivers)

511 East John Carpenter Freeway
Suite 700
Irving, TX 75062
(214) 744-MADD

Mission is to stop drunk driving and support victims of this violent crime.

National 4-H Council

7100 Connecticut Avenue
Chevy Chase, MD 20815
(301) 961-2800

The National 4-H creates, produces, and distributes educational aids and audiovisual materials; provides citizenship and leadership training for youth and adults; and conducts programming and informational services in support of 4-H.

National Association of Teen Institute (NATI)

8790 Manchester Road
St. Louis, MO 63144
(314) 962-3456

The NATI is an affiliation of State and local teen institute programs and other interested persons who support the concept. NATI offers comprehensive training programs to teenagers about drug and alcohol abuse and other self-destructive behaviors.

National Center for Networking Community-Based Services

Georgetown University Child Development Center
Bles Building
3800 Reservoir Road
Washington, DC 20007
(202) 687-8837
(202) 687-1954 (fax)

The center helps states and communities to develop comprehensive system of care for children and families with special health care needs.

National Clearinghouse for Primary Care Information

8201 Greensboro Drive
Suite 600
McLean, VA 22102
(703) 821-8955, ext. 248
(703) 821-2098 (fax)

Assists administrators and practitioners in accessing information and obtaining materials that will support the delivery of high-quality health care at the community level.

National Commission on Children

111 18th Street, NW
Washington, DC 20036
(202) 254-3800

This organization distributes free single copies of the publications *Beyond Rhetoric: A New American Agenda for Children and Families*. Multiple copies are available for postage fees.

National Consortium on Alternatives for Youth at Risk, Inc. (NCAAYR)

5250 17th Street
Suite 107
Sarasota, FL 34235
(813) 378-4793
(800) 445-7133

The NCAAYAR, Inc. is a foundation-supported educational agency that researches and disseminates information on the needs of youth and related programs.

National Listen America Club

2686 Townsgate Road
Westlake Village, CA 91359
(805) 497-9457

Provides a variety of community service projects including an annual national two-hours television special. Projects are designed to promote and recognize the positive and constructive things young people are doing.

National Network of Runaway and Youth Services

1319 F Street, NW
Suite 401
Washington, DC 20005
(202) 783-7949

The network represents 1,000 community-based agencies and state-regional networks serving youth and families in crisis.

National Peer Helpers Association

P.O. Box 335
Mountain View, CA 94042
(415) 965-4011

Seeks to create a network of peer-counseling programs. Encourages the establishment of peer-helping programs in schools, universities, and community-based organizations and works to establish a standard of ethics for the field. Provides information support and training to peer counselors.

Partnership for a Drug Free America

666 3rd Avenue
15th Floor
New York, NY 10017
(212) 922-1560

Save Our Sons and Daughters (SOSAD)

Clementine Barfield
24421 W. Grand Boulevard
Detroit, MI 48208
(313) 361-4200

Standup for Kids

National Headquarters
P.O. Box 461292
Aurora, CO 80046-1292

Standup for Kids is an outreach organization that goes to the communities and teaches them how to get involved in the rescue of kids on their streets.

Students Against Driving Drunk (SADD)

277 Main Street
P.O. Box 800
Marlboro, MA 01752
(617) 481-3568

SADD has four goals: to help eliminate the drunk driver and save lives; to alert high school students of the dangers of drinking and driving and drugs; to conduct community awareness program; and to organize peer counseling programs to help students who may have concerns about alcohol and drugs.

Teen-Age Assembly of America

441 Mananai Place
No. E
Honolulu, HI 96818
(808) 486-5959

The purpose of the program is to get people involved in overcoming juvenile delinquency through their own efforts in constructive community activities.

Young Men's Christian Association of the United States of America (YMCA)

101 North Wacker Drive
Chicago, IL 60606
(312) 977-0031

YMCA's current focus is on strengthening families, developing leadership in youth, promoting healthy lifestyles and insisting in community development. The association provides youth sport activities, parent-child programs and counseling, and job training.

Young Women's Christian Association of the United States (YWCA)

726 Broadway
New York, NY 10003
(212) 614-2700

The association provides in-service programs for women and girls over 12 years of age in the areas of employment, education, human sexuality, self-improvement, volunteerism, citizenship, emotional and physical health, and juvenile justice.

Youth Development Information Center

10301 Baltimore Boulevard
Room 304
Beltsville, MD 20705
(301) 504-5719
(301) 504-5472 (fax)

Provides support, increasingly in the form of an electronic library, for professionals and volunteers in the field of youth and family development. Also to form a network of youth-serving organizations.

Intervention

RECOMMENDATIONS FOR ADVOCACY

Intervention

- Identify children at their first point of vulnerability and act early to intervene.

Recommendations for Advocacy: Intervention

Strategies: Identify children at their first point of vulnerability and act early to intervene

AVANCE Family Support and Education Program (San Antonio, Texas)

Program Type:	Parenting skills, family management
Target Population:	Children and parents
Project Startup Date:	1975
Annual Budget/Number of Persons Served Annually:	\$3.5 million/4,000 children and 1,500 parents
Sources of Funding:	Federal, state, local, foundation

Program Objectives/Description:

The main purpose of AVANCE is to strengthen and support hard-to-reach, low-income families. Through an intervention program that focuses on Hispanic families, AVANCE offers comprehensive, community-based, preventive services to parents and children. AVANCE operates in several Texas cities and in Puerto Rico.

Parent-child education forms the core of the AVANCE model. In a 9-month parent education program serving families and their children age 3 and younger, parents learn about child development and discipline, community awareness and services, nutrition, and toymaking—an activity that encourages loving interaction and developmental learning between parent and child. Monthly home visits are made to each participant. Evaluation of this program shows affirmative results, including mothers who are more nurturing and positive with their children and more likely to continue their own education.

Fatherhood services offer parenting and family strengthening activities to low-income minority males, helping fathers to grow personally, educationally, and economically and thus helping to preserve the family unit.

Additional options for education include EvenStart, a demonstration model of a family-centered program focusing on family literacy and parenting education based in neighborhood elementary schools. Simultaneously involving parents and children, it enables parents to gain knowledge of and participate in the early learning of their children and to further their own education through AVANCE Adult Literacy Programs.

AVANCE graduates are provided appropriate opportunities for becoming employed outside the home or self-employed, an initiative that is contracted through collaboration with existing job training and placement services.

Comprehensive intervention and nontraditional counseling services are provided in the home in cases of child abuse and neglect, with the purpose of working with parents to prevent

reoccurrence of infractions. Families are identified and referred through the state/county Child

Welfare Agency.

The Comprehensive Child Development Program, also a national demonstration project, provides a foundation of child development skills to families with children or a pregnant mother.

For further information contact:

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Vice President for Programming

301 South Frio, Suite 310

San Antonio, Texas 78207

(210) 270-4611 or 431-6600

(210) 270-4612 (fax)

Recommendations for Advocacy: Intervention

Strategy: Identify children at their first point of vulnerability and act early to intervene

Birth To Three Program (Eugene, Oregon)

Program Type:	Parent education and support services
Target Population:	Parenting and pregnant adolescents, families under stress with infants and young children, and mothers in recovery from substance abuse
Project Startup Date:	1978
Annual Budget/Number of Persons Served Annually:	\$480,000/approximately 200 new families per year and approximately 400 families receiving continuing services
Sources of Funding:	Original funding from a demonstration grant from the former Department of Health, Education and Welfare National Center on Child Abuse and Neglect (NCCAN); continuing funding from federal, state, and local sources, including the Oregon Department of Education, United Way, local grants, foundations, and fundraising

Program Objectives/Description:

Birth To Three is a nationally recognized, community-based program whose original and continuing mission is to strengthen families and prevent child abuse and neglect through neighborhood parent education and support groups for families with young infants. All Birth To Three programs assume that parents want the best for their children; there is no perfect way to parent; and that parents want information, tools, and support as their child's first and perhaps most important teachers and role models. Therefore, the program's goal is to introduce a parent education/peer support program for parents as early as possible in family life that will positively affect parenting and support healthy development of children.

A parent who becomes a member of a Birth To Three group receives support materials including a newsletter containing information on concerns of young parents, on community activities available for children and parents, and book reviews; a community "warmline" that provides a peer counselor service for referrals, crisis intervention and listening; and admission to educational events. A local newspaper carries a weekly Birth To Three column written by staff and professionals. Translated into Spanish, some are reprinted monthly in the statewide *El Hispanic* newspaper.

Information on Birth To Three is disseminated through obstetricians, hospitals and birthing centers, pediatricians, teachers and school counselors, social workers, and others. The programs are voluntary and most families remain for about a year within one or another of the five Birth To Three programs, each of which addresses needs of differing groups or responds to individual situations. They are:

- **Infant/Toddler:** This program supports groups made up of single parents, parents of multiples, working parents, and parents whose children have special needs. A parent educator facilitates a five-month, 10-session curriculum that covers birth experience, stress/anger management, early childhood development, adult relationships, health and safety, parenting strategies, play and learning, and child care issues. Groups are encouraged to continue to meet after completing the initial five-month curriculum. New facilitators are drawn from group volunteers who attend a training workshop, have bimonthly training sessions, and work with Birth To Three staff members who provide supervision, training, mediation, and support. The second year brings membership in the 10-week Toddler Series which include discipline as teaching, communication, relationship issues, seeing the world through a toddler's eyes, and participation in age-appropriate play for the children while parents attend class.
- **Teenaged Parents:** Begun in 1983 in response to the needs of adolescent parents, this program brings services to pregnant and parenting adolescents from 12 to 21 years of age. It is a weekly education/support group program facilitated by a staff parent educator. The program also includes services that include home visits, referral to community resources and help in meeting basic needs, crisis intervention, and working with other agencies. Peer group discussions focus on personal growth and development, parenting, and such topics as legal aid and welfare. A Teen Parent Panel service takes teenaged parents and their children to talk with middle and high school students about the realities of teenage pregnancy and parenting.
- **Make Parenting a Pleasure:** Developed in 1983 in collaboration with the YMCA, the program comprises a 10-week parenting class followed by a 10-week peer support group and is designed for low-income parents living under high levels of stress. A parent educator teaches the 12-week class series, and a trained mentor facilitates the peer support group, which in turn becomes a parent-led Birth To Three group. Participants learn about controlling anger and stress, communication, and normal child development issues. Participation in followon 12-week support groups is encouraged.
- **We're a Family:** This program was established for pregnant and parenting women in recovery from substance abuse and is conducted in collaboration with Sacred Heart Hospital's NEW START program. It combines the hospital's existing services with the Birth To Three support group settings and services. It has been designated as a state demonstration model program.
- **Immediate Response Drop In:** This group was created in 1991 to respond to needs of the increasing numbers of families on waiting lists for all other Birth To Three programs. It is funded by the Eugene Kiwanis Club and meets weekly at Birth To Three offices to provide a group setting for basic parenting education.

For further information contact:

Ellen Hyman, Assistant Director

3875 Kincaid Street # 15

Eugene, OR 97405

(503) 484-5316

(503) 484-1449 (fax)

Recommendations for Advocacy: Intervention

Strategy: Identify children at their first point of vulnerability and act early to intervene

The Children's Home Association of Illinois

Program Type:	Comprehensive social services
Target Population:	At-risk youth from birth to age 17
Project Startup Date:	1866
Annual Budget/Number of Persons Served Annually:	\$9 million/nearly 500 children and families each month
Sources of Funding:	Federal, state, and local

Program Objectives/Description:

The Children's Home Association of Illinois exists to strengthen child, family, and community life through prevention, education, and remediation services in response to changing needs. A private, nonprofit multiple program social service organization, the Association operates from 10 locations and is committed to community-based and family-focused programs. The Association offers a broad range of innovative services that fall into three categories: live-in care and treatment, education, and community-based counseling services. It operates residential, group home, transitional living, and foster home programs for 100 young people ages 6 through 20 who are experiencing severe social, emotional, or behavior problems. These children are in treatment on the Children's Home Association's campus for an average of 11 months.

Additional programs operated under the Children's Home Association include the following:

- Kiefer School—a unique school for youth experiencing special learning problems coupled with emotional or behavioral disturbances.
- Family First—a program that provides extensive in-home services to keep families united.
- Transitional Living Program—a program that provides supervised living to male and female youth ages 16–19.
- Good Beginnings—a program that offers services to pregnant and parenting adolescents and parents with at-risk children under age 3.
- Therapeutic Foster Homes—for this program, foster parents are specifically trained for the challenge of working with teenagers experiencing problems with their home, school, and community.

- Tri-County In-Home—this program provides in-home counseling, advocacy, and network services to multiproblem youth and families to prevent the unnecessary placement of children outside their homes.
- Residential Treatment—a program that provides 24-hour care through an interdisciplinary team for children whose emotional, behavioral, or social dysfunction requires highly structured care.
- Peoria Youth Services—this program helps youth who are experiencing problems in school, in their families, in their neighborhoods, and in their community.
- Unified Delinquency Intervention Service—this service offers intensive advocacy services to adjudicated delinquents who otherwise would likely face commitment to the Department of Corrections.
- Group Home Treatment—the Sommer House and Boy's Group Home provides 24-hour highly structured community-based services in normalized community setting.
- Early Intervention—the "0-9" Early Intervention Program is a home-based intensive family therapy program to prevent the unnecessary placement of children outside their homes.
- Tri-County Services—these programs provide intensive home-based family therapy for families with emotionally disturbed children to prevent the unnecessary placement of these children in psychiatric hospitals and other facilities.

For further information contact:

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2130 North Knoxville Avenue
Peoria, IL 61603
(309) 685-1047
(309) 685-1596 (fax)

Recommendations for Advocacy: Intervention

Strategy: Identify children at their first point of vulnerability and act early to intervene

Family Focus, Inc. (Chicago, Illinois)

Program Type:	Family support
Target Population:	Parents and children
Project Startup Date:	1976
Annual Budget/Number of Persons Served Annually:	\$2.9 million/4,000 families
Sources of Funding:	State and federal agencies; private foundations; individual contributions

Program Objectives/Description:

Family Focus is a private nonprofit organization that provides leadership in promoting optimal development of children, especially during the years from birth to three, by supporting and strengthening families. The program is based on the belief that boosting parents' sense of confidence and competence will increase their capacity to raise physically and emotionally healthy children. The comprehensive, community-based program emphasizes prevention rather than remediation.

Working in satellite centers located throughout the Chicago metropolitan area, staff are sensitive to the diverse cultural values in each of the six communities in which they serve. Core services include developmentally appropriate activities for children; support and discussion groups, classes, and workshops for parents; "come as you are" drop-in times, home visits, and play groups; and special events for the whole family.

Family Focus centers teach parents about the emotional, intellectual, and physical development of their children and discuss ways to improve parent-child interaction. A structured after-school and summer program for at-risk youth in grades 4 through 12 seeks to prevent too-early sexual activity, pregnancy, gang involvement, delinquent behavior, and school dropouts. An alternative school for pregnant teenagers, job training, and a well-baby clinic are also offered.

In addition to direct services, an important part of Family Focus's program is linking families with the community, and helping the community become more responsive to the needs of families. Advocacy and linkage to community resources not only increase the participants' access to needed services, but also provides Family Focus with opportunities to inform other agencies about the critical importance of supporting and strengthening families. Because Family Focus believes that community agencies and others concerned with human services and community betterment work best when working together, the program collaborates with a wide range of organizations, churches, and other interested groups.

Staff share their expertise with other child care providers through private consultations, conferences, workshops, and other training initiatives across the country.

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Recommendations for Advocacy: Intervention

Strategy: Identify children at their first point of vulnerability and act early to intervene

Hawaii Early Intervention System (Honolulu, Hawaii)

Program Type:	Provides health care and support to pregnant women and young children
Target Population:	Pregnant women, young children, families in need of special support services
Annual Budget/Number of Persons Served Annually:	\$7 million/13,725 families
Sources of Funding:	Hawaii Department of Health; additional funds from the counties, United Way, and local fundraising efforts

Program Objectives/Description:

Hawaii's comprehensive Early Intervention System begins to function months before the child's birth. A statewide network of perinatal health care services includes outreach to enroll unserved pregnant women in prenatal care and provides community-based health education and counseling for pregnant women and mothers of infants.

Healthy Start, another key component of Hawaii's Early Intervention System, was developed in response to an alarming increase in confirmed child abuse and neglect cases from the mid-1970's to the mid-1980's. The program begins by screening families at the time of birth for factors associated with child abuse or neglect, such as poverty, single-parent status, substance abuse, inadequate housing, and inability to cope with parenting problems.

Once a family is identified as needing support, paraprofessional staff may begin visiting regularly in the home. These visits are more frequent and for a longer period than in most other programs. The support includes weekly visits for about a year, then monthly visits, and, finally, four visits a year until the child is 5.

Staff work with families to obtain adequate food, clothing, and shelter and to teach young parents about infant care and development. Most important, the home visitors become friends, advocates and partners with families to improve their lives. Participating in parenting classes and support groups bolsters parents' morale and helps them learn effective parenting skills. Case management services ensure that the multiple needs of each family are met.

In addition to Healthy Start and the perinatal services program, Hawaii's Early Intervention System includes:

- **Baby SAFE (Substance Abuse Free Environment):** Outreach and treatment services are available on each island targeting the problems of substance-using pregnant and post-partum women and their infants.

- **Physician Involvement Project:** A physician awareness-building and training effort that seeks to ensure every child a medical home that provides continuity of accessible, affordable, and comprehensive primary medical care.
- **Lead Poisoning Prevention Program:** A new program providing community outreach, screening, and appropriate management for lead-poisoned children.
- **Zero to Three:** A program that provides for developmental services to children who are at risk environmentally, biologically, or developmentally and uses a tracking system to enhance care coordination.

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Recommendations for Advocacy: Intervention

Strategy: Identify children at their first point of vulnerability and act early to intervene

MELD (Originally, acronym for Minnesota Early Learning Design) (Minneapolis, Minnesota)

Program Type:	Parent/family support
Target Population:	First-time parents; teenage mothers; parents of handicapped or ill children; low-income, ethnic parents in culturally transitional situations
Project Startup Date:	1973
Annual Budget/Number of Persons Served Annually:	\$100,000/
Sources of Funding:	Originally a 1973 Lilly Endowment research and development grant; now supported by state, county, local, and federal funds from the Departments of Education and Health and Human Services and the Department of Refugee Assistance

Program Objectives/Description:

MELD's goal is to create healthy, happy families and to prevent instances of emotional or physical abuse and family dysfunction by creating a healthy family atmosphere before such events might occur. Parents are brought into the service as early as the last trimester of pregnancy. It generally addresses the five subject areas of child development, child guidance, health, family management and parent development.

MELD programs include MELD for New Parents (first-time parents); MELD for Young Moms (MYM) for teen mothers of children ages birth to two; MELD for Young Dads to help them participate in their child's life; La Familia MELD for Hispanic parents with children age birth to three; MELD for Hearing Impaired Parents (also for very young children); MELD Special for parents with handicapped or chronically ill children ages birth to three; MELD Nueva Familia for very low-income Mexican and Mexican-American parents who have low reading vocabularies and whose family is at high risk of dysfunction; and MELD for Hmong Parents to serve Hmong parents in cultural transition in the Twin Cities. MELD for Growing Families is an extension of the MYM program for single mothers of children three to five.

MELD began delivering services in 1973 with a grant from the Lilly Endowment in a self-help group pilot format. It was designed to begin during the last trimester of pregnancy before dysfunction could manifest itself. It has grown to include programs for teens as well as adults and has been replicated in more than 100 agencies in the United States and Canada alone, and in Germany and Australia.

MELD meetings are held in churches, neighborhood centers, and homes. Informal discussion

is combined with curriculum models and materials called "Parent Parts," each of which is concerned with a particular topic. In addition to providing psychological support, MELD focuses on child development, child guidance, health, parent development, and family management. Parent participants may be self-referred or may have been referred by professionals, home visitors, or others in the community in contact with the program.

Professionals intending to implement the program within a community must have a good deal of experience in community development, child development, parent training, and volunteer management.

Group leaders are also drawn from a team of volunteer parent facilitators who represent two families. Volunteer facilitators are carefully selected, trained, and supported by professionals. Their experiences parallel those of the families with whom they work in therapy. For example, MYM meetings are led by women who were once teen mothers but who have achieved a degree of self-sufficiency and have raised healthy, happy children. Training for facilitators consists of 16 hours of basic orientation training, 12 hours of in-service training, and frequent telephone interaction with MELD professionals.

MELD materials are provided for group participants, the facilitator, the professional MELD site coordinator, the agency incorporating the program into its services and any cosponsor that might be hosting a group at its locations. There are public relations materials. Curriculum manuals help facilitators organize and prepare for a parent group meeting in as little time as 20 minutes. A MELD program curriculum is sold to agencies or individuals who agree to receive the entire training contract to replicate the program. When a contract is signed, materials sufficient to start four eight-parent groups are provided.

Evaluation materials are also provided for groups in process. Preliminary findings from the Child Welfare League of America indicate that 80 percent of MELD's teen participants continue in high school, have a lower repeat pregnancy rate, have improved health, and gain knowledge of family planning. It has been helpful to include men as leaders to make it easier to encourage fathers to participate.

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Recommendations for Advocacy: Intervention

Strategy: Identify children at their first point of vulnerability and act early to intervene

The Ounce of Prevention Fund (The Ounce) (Chicago, Illinois)

Program Type: Health, education, counseling and social services
Target Population: Pregnant teenagers, teenagers at risk of pregnancy, and teenage parents and their children
Project Startup Date: 1982
Annual Budget/Number of Persons Served Annually: \$12 million/statewide
Sources of Funding: State and federal program funds; private contributions from individuals, corporations, and foundations

Program Objectives/Description:

The Ounce of Prevention Fund (The Ounce), a public-private partnership, derives its name from the saying "An ounce of prevention is worth a pound of cure." The Ounce establishes and funds prevention and early intervention programs in Illinois community organizations, including schools, social service agencies, and churches. Programs include Parents Too Soon (PTS), focusing on reducing the risk of teenage pregnancy; Head Start, focusing on early childhood education and school readiness; Toward Teen Health, bringing comprehensive health care services to teenagers in Chicago secondary schools; and the Center for Successful Child Development (CSCD), a comprehensive early childhood development and family support program for residents of Chicago's Robert Taylor Homes public housing development.

PTS served approximately 4,000 teen parents in 36 communities in 1993. Programs offer pregnant and parenting teenagers home visits, health education, peer support groups, and assistance in finding child care, so that they can finish school or receive job training. Programs also focus on adolescents and pre-adolescents considered at risk for pregnancy. Primary prevention programs promote life skills, staying in school, avoiding risky behaviors, and planning for the future.

The Ounce also sponsors eight Head Start programs. At some sites, the Ounce has been able to provide full-day "wrap-around" programming for children whose parents work, are in school, or receive job training. A new family learning program is being tested at two centers.

Toward Teen Health includes a primary prevention program for fifth to eighth graders in seven Chicago elementary schools and in adolescent health centers in three high schools. The high school health centers offer students comprehensive health care and education. Students must have parental permission.

CSCD, otherwise known as the Beethoven Project, provides a wide range of health, child care, and family support services to young mothers and their children in the Robert Taylor Homes public housing development. CSCD focuses on the child's social, emotional, physical, and cognitive development from the prenatal period through the first year of a child's life.

The Ounce of Prevention Fund evaluates its programs. The Ounce recently conducted a retrospective analysis of the CSCD to assess the gains of mothers and children who have been in the program for 1 to 4 years. For the Parents Too Soon program, a participant tracking system shows gains for participants during the program year. According to a recent evaluation of the Ounce's Head Start program, parental participation increased the amount of time parents spent reading to their children. Evaluation results are used to refine existing programs, design and implement innovative program strategies, and advocate for public policies responsive to the needs of children and families.

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Recommendations for Advocacy: Intervention

Strategy: Identify children at their first point of vulnerability and act early to intervene

Parent Services Project, Inc. (Fairfax, California)

Program Type:	Family support
Target Population:	Parents and families
Project Startup Date:	1980
Annual Budget/Number of Persons Served Annually:	\$191,000/15,000 families
Sources of Funding:	Private foundations

Program Objectives/Description:

Parent Services Project (PSP) transforms child care programs into family care programs by offering a spectrum of parent support services that strengthen the entire family. PSP's underlying philosophy is that preventing mental, physical, and emotional stress on parents and children is the most humane and cost-effective way to build strong families today and healthy, productive citizens tomorrow. One of the best ways to ensure the health and well-being of children is to ensure the health and well-being of their parents. Social support networks are a crucial element in the happiness, healthiness, and productivity of people.

The goals of the program are to diminish parents' feelings of isolation, improve parenting skills, and increase parents' feelings of importance and sense of control over their lives. As parents gain confidence, competence, and self-esteem, their relationship with their children improves, and stronger, more mentally healthy families result. Researchers predict that such programs can prevent child abuse and break the cycle of violence.

Services provided by PSP include parent respite, sick-child care, stress-reduction and mental health workshops, community service referrals, counseling, training in parenting skills, peer support groups, family outings and social gatherings, and leadership training. Participants live in urban, suburban, and rural environments and represent a wide variety of ethnic backgrounds.

PSP's program has been replicated at more than 175 day care centers throughout California, Delaware, Florida, and Georgia. PSP offers training workshops, private consultations, and followup sessions to other interested centers.

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Recommendations for Advocacy: Intervention

Strategies: Identify children at their first point of vulnerability and act early to intervene

Parenting Center at Children's Hospital (New Orleans, Louisiana)

Program Type:	Education and support to parents around normal development issues and concerns; resource and referral center
Target Population:	Parents of children from birth through adolescence
Project Startup Date:	1980
Annual Budget/Number of Persons Served Annually:	\$180,000/4,000 parents, students, and professionals
Sources of Funding:	Children's Hospital; local foundations; membership fees

Program Objectives/Description:

The Parenting Center at Children's Hospital is a multifaceted community resource that provides education and support to parents of children from birth through adolescence. Predicated on the belief that good parenting is not instinctive, the goals of the center are to promote confidence and competence in parents, to encourage optimal child development, and to enhance the well-being of the family as a whole. The Center serves as an educational resource center for parents to learn about child development, a support center where parents can discuss parenting concerns, and a referral center to provide direction for families with more severe problems. To accomplish these goals, the center offers a variety of programs that address the routine developmental problems and issues facing today's parents. These services include:

- Classes on parent-child interaction, child development and safety, family communication, and other parenting issues, held both at the center and at local businesses.
- Lunch bag seminars for working parents on topics such as nutrition, quality time, and discipline.
- Community presentations for churches, schools, and other groups.
- Drop-in sessions for parents to talk with other parents and staff while children are busy playing.
- One-on-one counseling and community referral services.
- A resource library with films, books, magazines, and tapes.
- A telephone hotline that provides practical help for the normal problems of raising

children.

- Teacher training classes to help nursery and preschool teachers nurture the developing child.
- Development classes for children in toddler art, music, creative movement, and toddler gymnastics.

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Recommendations for Advocacy: Intervention

Strategy: Identify children at their first point of vulnerability and act early to intervene

SMART Moves (sponsored by Boys and Girls Clubs of America)

Program Type:	Works with children at early ages to deter them from alcohol abuse, drug abuse, and teen pregnancy
Target Population:	At-risk youth, 6-15 years old, who are not yet involved in drug use, alcohol use, or sexual activity
Project Startup Date:	1988
Annual Budget/Number of Persons Served Annually:	N/A
Sources of Funding:	Private foundations and corporations

Program Objectives/Description:

SMART Moves is a program designed to protect Boys and Girls Club members from the three major threats in their lives: drug use, alcohol use, and sexual activity. It draws a line between its philosophy and other drug-and sex-deterrence programs: SMART Moves will not teach "responsible" drug use or encourage use of contraceptives. It teaches total abstinence from drugs and sexual activity as the healthy way to keep young developing bodies on a normal growth course.

SMART Moves is a fully drawn program, complete with detailed lesson plans, for teaching the dangers of indulgence to three young age groups and to adults as well. Most Boys and Girls Club members grow up in communities with few positive role models. Drugs, drinking, and sexual activity are seen as rites of passage to adulthood. The program's goal is to teach youth what's wrong with indulgence, and then to teach them how to say "no" to these activities through a variety of thought-provoking, and sometimes amusing, group activities.

For example, Start Smart, the program for ages 10 to 12, is a course of 10 1-hour sessions of discussion, games, role-playing, and songs devoted to teaching skills to resist peer group and media pressures. The adolescents learn what to expect from puberty and the consequences of various behaviors. The classes and teaching techniques include:

- **A session on the "gateway" drugs, cigarettes, alcohol, and marijuana.** Facts on the biological impact of the substances are taught. The youth discuss good and bad drugs. They learn to understand what dependence on a drug means.
- **Prevention baseball.** Youth score points for their teams by answering questions about drugs that qualify as singles, doubles, triples, or home runs, in increasing magnitude of difficulty.

- **Rap sessions.** Youth recite rap lyrics and write lyrics to describe how they feel about drugs. They also compose anti-drug rap songs.
- **A session on puberty, teaching similarities and differences between boys and girls.** Adolescents are guided through discussions of this phase of development, learn what is normal, and what emotional challenges they might face.
- **A session on friendship and positive and negative influences friends might have.** Youth discuss what might be right and wrong activities to ask of a friend, and how to say "no" to risky behavior.
- **A session on how to say "no" assertively to risky behavior.**
- **A session in which youth write commercials discouraging drug use and sexual activity.**
- **A session devoted to the influence of radio, television, music, and movies. Youth learn to analyze the intent of the ads and how to counteract these influences.**

SMART Moves has similar courses geared to 6- to 9-year-olds and 13- to 15-year-olds. In addition, there is a course for parents to teach what phases and challenges their children experience, such as identity crises and the desire for youth to be independent of their parents. The parents' course aims to show how they can play a role in keeping their children away from drugs, alcohol, and premature sexual activity.

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Recommendations for Advocacy: Intervention

Strategy: Identify children at their first point of vulnerability and act early to intervene

United Way's Success By 6 (Alexandria, Virginia)

Program Type: Initiative to develop and coordinate resources for serving children to ensure quality early childhood
Target Population: Young children
Project Startup Date: 1988
Sources of Funding: United Way of Minneapolis, the Honeywell Corporation, and community groups

Program Objectives/Description:

Success By 6 seeks to promote healthy development of all children by mobilizing community awareness, resources, and cooperation in the five-county metropolitan Minneapolis area.

In 1987, Minneapolis area community, business, and government leaders were involved in local and national groups who were seeking to overcome intractable problems such as juvenile delinquency, teenage pregnancy, and increased school dropout rates. In their work, professionals were hearing the same message—what happens to children between conception and age 6 is critical to success in life, yet thousands of children were not getting the early development support needed. Based on this conclusion, the United Way of Minneapolis Area in 1988 created Success By 6, an initiative to develop and coordinate resources for serving children facing obstacles to school success and their families.

Success By 6 does not provide direct services; rather, it is an umbrella organization that coordinates the efforts of business, government, labor, education, health, and human service providers to address three objectives:

- First, it seeks to build community awareness about the needs of young children.
- Second, Success By 6 works to improve access to social services for all families with young children.
- Third, it expands collaboration between the public and private sectors to develop an integrated system of services.

During its first 2 years of operation, the program conducted a public awareness campaign to address urgent needs of today's children and has successfully lobbied along with other organizations for a comprehensive state legislative agenda on children that resulted in an increase of over \$35 million being allocated for expenditure on children and child care.

Success By 6 efforts have also resulted in improved prenatal care, a school for pregnant teens, and a growing public education campaign directed to parents and providers of child care. Other products include 10 culturally diverse child development tools for parents with low reading skills that were developed and distributed to more than 30,000 families by

children's service organizations, and the "Readmobile," which brings library materials to family child care homes. Way to Grow, an outreach and services integration model, was developed under the auspices of Success By 6 in order to bring the principles of the program to individual communities. Jointly operated by Success By 6 and the Minneapolis Youth Coordinating Board, Way to Grow has been replicated in five Minnesota communities.

In addition, the United Way of the Minneapolis Area has made this model available through the United Way of America, offering technical assistance to communities wishing to adopt the Success By 6 concept. Currently, nearly 80 communities, mostly led by United Way chapters, are developing, implementing, or exploring early childhood initiatives modeled on Success By 6.

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Coordination/Collaboration

RECOMMENDATIONS FOR ADVOCACY

Coordination/Collaboration

- Allocate resources for a demonstration grant that will become a model for collaborative efforts.
- Bring together various disciplines and interests to develop comprehensive programs to intervene in "at-risk" situations.

Recommendations for Advocacy: Coordination/Collaboration

Strategies: Bring together various disciplines and interests to develop comprehensive programs to intervene in "at-risk" situations

Aunt Martha's Youth Service Center, Inc. (Matteson, Illinois)

Program Type:	48 separate programs of information and referral
Target Population:	Children and families
Project Startup Date:	1971
Annual Budget/Number of Persons Served Annually:	\$17 million/more than 7,000 served
Sources of Funding:	Federal, State, local, foundations

Program Objectives/Description:

Out of 14 locations in lower Cook County and the other five counties of Chicago's "South suburbs," Aunt Martha's offers community-based services ranging from family planning through youth enhancement outpatient treatment to emergency foster care. Group homes and detention centers offer private alternatives to secure incarceration. "A Partnership in Parenting" boasts, "Together we can save a generation, one kid at a time."

New Chance is a program offering homes to some of the 225,000 teen-aged mothers on welfare, the welfare clients most likely to face future poverty and whose children are at greatest risk of long-term behavioral problems. It offers GED or other equivalency standing, employment skills and job placement assistance, health and personal development training, and personal counseling and supportive services.

Children of Alcoholics Screening Test offers an assessment and screening tool combined with a prevention and early intervention program. A program for the homeless has independent living arrangements for youth ages 18 to 21 and shelter referrals. Under volunteerism, the center lists counseling, mentoring, tutoring, training, and community service.

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Recommendations for Advocacy: Coordination/Collaboration

Strategy: Bring together various disciplines and interests to develop comprehensive programs to intervene in "at-risk" situations

Bridge Over Troubled Waters, Inc. (Boston, Massachusetts)

Program Type:	Multiservice center for runaway and homeless youth
Target Population:	Runaway and homeless youth
Project Startup Date:	June 1970
Annual Budget/Number of Persons Served Annually:	\$1.8 million; 4,000 youth
Sources of Funding:	Federal, state, United Way, city, foundations

Program Objectives/Description:

Bridge Over Troubled Waters, Inc., serves runaways, homeless youth, and other young people in high-risk situations. It has been a forerunner in the movement to create alternative services separate from the courts and criminal justice system. Bridge was founded by a group of educators and health care professionals to assist the growing number of youth living on the streets of Boston.

Since 1970, Bridge has reached and served thousands of troubled young people and helped them to avoid long-term homelessness and to overcome substance abuse, emotional issues, and lack of skills which have been barriers to independence.

Bridge's Street Outreach Program visits areas where street youth gather each day, intervenes in the lives of runaways and homeless youth, and offers alternatives to street life and substance abuse. The program's runaway services attempt to reconcile families of runaways by facilitating stronger family relationships or arranging stable alternative living situations when family reunification is not an option. The family life center promotes successful parenting skills to pregnant and parenting teenagers, offers counseling to parents on educational, employment, and child care needs, and helps mothers to earn their GED by providing child care. The residential component provides homeless youth and single parents with affordable, supportive housing, counseling, stress and time management skills, support for completing a high school education, and experience in daily housekeeping as well as working at a paying job.

Additional services include a free medical van, a medical/dental program, an education/preemployment program, an AIDS program, and a program on coping with violence.

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Recommendations for Advocacy: Coordination/Collaboration

Strategy: Bring together various disciplines and interests to develop comprehensive programs to intervene in "at-risk" situations

Lafayette Courts Family Development Center (Baltimore, Maryland)

Program Type:	Services to public housing residents
Target Population:	Inner-city families
Project Startup Date:	1987
Annual Budget/Number of Persons Served Annually:	\$500,000/750 families
Sources of Funding:	Community Development Block Grant, Baltimore Housing Authority

Program Objectives/Description:

Public housing projects are often bleak reminders of the grip of poverty on families living in America's inner cities. At Lafayette Courts, an 816-unit highrise development in Baltimore, about 85 percent of the families are on welfare, almost half of the adults did not complete high school, and 90 percent of the households have only one parent. However, Lafayette Courts is not a place of despair and hopelessness; it is the site of an unusual program called the Family Development Center that is helping families bring about changes in their own lives.

Among the specialized programs offered through the Center are child care for infants, preschoolers, and school-aged children; programs for teenagers who have dropped out of school or are at risk of doing so; and programs for those who are doing well in school. Job training, educational remediation, counseling, and support services are provided for adults who need to overcome the barriers to self-sufficiency.

The Center was opened in 1987 when city officials recognized that service networks were poorly coordinated and inaccessible to families in public housing. Officials decided to try providing on-site services in one housing project—Lafayette Courts. Most Center services are located either within the project (in space created from converting several units) or in a school directly across the street. Since city agencies outstation staff for most of the programs, the Center can offer a wide array of services on a relatively small budget. The availability of onsite child care has brought many of the project's single parents into the Center.

Case managers at Lafayette Courts work with families to develop short-term and long-range goals and help connect families with the wide range of available services and resources inside and outside the Family Development Center. Having developed relationships with other agencies through networking, case managers coach clients on how to interact with a public agency, and they contact agencies to alert them to a client's arrival.

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Provide Support for Victims and Witnesses

RECOMMENDATIONS FOR ADVOCACY

Provide Support for Victims and Witnesses

Recommendations for Advocacy: Provide Support for Victims and Witnesses

Strategy: Bring together various disciplines and interests to develop comprehensive programs to intervene in "at-risk" situations

Court Appointed Special Advocate (CASA) of Baltimore

Program Type:	Advocacy
Target Population:	Infancy onward; victims of abuse or neglect
Project Startup Date:	February 1988
Annual Budget/Number of Persons Served Annually:	FY 1993 Budget \$210,974; served 237 children
Sources of Funding:	State (1/4) and foundation funding

Program Objectives/Description:

Court Appointed Special Advocate (CASA) of Baltimore was established in 1988 as a joint project of the University of Maryland Schools of Social Work and Law. Similar to the establishment of the original CASA founded in 1977 by a Seattle judge, CASA of Baltimore was founded by Juvenile Court Judge David B. Mitchell. In February 1992, CASA of Baltimore joined forces with Advocates for Children and Youth, Incorporated, a statewide public policy organization dedicated to improving the quality of life for all of Maryland's children.

CASA's mission is to provide comprehensive advocacy to abused and neglected children involved in the social service, court, medical, and school system. CASA accomplished its comprehensive advocacy goal by recruiting, training, and supervising community volunteers who advocate on behalf of abused and neglected children to individually enhance their service delivery, and to ultimately facilitate systematic changes. Its goal is to recommend services that are in the child's best interests. Appointed by a judge, a volunteer advocate consistently interacts with the victimized child, parents, relatives and caretakers, attorney, social worker, therapist, physician, teachers, and other relevant parties to assure that a coordinated permanency plan is achieved and needed services are provided.

Six years after its founding, CASA of Baltimore is locally and nationally recognized as a community-based, volunteer-driven child advocacy program that works. It uses the philosophical premise of the African proverb, "It takes a whole village to raise one child." CASA of Baltimore has trained more than 350 community volunteers who have advocated for over 500 abused and neglected children, one child at a time. CASA's diverse volunteer pool is representative of the children served and Baltimore's geographic and cultural compositions. Fifty-two percent of the volunteers are persons of color.

Approximately 85 percent of children CASA serves have been removed from their homes by the court system to protect them from further abuse or neglect. A volunteer advocate is court appointed to persistently work with one case for 12 to 18 months to assure that comprehensive permanency services are provided. The volunteers testify at court hearings;

attend educational assessments, health team reviews, and social service meetings; and submit written court reports outlining their case activities and recommendations. CASA volunteers' holistic advocacy services extend beyond traditional mentoring; CASA services impact children at home, in school, and in their community.

In 1993, CASA of Baltimore formally established a partnership with the Child In Need of Assistance (CINA) Mediation Project to assist children and families in resolving pre-petition conflicts. CASA volunteers and CINA mediation volunteers work together with families, social services, the court, counselors, and attorneys to help resolve any conflict disagreements or communication problems prior to the actual court hearing. During this mediation process, CASA volunteers encourage those involved to make decisions that result in the child's best interest. Also in partnership with the Baltimore City State's Attorney Office Child Advocacy Network, the program co-administers a one-of-a-kind monthly Court School Program to help child victims involved in criminal court proceedings.

The program's criminal court component specially trains CASA volunteers to work with child victims and witnesses scheduled to testify in criminal court. CASA of Baltimore's criminal court advocacy efforts are designed to educate child victims and their families about the criminal court process and provide one-on-one support to the child throughout and after the criminal court proceedings. Regardless of the criminal court verdict, all child victims who testify in court receive a certificate of bravery.

CASA's board of advisers meets quarterly and assists in developing program guidelines, budgets, and funding. The program staff consists of a full-time director responsible for program development, overall supervision of volunteer and staff management, and interactions with the public. A full-time assistant director helps with recruiting, screening, and supervising volunteers, volunteer supervisors, and interns and monitors volunteers and program relations. A full time case supervisor organizes support groups and supervises volunteers. A part-time contract case supervisor supervises volunteers, and a full-time office manager coordinates staff meetings, handles clerical correspondence, maintains office records, and is responsible for volunteer management for over 200 volunteers. CASA of Baltimore contracts with a training consultant to conduct orientation of volunteers.

All volunteers are carefully screened through an extensive background clearance system. The screening process is designed to prevent children from being reabused and to maintain the program's integrity. In addition, volunteers complete a 4-week orientation training and attend in-service seminars and quarterly support groups. Caseload supervision ratio is 30 to 35 cases per case supervisor.

For further information contact:

Sharon Duncan-Jones, Director
CASA of Baltimore
300 Cathedral Street
Baltimore, MD 21202
(410) 547-1077
(410) 547-8690 (fax)

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Resource List

Resources

American Association for Protecting Children

63 Inverness Drive, East
Englewood, CO 80112
(800) 227-5242

The association works to insure effective and responsive community child protective services. It provides comprehensive in-service training for professionals, including social workers, physicians, teachers, and law enforcement personnel. Research is conducted on the nature and course of child maltreatment and statistics are compiled.

American Professional Society on the Abuse of Children (APSAC)

332 South Michigan Avenue
Suite 1600
Chicago, IL 60604
(312) 554-0166

APSAC supports research, education and advocacy that enhance America's effort to respond to abuse children, those who abuse them and the conditions associated with their abuse. They have a quarterly newsletter *The Advisor*. APSAC develops guidelines and provides training tapes and publications. Members include physicians, counselors, educators, administrators, law enforcement officers, social workers, nurses, psychologists, judges, clergy, researchers, attorneys and other professionals who are concerned or involved with the problem of child abuse.

American Public Welfare Association (APWA)

810 First Street, NE
Suite 500
Washington, DC 20002
(202) 682-0100

Concerned about effective administration of publicly funded human services. Affiliated with National Association of Public Child Welfare Administration (NAPCWA).

Association for Sexual Abuse Prevention (ASAP)

Lakewood Youth Services
13616 Madison
Lakewood, OH 44107
(216) 221-6818

ASAP is a membership organization committed to prevention of child sexual abuse. This international organization sponsors conferences and informational retreats, publishes a newsletter, advocates for sexual abuse victims and networks prevention programs.

Association of Child Advocates

10 E. Main Street
Suite 101
Victor, NY 14564
(719) 924-0300

CSN National Injury and Violence Prevention Resource Center

National Center for Education in Maternal and Child Health
2000 15th Street North
Arlington, VA 22201-2617
(703) 524-7802
(703) 524-9335 (fax)

Catholic Guardian Society

1011 First Avenue
New York, NY 10022
(212) 371-1000

Cares for dependent, neglected, and delinquent children. Operates group homes, foster homes, agency-operated boarding homes, and adoption services. Operates community residence for profoundly retarded and disabled children. Provides psychiatric and casework services.

Child Abuse Institute of Research

P.O. Box 1217
Cincinnati, OH 45201
(606) 441-7409

The institute promotes education and research into the cause and prevention of child abuse and compiles statistics.

Child Abuse Listening and Mediation (CALM)

P.O. Box 90754
Santa Barbara, CA 93190-0754
(805) 965-2376

The social services program is designed to prevent and treat child sexual abuse, physical abuse, and emotional abuse, and offer early intervention for stressed families. Referrals are offered to other organizations and resources and short- and long-term counseling regarding parent-child problems. They also conduct public information programs and an in-school education program for students, parents, and teachers in prevention and recognition of child maltreatment.

Child Development and Community Policing Program

Yale University School of Medicine

Child Study Center

P.O. Box 3333

230 South Frontage Road

New Haven, CT 06510-8009

(203) 785-2513

Child Welfare League

440 First Street, NW

Suite 310

Washington, DC 20001

(202) 638-2952

Works to ensure quality services for over two million abused, neglected, homeless, and otherwise troubled children, youth, and families. CWLA participates actively in promoting legislation on children's issues and provides a wide variety of membership services including research, consultation, training, and publications.

Developmental Research and Programs Inc.

130 Nickerson

Suite 107

Seattle, WA 98109

(800) 736-2630

(206) 286-1462 (fax)

Developed and distribute the publication *Communities That Care: Risk Focused Prevention Using the Social Developmental Strategy*.

Georgia Council on Child Abuse, Inc.

1401 Peachtree Street, NE

Suite 140

Atlanta, GA 30309

(404) 870-6565

(800) 532-3208

International Society for Prevention of Child Abuse and Neglect

1205 Oneida Street

Denver, CO 80220

303-321-3963

The group provides a forum for sharing information and experience through congresses and discussions on the subject of child abuse.

Juvenile Victim Advocate

809 Center Street
Santa Cruz, CA 95060
(408) 429-3725

This program targets children who are victims of violent crime, specifically sexual abuse. This program was developed to respond to the increase in child sexual abuse reports. The Victim Witness Assistance Program places a volunteer at the police department to work with all child victims of violent crimes. An advocate counsels crime victims and the non-offending parents on the criminal justice system. References are made to the appropriate agencies and the victims are advised of their rights and benefits under the state identification program. The advocate, furthermore, assists victims in completing the process for compensation of medical, counseling and other related bills. The advocate also has the responsibility of educating the community on the relationship between crime victims, law enforcement, and the criminal justice system.

Multicultural Gang Diversion Program

4916 East Belknap
Haltom City, TX 76117
(817) 834-3456

Prevention and intervention for at-risk youth.

National Association of Child Advocates (NACA)

1625 K Street, NW
Suite 510
Washington, DC 20006
(202)

National Association of Counsel for Children

1205 Oneida Street
Denver, CO 80220
(303) 321-3963

The association promotes education, support, and self-training for attorneys, guardians, and others who act as advocates for children. Seeks to enhance the efficiency and knowledge of children's attorneys by providing a forum for the exchange of information regarding cases; works to develop and improve children's law.

National Association for Crime Victims Rights, Inc.

Research Library
P.O. Box 16161
Portland, OR 97216-0161
(503) 252-9012

The goal of the Research Library of the National Association for Crime Victims Rights, Inc., is to provide research information to major news media, talk show producers, radio, television, and magazines revealing the impact of crime on victims.

National Black Child Development Institute

1023 15th Street, NW
Suite 600
Washington, DC 20005
(202) 387-1281

The institute conducts direct services and advocacy campaigns aimed at both national and local public policies focusing on issues of health, child welfare, education, and child care. Organizes and trains network of member in a volunteer grassroots affiliate system to voice concerns regarding policies that affect black children and their families. Informs national policymakers of issues critical to black children.

National Center for Prosecution of Child Abuse

American Prosecutors Research Institute
1033 North Fairfax Street
Suite 200
Alexandria, VA 22314
(703) 739-0321

The National Center for Prosecution of Child Abuse was founded in recognition of the dramatic increase in the reported cases of child abuse and the need for more effective prosecution of these highly complex and sensitive cases. Its aim is to improve the investigation and prosecution of child abuse through court reform, professional specializations, and interagency coordination.

National Center for Youth Law (NCYL)

114 Sansome Street
Suite 900
San Francisco, CA 94104
(415) 543-3307

NCYL is a non-profit organization devoted to improving the lives of poor children in the U.S. It was established in 1970 as the Youth Law Center and merged with the National Juvenile Law Center in 1978 to become the National Center for Youth Law. NCYL is a part of the national system of legal services for the poor, providing expertise in areas of the law affecting poor children and adolescents. Its primary role is to assist legal services attorneys nationwide by: providing advice and technical assistance; acting as co-counsel in selected cases; conducting training sessions; collecting and disseminating information; maintaining a specialized library; and publishing training manuals, articles in legal periodicals, and a journal, *Youth Law News*.

National Children's Advocacy Center (NCAC)

106 Lincoln Street
Huntsville, AL 35801
(205) 533-5437
(800) 543-7006

The non-profit organization that provides services to children who are victims of sexual or severe physical abuse. NCAC provides a home-like environment in a small victorian-style home. The environment is designed to meet the child's needs for warmth, support, friendship, advocacy, and education. NCAC's goals are to prevent the re-victimization of child sexual abuse victims; to hold more child abuse offenders accountable for their crime; to provide families with needed services and to assist them in regaining maximum functioning; to assist other communities in establishing a system response to child sexual abuse through the National Network of Children's Advocacy Centers; and to provide training and technical assistance to enhance and refine necessary professional skills.

National Center on Child Abuse and Neglect (NCCAN)

P.O. Box 1182
Washington, DC 20013
(703) 385-7565
(800) FYI-3366

NCCAN is responsible for the Federal government's child abuse and neglect activities. Administers grant programs to States and organizations to further research and demonstration projects, service programs, and other activities related to the identification, treatment, and prevention of child abuse and neglect.

National Child Abuse Clinical Resource Center

Kempe Center, University of Colorado
Health Sciences Center
1205 Oneida Street
Denver, CO 80220-2944
(303) 321-3963
(303) 329-3523 (fax)

The center's purpose is to provide technical assistance and referrals for consultation on difficult clinical cases of physical abuse and neglect of children.

National Coalition Against Sexual Assault (NCASA)

P.O. Box 21378
Washington, DC 20009
(202) 483-7165

NCASA publishes a newsletter and journal; conducts an annual conference; publishes a directory of member agencies; legislative updates; provides technical assistance and information packets.

National Committee for the Prevention of Child Abuse (NCPCA)

332 S. Michigan Avenue
Suite 1600
Chicago, IL 60604-4357
(312) 663-3520

NCPCA offers a wide array of materials for parents, children, teachers, prevention and treatment specialists, and medical professionals. The 1992 catalog lists booklets, posters, brochures, a directory, and other items that address all aspects of child abuse and neglect. Many materials are available in Spanish and English.

National Court Appointed Special Advocate

2722 Eastlake Avenue East
Suite 220
Seattle, WA 98102
(206) 328-8588

Provides information on how to establish a CASA Program to provide advocates for neglected, dependent and abused children during the court process. The association also coordinates workshops and training, and hosts an annual conference.

National Foster Care Resource Center

Institute for the Study of Children and Families
Eastern Michigan University
102 King Hall
Ypsilanti, MI 48197
(313) 487-0372
(313) 487-0284 (fax)

Accumulates, develops, and disseminates resources for foster care practitioners; establish linkages between organizations; and provide training and technical assistance to agencies involved in family, group, and residential foster care.

National Legal Resource Center for Child Welfare Services

American Bar Association
1800 M Street, NW
Suite 200
Washington, DC 20036
(202) 331-2250
(202) 331-2220 (fax)

The purpose of the center is to improve law and policy in the child welfare arena and to improve, through training, professionals working in child welfare.

National Network of Youth Advisory Boards

P.O. Box 402036 Ocean View Br.

Miami Beach, FL

(305) 532-2607

Promotes youth participation in the decision-making process and youth programs in such areas as education, employment, drug and alcohol abuse, recreation, and juvenile justice. Provides technical assistance to help community leaders establish youth participation councils or advisory boards.

National Organization for Victim Assistance (NOVA)

1757 Park Road, NW

Washington, DC 20010

(202) 232-6682

The National Organization for Victim Assistance serves as the forum for victim advocacy in support of victim-oriented legislation and public policy at the national, State, and local levels, to ensure that victims of crime are treated with dignity, compassion, and justice; directly assists the victims as needed; provides technical assistance to programs of victim and witness assistance; and helps members whenever possible.

National PTA

700 North Rush Street

Chicago, IL 60611-2571

(312) 787-0977

The National PTA is the largest volunteer child advocacy association in the nation.

National Resource Center for Infants and Toddlers with Special Health Care Needs and Their Families

Zero to Three/National Center for Clinical Infant Programs

2000 14th St North

Suite 380

Arlington, VA 22201-2500

(703) 528-4300

(703) 528-6848 (fax)

The center's primary purpose is to exercise leadership in developing and communicating a national vision of the importance of the first three years of life, and of the importance of early intervention and prevention for healthy growth and development; and developing a broader understanding of how services for infants, toddlers, and families are best provided; and promoting related training.

National Resource Center for Youth Services (NRC)

College of Continuing Education
University of Oklahoma
202 West Eighth Street
Tulsa, OK 74119-1419

NRC provides experienced-based professional training, materials, resources, and conference planning services to those working with and caring for at-risk adolescents and their families.

National Resource Center on Child Abuse and Neglect

63 Inverness Drive, East
Englewood, CO 80112-5117
(800) 227-5242

The parent organization is the National Center on Child Abuse and Neglect. The center provides information, training, and technical assistance to professionals in the field of child abuse and neglect; deliver technical assistance and consultation services to public and private agencies; identify and organize resources on child abuse and neglect and disseminate information; and train child welfare professionals.

National Resource Center on Child Sexual Abuse

107 Lincoln Street
Huntsville, AL 35801
(205) 534-6868
(800) 543-7006

The primary goals of this resource center are to advance knowledge and improve skills in the field of child sexual abuse. They provide information, training, referrals and technical assistance for professionals. Its parent organization is the National Center on Child Abuse and Neglect.

National Victim Center

2111 Wilson Boulevard
Suite 300
Arlington, VA 22201
(703) 276-2880
(703) 276-2889 (fax)

The National Victim Center is dedicated to reducing the consequences of crime on victims and society by promoting victims' rights and victim assistance and enhancing the dignity and value of human life by eliminating America's acceptance of violence.

Parents Anonymous

National Office
6733 S. Sepulveda Boulevard
Suite 270
Los Angeles, CA 90045
(213) 388-6685
(800) 421-0353

Parents Anonymous provides help to adults who have abused their children and promotes the prevention and treatment of child abuse. There are 1,200 chapters nationwide.

Skills for Violence-Free Relationships Curriculum

Minnesota Coalition for Battered Women
Physicians Plaza Building
570 Asbury
Room 201
St. Paul, MN 55104
(612) 646-6177

Tennessee Commission on Children and Youth

404 James Robertson Parkway
Suite 1510
Nashville, TN 37243-0800
(615) 741-2633

The Commission is an independent state agency formed by the Tennessee General Assembly and appointed by the Governor to serve as an advocacy agency and information resource for planning and coordination of policies, programs, and services on behalf of the state's children and youth. They work with other agencies and with Regional Councils on Children and Youth in each development district to collect information and solve problems in children's services.

Violence Prevention Project

1010 Massachusetts Avenue
2nd Floor
Boston, MA 02118
(617) 534-5196

This project focuses on homicide, risk factors and education about anger management and conflict resolution.

Limit Sale of Firearms

RECOMMENDATIONS FOR LAW ENFORCEMENT

Limit Sale of Firearms

- Make it unlawful for anyone under 21 to possess a handgun.
- Ban or restrict manufacture and sale of automatic and semi-automatic weapons.
- Prohibit convicted felons from possessing firearms.
- Require firearm purchasers to pass a safety course.
- Oppose "right to carry" bills.
- Make it illegal for an adult to provide a handgun to those under 18.
- Impose state licensing on firearms dealers.
- Add conviction on a domestic violence charge to the list of criteria that disqualify a person from obtaining a handgun permit.
- Ban importing semi-automatic pistols.
- Register newly purchased and transferred firearms.
- Increase the licensing fee for dealer to \$1,000 per year.
- Photograph and fingerprint all gun shop employees.
- Ban buying and selling or trading guns and gun shows except for licensed dealers.
- Increase the tax on firearms and ammunition sales.
- Ban armor-piercing and hollow-point expanding ammunition.

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Juvenile System Reform

RECOMMENDATIONS FOR LEGISLATIVE ACTION

Juvenile System Reform

- Revise the Colorado Children's Code.
- Revoke driver's license of juveniles committing certain offenses.
- Make available criminal records of juveniles.
- Subject violent juveniles to pretrial detention.
- Enact and enforce state and local ordinances to prevent graffiti, loitering and gang activity.

Recommendations for Legislative Action: Juvenile System Reform

Strategy: Enact and enforce state and local ordinances to prevent graffiti, loitering, and gang activity

The San Antonio, Texas Curfew Program

Program Type:	Interagency juvenile curfew enforcement
Target Population:	Youth, ages 10-16
Project Startup Date:	August 1991
Annual Budget/Number of Persons Served Annually:	N/A
Sources of Funding:	N/A

Program Objectives/Description:

During August 1991, the San Antonio City Council adopted a youth curfew ordinance to regulate the activities of youth under 17 years of age in public places between 12 a.m. and 6 a.m. The ordinance was passed to address juvenile-related problems in the community, primarily criminal youth activity and victimization. The curfew was initially to span 6 months, after which a report was to be made to the Council. On February 13, 1992, staff presented statistical data on the significant effects of the curfew and recommended that it be continued.

Another report in August 1992, disclosed data on enforcement, intervention, adjudication and victimization that caused the Council to vote to continue and called for a 2-year report in August 1993. The assessment was based on both quantitative and subjective evaluation data. Juvenile victimization for all crimes decreased more in the second year of the program—a decrease of some 16 percent. Figures also reflect that the Police Department's enforcement was ethnically balanced and that citywide crime was also declining. Following a 7-percent decrease in 1992, the first 7 months of 1993 showed a 10-percent decrease.

The San Antonio City Council believes the curfew has played a significant role in reducing citywide crime and juvenile victimization. It is important, however, that the curfew is viewed as but one strategy in a comprehensive communitywide effort focusing on youth issues and crime reduction. Other strategies that have contributed to reduction in crime and juvenile victimization are increased parental responsibility, youth activity initiatives, improved coordination between law enforcement and schools, and gang intervention and education programs.

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Sentencing Reform

RECOMMENDATIONS FOR LEGISLATIVE ACTION

Other Recommendations

- Make manufacturers strictly liable for damages for the death or injury of an individual which results from the use of an assault weapon they produce if the victim was not engaged in the commission of a crime.
- Destroy all weapons impounded by law enforcement agencies.
- Make gun dealers liable for damages for illegal sales.
- Use tax increase on firearms and ammunition sales for a health care trust fund to provide care for victims of gun violence.

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Other Recommendations

RECOMMENDATIONS FOR LEGISLATIVE ACTION

Other Recommendations

- Make manufacturers strictly liable for damages for the death or injury of an individual which results from the use of an assault weapon they produce if the victim was not engaged in the commission of a crime.
- Destroy all weapons impounded by law enforcement agencies.
- Make gun dealers liable for damages for illegal sales.
- Use tax increase on firearms and ammunition sales for a health care trust fund to provide care for victims of gun violence.

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Resource List

Resources

Center to Prevent Handgun Violence

1225 Eye Street, NW
Room 1150
Washington, DC 20005
(202) 289-7319

Founded in 1983, the Center to Prevent Handgun Violence is a national, non-profit education, research, and legal action organization dedicated to educating Americans about the scope of gun violence and preventing further bloodshed. Because there is no single answer to the crisis, the Center works with doctors, lawyers, researchers, law enforcement officers, teachers, entertainers, civic groups and the media to attack the gun violence epidemic on many fronts.

Community Gang Suppression Programs

120 East 5th Street
Tempe, AZ 85281
(602) 350-8306

The city of Tempe has established an advisory committee to the council, mayor, and police department to address gang related problems. This committee has examined the causes and extent of gang related problems with in the community, and developed strategies for responding to those problems.

Community Services Graffiti Eradication

Kathy Lembo
315 4th Avenue
Chula Vista, CA 91910
(619) 420-3620

This program targets juvenile offenders, especially those involved in gang-related offenses. The objective of the program is to reduce recidivism of juvenile offenders through the application of appropriate consequences, and to reduce gang incidents by responding to graffiti wars.

Community Youth Gang Services

144 South Fetterly Avenue
Los Angeles, CA 90022
(213) 971-8373

A non-profit, community-based organization that has developed a variety of strategies and programs to deter youth from gang membership and related crimes. Gang Prevention.

Gang Alternative Program

Charles Pugsley
276 4th Avenue
Chula Vista, CA 91910
(619) 691-5203

The purpose of Gang Alternative Program is to give young people a realistic view of the harsh realities of gang life, and to provide them with alternatives to joining gangs. The program's primary goals are to reduce gang membership and to increase youth, parent, and community awareness.

Gang Investigators Association

16609 Echo Hill Way
Hacienda Heights, CA 91745
(213) 946-7916

The association provides information and technical assistance to communities about anti-gang programs.

Gang Suppression Hotline

(800) 78-CRIME

WE TIP is an agency that receives gang information. Trained operators will report crime the crime information to the appropriate police, fire or sheriff's departments. They also offer information about local agencies that may be able to help. The hotline operates 24 hours a day, 7 days a week.

Gang Violence

Suppression Branch
Office of Criminal Justice Planning
1130 K Street
Suite 300
Sacramento, CA 95814
(916) 327-8704

State government office serving as a clearinghouse for information on anti-gang efforts throughout California. Documents include a report to the legislature on the Gang Violence Suppression (GVS) program, a summary of the projects currently funded by GVS, and a California Statewide Directory of Anti-gang Efforts.

Handgun Control, Inc. (HCI)

1225 Eye Street, NW
Room 2200
Washington, DC 20005
(202) 898-0792

Lobbyist group for gun control.

National Coalition to Stop Gun Violence

110 Maryland Avenue, NE

Washington, DC 20002

(202) 544-7190

(202) 544-7213 (fax)

The Coalition to Stop Gun Violence's ultimate goal is the enactment of Federal legislation banning sales of handguns to private individuals. Research projects are conducted to determine the extent of crime and death caused by handguns.

Louisiana Gun Responsibility Task Force

254 Nelson Drive

Baton Rouge, LA 70808

Philadelphia Anti-Graffiti

1220 Sansome Street

3rd Floor

Philadelphia, PA 19107

(215) 686-1550

Other Recommendations

Coordination/Collaboration/Replication

OTHER RECOMMENDATIONS

Coordination/Collaboration/Replication

- Establish interagency/multi-jurisdictional task forces.
- Identify successful programs and replicate them.
- Contact other statewide or national organizations to expand information and resource base.
- Ask state level agencies to assist local law enforcement agencies by targeting federal funds and staying abreast of opportunities for equipment.
- Establish a clearinghouse of information on programs.
- Bring together law enforcement practitioners and experts.
- Develop public/private full employment initiative.
- Expand successful violence reduction and conflict resolution programs across the country.
- Collect information on the programs that exist; determine those that are worthy of replicating and fund them.
- Create partnerships to prevent violent crime.
- Improve sharing of intelligence, new technologies, and technical assistance among federal agencies and between federal agencies and local police departments.

Other Recommendations: Coordination/Collaboration/Replication

Strategies: Develop public/private full employment initiative

Cleveland Works, Inc.: Beat the Streets; Cleveland, Ohio

Program Type:	Job readiness/life skills
Target Population:	Young men and women on Aid to Families with Dependent Children (AFDC)
Project Startup Date:	Cleveland Works-1986/Beat the Streets-1991
Annual Budget/Number of Persons Served Annually:	Approximately \$300,000/approximately 700 served annually
Sources of Funding:	City and county Job Training Partnership Act (JTPA) and federal food stamp employment training, foundation grants

Program Objectives/Description:

Beat the Streets is a job readiness/life skills develop program operating under Cleveland Works, Inc. that prepares young parents, both men and women, receiving Aid to Families with Dependent Children (AFDC) to enter the work force with full-time jobs with health benefits. To date, Cleveland Works has placed well over 2,000 people with more than 500 employers, allowing them to get off public assistance rolls.

In 1991, Cleveland Works began offering services to young men, particularly fathers 16 to 25 years of age, in the City of Cleveland. In late 1992, the program expanded to serve young parents anywhere in Cuyahoga County. This pilot program, "Beat the Streets," had graduated 379 young men and women by the end of 1993. The proportion of women in the Beat the Streets program is nearing 50 percent.

Beat the Streets prepares young parents for joining the work force through 320 hours of intensive training for job opportunities with Cleveland area employers. Employers must offer full-time wages and health benefits to hire the program's graduates. The training centers on job readiness that focuses on education, health, legal services, employment, and life management. Seventy-five percent of those who have entered the program have dropped out of high school and are so alienated from school they have no wish to complete their education in a traditional setting. Through Beat the Streets, they are offered the opportunity to gain their General Equivalency Diploma (GED) through an 8-hour per day regimen in which they are taught mathematics, English, and life management skills. Sixty-nine graduates received their GED certificates in 1993, and of that number, several opted to finish high school, some enrolled at Cuyahoga Community College, and others are attending Cleveland State University.

Referrals to Beat the Streets are made by Juvenile Court, Adult Common Pleas, and Municipal Court Adult Probation, as well as by other social service and drug/mental health

agencies. Legal services have become an important part of the program because many participants need help in removing barriers to participation in the program and successful employment. The Cleveland Works Legal Department comprises a staff of five full-time attorneys, two part-time attorneys, and two paralegals who have helped 50 percent of the graduates and have worked with 80 percent of the young fathers with legal problems that range from paternity, through custody, criminal law, traffic, and credit. First-time offender diversion projects are being developed by the legal staff working with the Court of Common Pleas and Juvenile Court with the aim of reducing recidivism and probation caseloads. They work to prevent incarceration of first-time minor offenders as well since judges and prosecutors increasingly realize that warehousing in the prison system is a futile answer to burgeoning dockets.

Both parents and their children are served by the Cleveland Works/MetroHealth Medical Clinic, which strongly emphasizes education and prevention in addition to complete health care. The Family Development Project runs a full-day all-year Head Start program to serve children ages 3 to 5, while Family Education courses stress child development, parenting skills, working parent issues, nutrition, and child safety.

Employment that graduates receive is designed to allow them to pay child support and help them raise their children. The average wage for all young men and women is \$6.39 per hour with family health benefits. Counselors follow up with students after their placement to ensure that both employer and employee are satisfied with job performance. The probationary period usually lasts 6 months, but counselors continue to monitor graduates' employment. Thirty- and 90-day retention rates are averaging 95 and 86 percent, comparing favorably with the figures for Cleveland Works' adult programs.

In 1991, Cleveland Works was chosen by Public-Private Ventures as one of six sites to participate in a national pilot project to serve noncustodial fathers. Its aim is to explore the impact of providing job training and other supportive services to young men to strengthen their ability and willingness to pay child support and support their children emotionally.

For further information contact:
Herbert Williams, Project Director
Cleveland Works, Inc.
812 Huron Road SE, Suite 800
Cleveland, Ohio 44115
(216) 589-WORK (9675)
(216) 566-6980 (fax)

Other Recommendations: Coordination/Collaboration/Replication

Strategy: Expand successful violence reduction and conflict resolution programs across the country

Community Board Program (CBP) (San Francisco, California)

Program Type: Conflict resolution; training and program development
Target Population: All ages; communities, schools, juvenile corrections facilities, youth agencies
Project Startup Date: November 1976
Annual Budget/Number of Persons Served Annually: Approximately \$800,000; minimum of 2,500-3,000 persons served
Source of Funding: U.S. Department of Justice

Program Objectives/Description:

The Community Board Program promotes conciliation and mediation as effective forms of dispute resolution and develops the capacity of schools, neighborhoods, and other "communities" to express and resolve their own conflicts. The key is for disputants to talk out instead of act out problems and to realize the importance of getting along.

Nearly 300 volunteer mediators, trained by CBP, help resolve conflicts referred from communities, police, juvenile probation, small claims court, and other San Francisco organizations. One-third of the mediators are people of color, and a growing number are teenagers.

In San Francisco schools, CBP's Conflict Manager program trains student mediators to help their peers settle disputes without adult intervention or, in many cases, punishment. Mediators encourage disputants to talk instead of fight and to see the situation from the other person's perspective. The program has found that most conflicts dissipate if solved immediately, avoiding retaliation and fights. As a result, school staff spent less time on discipline and problem-solving, and the overall school climate can improve. Conflict Manager Institute trains educators to coordinate these student peer mediation programs.

In the community, CBP mediator panels meet with disputants in parent-child conflicts, neighbor disagreements, and juvenile cases. Nearly 20 percent of cases are youth-related, and the inclusion of teenage mediators on the panels assures young disputants that their views will be heard. Increasingly, mediators assist in disputes involving gangs and in cases where prejudice triggers hostility among youth.

Publications include the twice-yearly *Dispute Resolution Access: A Guide to Current Research & Information*, and *The Conciliation Handbook*.

For more information contact:

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San Francisco, CA 94102

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Bibliography

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Parenting Skills/Family Management Skills

OTHER RECOMMENDATIONS

Parenting Skills/Family Management

- Provide parenting, family management, conflict resolution classes at middle and high school level.
- Establish child support enforcement.
- Implement parenting/family management skills to help keep families together.
- Increase funding for home visitation programs.
- Develop skills for positive communications within families.
- Reward and recognize family and youth achievements.
- Make parents responsible for the actions of their children.

Other Recommendations: Parenting Skills/Family Management

Strategy: Implement parenting/family management skills to help keep families together

The Black Parenting Education Program

Program Type:	Parenting program preceded by trainer training
Target Population:	Young, at-risk African American parents who lack skills, self-confidence, and motivation necessary to raise successful children; children birth through age 6
Project Startup Date:	1988
Annual Budget/Number of Persons Served Annually:	Training sessions for 12 to 45 people; 19-session workshops for groups of 12 parents by trainers
Sources of Funding:	Original funding from McKnight Foundation. Training materials and training provided by Relevant Educational Corporation, Inc.

Program Objectives/Description:

The Black Parenting Education Program has the mission of strengthening and empowering African American families and to teach parents that they have the power to raise children who are competent, confident individuals able to know, able to do, and above all, able to think. The program's goal is to prepare children for a successful school experience by age six. It is a comprehensive, competency based, culturally relevant parenting program designed to meet the ever increasing needs of young, at-risk African American parents. "Success By 6" is an underlying foundation of the program.

Topics addressed during the 19 sessions comprising over 60 hours of training include reducing child abuse and infant mortality, administering discipline, combating substance abuse, recognizing developmental deficiencies, child health needs and nutrition, building self-esteem, and overcoming stress.

The program employs a two-step delivery method of which the first step is "training the trainer," who is a teacher or other individual involved with parents and who teaches the course to groups of parents. Teaching methods involve a mix of lecture, reading materials (third-grade level), discussion, and visual and other aids such as videos, charts, toys and manipulative objects.

The 1-day train-the-trainer workshops are conducted by Relevant Education Corporation of Arlington, Virginia throughout the country and internationally. The course was originally taught in and with the cooperation of African American church congregations, but is now taught in a variety of locations. A recent group of trainees were Alexandria and Arlington, Virginia jail officials who will take the program to inmates, both men and women, to encourage them to spend more time helping raise their children after release and equipping them with the tools to do so. Talmadge T. Williams, president of the training company,

Relevant Educational Corporation, says the program targets "a new kind of family, one made up of an infant, a single parent and often a grandmother younger than 35 trying to work to take care of both the child and the grandchild."

The program understands that many young parents have never had an opportunity to learn the basics of child rearing because they grew up in poor households surrounded by crime and drug use, and often suffered abuse. The problem is exacerbated as the age of crime-prone children continues to drop, say program developers.

The program was developed by an African American woman for African American parents and children and addresses issues unique to that population. The importance of teaching standard English to children is emphasized, but parents are also advised not to criticize children's use of so-called black English at home—a vital cultural component.

The course may be taught by persons with or without a background in training or child development, but trainers must love children and understand the stresses and problems young parents face. A trainer must be motivated to improve the conditions of development for young African American children and should be able to function as a group process facilitator who can encourage parents to discuss their ideas and concerns.

For further information contact:

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Relevant Educational Corporation
4665 South Fourth Street
Arlington, VA 22204
(703) 920-7006
(703) 553-0657 (fax)

Geraldine Carter, Ph.D. (Program Developer)
Survival Skills institute
1501 Xerxes Avenue North
Minneapolis, MN 55411
(612) 522-6654

Other Recommendations: Parenting Skills/Family Management

Strategies: Provide parenting, family management, conflict resolution classes at middle and high school level; implement parenting/family management skills to help keep families together; develop skills for positive communications within families

CEDEN Family Resource Center for Development, Education, and Nutrition (Austin, Texas)

Program Type:	Family support
Target Population:	Parents, especially teenage parents, and their children
Project Startup Date:	1979
Annual Budget/Number of Persons Served Annually:	\$1 million/3,695 persons
Sources of Funding:	Departments of Health and Human Services and Education plus a variety of state and local public and private organizations

Program Objectives/Description:

Based in Austin, CEDEN is a private nonprofit research and development center that provides comprehensive educational and social services to parents and children of all ethnic backgrounds. CEDEN conducts home visits before and after birth, assesses infant development, and recommends individualized family service plans. New parents are taught about prenatal and postnatal care, child development, infant stimulation, health, nutrition, home safety, and substance abuse prevention. They are also taught positive discipline methods, coping skills, and stress management. Special attention is given to high-risk and developmentally delayed children. Services for parents include support groups, counseling, and parenting skill classes. Teenage parents are taught how to set and achieve goals to enhance their education, careers, and families. A Family Learning Resource Center offers courses in literacy, numeracy, and English to help family members become self-sufficient participants in the community. CEDEN seeks to improve child development and prevent abuse and neglect in the community by dealing with biological factors (such as prematurity, low birth weight, and malnutrition), socioeconomic factors (such as poverty and homelessness), and familial factors (such as age of mother, level of education, and social isolation). Family advocacy and case management are provided. Materials and services are multicultural and bilingual.

For further information contact:

Emily Vargas Adams
CEDEN Family Resource Center for Development, Education, and Nutrition
PO Box 6158
1208 East 7th Street
Austin, TX 78702
(512) 477-1130
(512) 477-9205 (fax)

Other Recommendations: Parenting Skills/Family Management

Strategy: Implement parenting/family management skills to help keep families together

CHINS UP Youth and Family Services, Inc. (Colorado Springs, Colorado)

Program Type:	Continuum of services for youth and families
Target Population:	Juvenile offenders and at-risk youth
Project Startup Date:	1974
Annual Budget/Number of Persons Served Annually:	\$1.8 million/375 youth in residential program, 35 in foster care, 90 families in family therapy, 70 in family preservation, 1,400 youth receiving case management services
Sources of Funding:	State and county, U.S. Department of Agriculture Breakfast and Lunch Program, United Way, fundraising efforts

Program Objectives/Description:

CHINS UP (Children in Need of Services) offers comprehensive services for troubled youth and their families. When abuse or neglect has occurred, the family receives intensive "family preservation" services from a specialist who works with them 15 to 20 hours per week for 4 weeks to keep the family together. Other CHINS UP services include an expanded 37-bed residential unit therapeutic foster care and a state-certified special education program. For youth in the overcrowded state-operated detention center, CHINS UP provides case management and, when appropriate, recommends a placement option in which the young person is not incarcerated. Through these measures, CHINS UP removes obstacles to the learning readiness of youth who are often given up for lost.

CHINS UP administers the El Paso County Partners Program, started in 1993, which matches adult mentors with at-risk children ages 8 to 18 for 1-year partnerships where the adult partner commits to spending 2 to 3 hours per week for a year with the child. CHINS UP also administers a Runaway and Homeless Youth Program (also started in 1993), which attempts to reunite runaway youth with their families.

Most of the mountain, rural, and urban youth served by CHINS UP are from low-income homes; child abuse cases come from all income levels. The residential program, demographically typical of all the service programs, serves children ages 10 to 18; about two-thirds are Caucasian, the rest are mostly Latino or African American.

Specific outcome measures are used to assess the effectiveness of the different services. The indicator of success for family therapy is whether the child is still living at home (or with a relative) and either attending school full time or attending part time along with part-time work. By this criterion, family therapy had a 76 percent success rate. The success rate of family preservation services, as measured by the child remaining at home with the family

after termination of services, was 90 percent. Among the program's plans for this year are adding a year-round alternative education program for 7th to 9th graders who are at risk of dropping out of the regular school system.

For further information contact:

Gerard H. Veneman

Executive Director

CHINS UP Youth and Family Services, Inc.

17 N. Farragut Avenue

Colorado Springs, CO 80909-5601

(719) 475-0562

(719) 634-0482 (fax)

Other Recommendations: Parenting Skills/Family Management

Strategy: Implement parenting/family management skills to help keep families together

Effective Black Parenting Program (Studio City, California)

Program Type:	Training in child management and development
Target Population:	African American parents of preschool and elementary school age children
Project Startup Date:	1985
Annual Budget/Number of Persons Served Annually:	Not specified
Sources of Funding:	Not specified

Program Objectives/Description:

Developed by the Center for the Improvement of Child Caring (CICC), this cognitive-behavioral program is designed to foster effective family communication, African American identity, extended family values, child growth and development, and self-esteem. It also aids community efforts to combat child abuse, substance abuse, juvenile delinquency, gang violence, learning disorders, behavior problems, and emotional disturbances.

Effective African-American parenting involves prosocial achievement orientation, but recognizes that special "street pressures" in inner city African-American communities make it difficult for parents to maintain such an orientation. This program presents two major parenting strategies: The Family Approach for Developing Respectful Behaviors (focusing on family rules and family rule guidelines) and the Thinking Parent's Approach to Disrespectful Child Behaviors (utilizing systematic decisionmaking processes). Rule development, family meeting and problem assessment skills, and child development information help parents make rules appropriate to the age of the child. Basic child management skills are also stressed: effective praise, mild social disapproval, systematic ignoring, time out, and special incentives.

The program consists of 14 three-hour training sessions and a graduation ceremony. Each training session includes an extensive review and role playing of ideas and skills that were taught in previous sessions. Optimal group size is 15 to 20 parents, with a 1-day seminar version available for 50 to 500 parents.

Unique to this program are discussions of traditional African-American discipline contrasted with modern African-American discipline strategies in teaching parents new skills. Issues relevant to African-American pride and ways of coping with racism are also discussed. Child abuse information is included in a discussion of the disadvantages of using corporal punishment as a disciplinary technique.

Field tests have indicated that the program has direct and positive effects on many of the family and child risk factors that research has found puts children at risk for drug abuse,

delinquency, and other social and health problems. It reduces negative family communication, enhances parental involvement with children, reduces child behavior problems, enhances limit-setting, and improves the general psychological well-being of parents. Classes have been replicated in 35 states with similar positive results.

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Other Recommendations: Parenting Skills/Family Management

Strategy: Develop skills for positive communications within families

Families in Focus (FIF) (Salt Lake City, Utah)

Program Type:	Family development and skill building program
Target Population:	Families across the United States
Project Startup Date:	1988
Number of Persons Served	
Annually:	22,000 individuals served
Sources of Funding:	Federal Action Grant (1988-1991), counties within the state, private corporations and foundations

Program Objectives/Description:

Seven "secrets" to family functioning form the core of Families in Focus, a program to enrich and strengthen family life through empowerment and self-guided activities. Addressing drug and alcohol abuse prevention for high-risk youth, the program emphasizes family health, personal motivation, and self-control.

FIF families meet with facilitators to set goals and select the functions they need to strengthen: family fun, decisions, pride, values, feelings, communication, and confidence. Then they begin assignments from FIF's *Home Learning Guide* to improve those areas. Progress is evaluated and new goals set at meetings scheduled 2 weeks apart during approximately 1 year. In the process, family members learn to support and influence one another in substance abuse prevention and other areas.

Each family learns to rate its own risks for alcohol and drug problems and how attitudes, beliefs, and expectations concerning drugs and alcohol can alter that risk. Because many participants have a family history of substance abuse, they are eager to address the effects of abuse on the family and the relationship between family history and increased risk.

Families enjoy a membership type of association with FIF and can contact program staff toll free from anywhere in the country. New family issues are disseminated regularly to member families, and volunteer and replication training models are offered.

Program evaluation indicates gains in family functioning and satisfaction, reduction in incidence of alcohol abuse, and expectancy scores predicting fewer substance abuse problems for FIF families.

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Other Recommendations: Parenting Skills/Family Management

Strategy: Implement parenting/family management skills to help keep families together

Family and Child Education Program (FACE) (Howes, South Dakota)

Program Type:	Provides integrated services to meet the literacy, educational, and parenting needs of Native American families
Target Population:	Native American parents and children
Project Startup Date:	1990
Annual Budget:	Takini School Budget: \$260,000
Source of Funding:	Bureau of Indian Affairs

Project Objectives/Description:

Since 1990, through the Family and Child Education (FACE) program, Native American families at the Cheyenne River Sioux Reservation have participated in parent-child programs that have built on the strengths of proven national models such as Missouri's Parents as Teachers and Kentucky's Parent and Child (PACE) programs. Adapted by the National Center for Family Literacy and High Scope, the FACE program also reflects the cultural traditions and values of the Sioux tribe.

FACE is a federal program installed at 11 sites around the U.S. It comprises four components: early childhood education, parenting skills, parent and child interactive time (PACTime), and adult education. Developed for families with children from birth to five years of age, the program is designed to address America 2000 educational goals and Indian America 2000 educational goals that focus on school readiness; high school completion, student achievement and citizenship, adult literacy, and lifelong learning; safe, disciplined and drug-free schools; and tribal government, language, and culture.

The program offers two settings: home-based and center-based. The home-based program serves children from birth to three years and their parents, disseminates child development information, and presents an opportunity to practice parenting skills. At monthly meetings, families share successes and common concerns. Adult education opportunities are also available to parents served in the home-based setting.

The center-based setting serves children three to five years of age and their parents at a school site. Parents and children arrive together on a school bus, have breakfast in the cafeteria, and then parents and children separate to attend classes. Adult classes address such issues as child development, life skills, skills development (writing or math), GED preparation, study skills, and self-esteem building. Needs of each adult are assessed to focus on individual concerns.

Before PACTime at midday, adults each choose an activity to share with their child or children, such as reading a book or playing with toys, to practice their parenting skills. After

lunch, adults return to the classroom and continue working toward goals until the last half-hour of class. This time is reserved for reflecting aloud on what has happened during the day. For example, parents may discuss something they observed with their children during PACTime. While parents are in class, children are in an active, developmental environment that is based on the High/Scope curriculum. A benefit of the FACE approach is that it acquaints parents with the school and reduces their discomfort with the school setting.

Key to the success of the Takini school is close coordination among all involved with the program. Teachers and assistants coordinate program plans with activities; for example, to ensure that a parenting topic covered in the adult class is followed by opportunities to practice related parenting skills during PACTime. Coordination with the school's principal is also critical because while FACE coordination takes a great deal of work, it has proven extremely beneficial to the program.

A process evaluation is being conducted by an outside evaluator, who is examining a number of program characteristics such as student and parent enrollment, the education of parents when they come into the program, program implementation, service delivery, and integration with other services. Results are not yet available for the 1991-92 school year. Since FACE criteria are set nationally, the Takini School has no plans to change the program in any major way. It does, however, hope to expand the program to serve more children and families.

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Other Recommendations: Parenting Skills/Family Management

Strategy: Implementing parenting/family management skills to help keep families together

The Family Place (Washington, D.C.)

Program Type:	Comprehensive social, health, and educational services to pregnant women and families with young children
Target Population:	Pregnant women and families with young children
Project Startup Date:	1981, 1991
Annual Budget/Number of Persons Served Annually:	\$700,000/200 families a month
Sources of Funding:	National and local foundations; the Kellogg Foundation; individuals, businesses, and churches

Program Objectives/Description:

In the culturally diverse Adams-Morgan and Shaw neighborhoods of Washington, D.C., two family drop-in centers, opened in 1981 and 1991, are aptly known as the Family Place. The Family Place is one of a number of missions in the ecumenical Church of the Saviour that are collectively devoted to serving the interrelated needs of the inner-city poor.

The centers offer a variety of program activities and services, including social services, referrals, followup with prenatal and pediatric medical care, parenting guidance sessions, parent support groups, prenatal and parenting education classes, nutritious meals, skill building classes that include family literacy and English as a Second Language, and parent-child recreational activities such as field trips.

Though families receive a host of services from staff, the heart of the Family Place is the support they give to one another. In addition to passing on the word about the Family Place (80 percent of new families are referred by participants), families rent apartments together, take care of each other's children, pass down baby clothes, and are available in times of crisis or loneliness. To foster this network of peer support and help build it into community cohesiveness, the Family Place involves participants actively in the planning, development, implementation, and evaluation of all services and activities. The program serves an average of 200 families a month, most of whom are Hispanic or African American.

A computer-based tracking system to monitor client demographics, needs, services, and outcomes has yielded encouraging findings, such as fewer low birthweight infants for Family Place families (4 percent) than for the District of Columbia as a whole (14 percent) or for Hispanics in the District (6 to 7 percent). Participant satisfaction, as reflected in referrals and focus groups, is quite high.

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Other Recommendations: Parenting Skills/Family Management

Strategy: Implement parenting/family management skills to help keep families together

Family Ties (New York, New York)

Program Type:	Alternative to Incarceration
Target Population:	Youth ages 12-17
Annual Budget/Number of Persons Served Annually	N/A
Project Startup Date:	1989
Sources of Funding:	Federal, state, and local

Program Objectives/Description:

Family Ties seeks to avert placement of a juvenile in an institution and reinvolvement in the juvenile justice system. The program identifies the needs of each delinquent child and works to strengthen family function so the youngster many remain at home. Family court judges refer adolescents to the program who are at imminent risk of out-of-home placement. A counselor, who works with the family for a four- to eight-week period, is on call seven days a week and 24 hours a day to assist the family during the program. Together the counselor, youth, and parent establish goals and agreements in forming a plan to address the problems that contribute to the youth's delinquency. The program, which is skills-based and goal focused, incorporates behavior modification and cognitive learning techniques to bring about changes in behavior, attitudes, and way of thinking. Counseling techniques for juveniles vary depending on the individual case; however, typically they include teaching decisionmaking skills to help juveniles make fewer self-defeating decisions and to resist negative peer influences; behavior modification to help juveniles comply with parental curfews; and anger management exercises. Substance abuse treatment and other therapeutic needs are provided directly by a trained counselor and by referral agencies. Parents engage in counseling centered on alternative ways to better supervise and support the child. The counselor monitors the participant's school attendance and performance and involves school teachers in the helping process. A case management system is used to document, monitor, and evaluate the family's progress and the youth's status. After the four- to eight-week period ends, the counselor prepares a termination report for the court that evaluates the youth's progress in reaching the service goals and the family support system. The report also recommends whether the youth be granted probation and remain in the community at home or whether further consideration be given to placement of the youth. The judge either accepts or rejects the counselor's recommendation. If accepted, the youth is then transferred to the Probation Department for a term set by the court.

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Other Recommendations: Parenting Skills/Family Management

Strategy: Implement parenting/family management skills to help keep families together

First Stop for Families (Miami, Florida)

Program Type:	Prevention
Target Population:	Families and youth
Project Startup Date:	1991
Annual Budget/Number of Persons Served Annually:	\$400,000/500 individuals
Sources of Funding:	State

Program Objectives/Description:

First Stop for Families is a home-based counseling service designed to provide intensive family interventions to keep families intact. First Stop, which provides the initial intake, assessment, and intervention for youth and/or families, is aimed at families not currently involved in the social services system. Clients for centralized intake are identified primarily through referrals from local schools, police departments, and social services agencies. Once referred, clients are screened to determine their eligibility for the program. Runaway, ungovernable, or truant clients are the focus.

Clients who are not involved with social services either in dependence (under investigation, under supervision, or adjudicated) or in delinquency are referred to social services. Outreach and community presentations are provided to these referral sources in order to publicize the availability of the program.

First Stop for Families services include screening of all referrals; comprehensive assessments of problems and service needs; development of plans to meet the identified needs; crisis intervention; home-based individual and family counseling; referrals to appropriate services; case management to ensure access to prevention, mediation, and treatment services; and followup contacts 180 days after termination of services. Services are available 24 hours a day, 7 days a week. Appropriate client data is maintained in the computerized client information systems of Miami Bridge, Inc., the parent organization of First Step for Families.

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Other Recommendations: Parenting Skills/Family Management

Strategy: Implement parenting/family management skills to help keep families together

Friends of the Family, Inc. and Family Support Centers, State of Maryland

Program Type:	Family Support Centers
Target Population:	Young, poor parents of children ages birth through 3 years
Project Startup Date:	1986
Annual Budget/Number of Persons Served Annually:	N/A
Sources of Funding:	State, nonstate, private and federal

Program Objectives/Description:

In the mid-1980's, Maryland infant mortality and teenage pregnancy rates had become among the highest in the nation. The conclusion of child abuse and foster care placement agencies was that the family—the nurturing unit of parents and children—was in crisis. A small group of family service professionals formed a partnership with the State of Maryland and with the Straus and Goldseker Foundations in 1986 with the ambitious mission of saving Maryland's children. Their chosen solution was to develop a support system for families to help them raise healthy children and build productive futures.

Friends of the Family was established as an intermediary to develop community-based family support programs in collaboration with public and private funders. In turn, Friends of the Family supports a statewide network of Family Support Centers that serve differing needs of urban and rural communities. The program was originally modeled upon a Chicago program called "An Ounce of Prevention," and adapted to the Maryland situation. The idea was that state departments would pool their resources and fund a nonprofit organization that would be an intermediary between private and public efforts. It is an early intervention program of such state departments as Human Resources, Education, Social Services, and others. In Baltimore, there are 6 funded centers, and plans are to expand the number of centers statewide to 30.

Besides coordinating Family Support Centers, Friends of the Family also trains hundreds of participants from numerous agencies, including Parents Anonymous, Associated Catholic Charities, Family and Children's services of Maryland, and the Baltimore City Department of Social Services. The organization also offers seminars and workshops periodically that feature experts in different aspects of family or infant development. In addition, it administers Family Start, 1 of 24 model Comprehensive Child Development Programs funded by the Department of Health and Human Services, and in Anne Arundel County, it administers 1 of 6 national models to encourage unwed fathers to participate in and accept parental responsibility by developing their educational and economic independence.

The Family Support Centers are community-based programs that provide services to help

families with young children, particularly those in high-risk communities, raise healthy children and build productive futures. The Centers are located in neighborhoods that have high concentrations of adolescent pregnancy, poverty, low birthweight babies, high school dropouts, child abuse and neglect, unemployment, and children who are not ready for school. The programs are completely voluntary. In its role as trainer and technical assistant, Friends of the Family furnishes staff expertise in infant and toddler development, social work, mental health counseling, education, grant writing, and public administration. It functions on behalf of funders of the program and brings ideas from other programs, organizes meetings and training, and serves as liaison among centers,

Services delivered at the centers include structured classes and groups in addition to drop-in services. The set of core services are parenting education; child care services for infants and toddlers up to 3 years of age while parents are onsite; health education and referral for a full range of health care services; educational and employability services provided onsite and through referral; recreation for parents and children; service coordination with other agencies; developmental assessments for children and remediation of developmental problems either onsite or by referral; advocacy and community building; short-term counseling and referral for more intensive counseling services; adolescent pregnancy prevention services to delay both first and subsequent pregnancies; and in-home services for "hard-to-reach" families.

Some centers have been able to provide such additional services as The Nurturing Program, a child abuse prevention parenting service; support groups for interracial couples; children of alcoholics; grandparents who are parenting; parents whose children are in foster care; new parents; foster care parents; new workers; and fathers. Preteen and teen clubs feature theater, dance, and job clubs; tutoring; and summer camps.

Center programs have been designed to use a neighborhood and family empowerment model in which participants are treated as equal partners in the effort, not as "clients" or "cases." They share in policy decisions and in program development implementation.

All programs are voluntary and no-fee and most support single mothers, but more programs are in process to attract young fathers as well. Nothing is mandated; no one must come a number of times in so many days or so many times per week. Studies have revealed that 94 percent of all teenaged participants do continue education or have received a GED or high school diploma working with the family support centers.

Believing that "the best contraceptive is a real future," in 1992 the program saw only 5 repeat pregnancies out of 400 parenting teenagers under age 17. Awards have come to the program for its forward-thinking private/public/community partnership, which represents a new direction in preventive social services to high-risk families.

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Other Recommendations: Parenting Skills/Family Management

Strategy: Develop skills for positive communications within families

The National Institute for Responsible Fatherhood and Family Development (Cleveland, Ohio)

Program Type:	Fathering program/family development
Target Population:	Teenage fathers, teenage mothers, their parents, and significant others
Project Startup Date:	1978
Annual Budget/Number of Persons Served Annually:	\$672,624/2,000 men and 200 families
Sources of Funding:	Cuyahoga County Abused Families, Cuyahoga County Juvenile Court, City of Cleveland Healthy Start Initiative, Department of Health and Human Services (Office of Minority Health), plus individual, corporate, and foundation contributions

Program Objectives/Description:

The mission of the National Institute for Responsible Fatherhood and Family Development is to encourage fathers to become positively involved in the lives of their children and to learn to respect their children's mothers. Since its inception, the agency has provided non-traditional counseling, education, and intervention services to more than 2,000 men at no cost to participants.

Fathers are taught leadership skills, public speaking, and entrepreneurial thinking and are provided with educational and employment opportunities. The curriculum is designed to encourage men to take responsibility for their lives, particularly in relation to their families, and to move toward economic self-sufficiency. Counseling services are available from paraprofessional outreach specialists 24 hours a day, 7 days a week in the fathers' homes.

The Institute also serves mothers with male children and incarcerated fathers and their families. There is also a Leadership and Empowerment Program for African American males.

Conclusions from a former client outcomes survey show that:

- A total of 70 percent of program graduates have completed 12 years of education, and 11.5 percent have completed at least 1 year of college.
- Sixty-two percent are employed full time and 112 percent, part-time.
- More than 90 percent of males have established paternity.

- More than 75 percent of males reported fathering no additional children out of wedlock.
- Almost 100 percent now provide financial support for their children.

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Other Recommendations: Parenting Skills/Family Management

Strategy: Implement parenting/family management skills to help keep families together

Parents as Teachers (PAT) (National City, California)

Program Type:	Provides parenting education through home visits and group meetings
Target Population:	Parents of young children
Annual Budget/Number of Persons Served Annually:	From October 1987 to March 1994, parent educators made over 6,541 home visits and presented 187 parent meetings; cost per PAT family is approximately \$765 per year
Sources of Funding:	Stuart Foundation; remainder is from Chapter 2 funds and district in-kind contributions; 1993-94 budget is \$100,000 funded by Chapter 1, Chapter 2, and district contributions

Program Objectives/Description:

When a school district or community agency adopts the nationally recognized Parents as Teachers (PAT) model—originated in Missouri—it preserves basic PAT principles and methods and, at the same time, adapts the program to meet local needs. In all PAT programs, trained professionals make home visits to parents of young children. The visitors model parenting skills, provide developmental information so that parents can make informed choices, and introduce activities for growing children. Currently there are 1,045 PAT programs in 42 states and in three foreign countries.

In 1987 the National School District (NSD) in National City, California, decided to try PAT out of a conviction that when parents get involved in promoting their children's early development, they stay involved in the children's education. In addition, the NSD was concerned about the declining level of readiness of preschool and kindergarten students entering school for the first time.

In the NSD program, parents of infants two and one-half years or younger can enroll in PAT and remain in it until the child is three. All families are eligible, regardless of socioeconomic status, and participation is entirely voluntary. Since 78 percent of families in the NSD program are Hispanic and many speak only Spanish, services and materials are provided in Spanish or English.

Each family receives one home visit a month until the child turns three. During these visits, the visitor gives the parent specific strategies to address individual concerns, such as toilet training, discipline, and appropriate toys, and these concerns are always followed up at the next home visit. In addition, children are periodically screened for vision, hearing, and normal growth and development and referred to health and other services when appropriate.

An extended program for three- to five-year-olds is forthcoming.

At PAT parent meetings, held at least three times a month, child care is provided and discussion among parents is encouraged. A special feature of the NSD program is a six-week parenting class offered when children are close to school age for parents who have graduated from PAT in order to help bridge the gap between PAT and school.

PAT is also adapted for teen parents in the NSD program. While teen parents are eligible to receive home visits, family circumstances often do not permit a typical home visit, and teens seem to prefer group meetings. For most teen parents who are in school, participating in PAT means meeting weekly for two hours in a small group setting. Fathers are welcome too, and all teens receive school credit for attending. During the first hour, each teen is given individualized information relating to her/his child; the second hour is a group lesson on a topic related to the needs of adolescents.

The Stuart and Packard Foundations sponsored a comprehensive research study on the National City PAT program. Stanford Research Institute International implemented a two-year evaluation plan to compare PAT three-year-olds to a control group. The findings proved a consistent beneficial effect from participation in PAT on virtually all measures used in the evaluation.

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Other Recommendations: Parenting Skills/Family Management

Strategy: Implement parenting/family management skills to help keep families together

Survival Skills Institute (Minneapolis, Minnesota)

Program Type:	Support programs to minority, at-risk young children and their parents
Target Population:	Minority infants to kindergartners
Project Startup Date:	November 1979
Source of Funding:	United Way

Program Objectives/Description:

The Survival Skills Institute was organized in 1979 to meet the needs of minority (specifically African American) families in Minneapolis, Minnesota. Its mission is to facilitate the healthy family functioning of minority, at-risk children (focusing on newborn through age 5) and their parents. This is accomplished by providing innovative, family-focused, child developmental, educational, and family support programs, which are delivered in a humanistic, culturally relevant, community-based environment. The five Institute programs are as follows.

PACT provides intensive family management and personal skills development and support to low-income working parents who are under extreme stress and their preschool children who are at risk for out-of-home placement. Children are provided with therapeutic developmental activities in a licensed child care setting. Parents are helped through family support groups and individual counseling to help them maintain, improve, and strengthen family functioning.

FREEDOM makes available a wide variety of services and support to preschool children and their parents. Infants, toddlers, and preschoolers are provided with therapeutic nursery/preschool activities. Parents receive support and services through parenting, family management, and independent living skills classes. The primary goal is to prevent developmental delays in high-risk young children through promoting positive family interaction skills.

NEST is a parent education and training program for parents of kindergartners who are experiencing problems in basic skill development. Children learn actively "by doing;" these activities reinforce the public school curriculum.

SAFE-P provides a series of culturally relevant, structured learning experiences designed to encourage postponement of sexual involvement and/or responsibility in their sexual encounters for early adolescents. This is accomplished by building and strengthening self-esteem and increasing knowledge of human sexuality and teen pregnancy.

FAMILIES is a joint medical/social services project designed to improve the health of

pregnant women, and infants exposed to alcohol or other controlled substances during pregnancy, as well as to reduce the need for out-of-home placement of the infants. This is accomplished through medical, social-emotional, chemical health, child birth, and parenting education services, as well as intensive networking with appropriate community organizations.

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Other Recommendations: Parenting Skills/Family Management

Strategy: Provide parenting, family management, conflict resolution classes at middle and high school level

Teen Parent Services—A Two-Generational Program (Portland, Oregon)

Program Type:	Helps pregnant and parenting teens to stay in school and cope with their parenting responsibilities
Target Population:	Teenage parents
Project Startup Date:	1986
Annual Budget:	Estimated \$1.9 million
Sources of Funding:	Portland Public School District and county general funds; additional funds from the Child Care and Development Block Grant, JOBS, Head Start, and Oregon Department of Education; Jobs Corps helps fund the Partners in Vocational Opportunity Training (PIVOT) program, as well as Manpower Demonstration Research Corporation's "New Chance" demonstration site

Program Objectives/Description:

In Portland, as elsewhere, many pregnant and parenting teenagers drop out of school, diminishing their prospects of future self-sufficiency. Many of these young people are ill-prepared to be parents themselves. The twofold mission of Teen Parent Services is, first, to enable teenaged parents to stay in or return to school to get a diploma or GED; and, second, to help them develop parenting and other life skills.

Teen Parent Services began in 1986 at one site. Now, in addition to that original site, there are 11 other educational sites for pregnant or parenting students. Program services include on-site and off-site child care, transportation, a life skills class, career and vocational assessments, and cooperative work experience. In 1992-93 a total of 785 teens were enrolled in Teen Parent Services.

In a summer program jointly sponsored by the schools and the Private Industry Council (PIC), students attend classes in the morning and work at a job site in the afternoon. Besides the academic curriculum, students participate in parenting skills classes, support groups, and gang intervention activities. For instance, students in recent years have created award-winning videos emphasizing parenting responsibilities and giving strong messages against becoming a teen parent or getting involved with gangs. Community involvement in the program is strong, and family members serve as part of each teenager's support team.

Another component within Teen Parent Services targets teenage parents wishing to return to school as a result of the Family Support Act mandate. A "school liaison" provides front-end counseling and educational and vocational assessment services to help orient and reintegrate the young parent into an appropriate school placement, and a case manager works to address

housing, child care, or other service needs that may impact school participation. The Service has not been formally evaluated for several years. PIVOT, which targets older teens returning to school to complete their education or acquire job skills, had 22 students complete the course in 1991-1992 of which over half became employed at an average wage of \$7.25 per hour; others have continued on to college or additional training. In the 1992-1993 school year, the district graduated 129 pregnant or parenting students. The Service continues to seek new sites to expand the undertaking.

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Other Recommendations: Parenting Skills/Family Management

Strategy: Implement parenting/family management skills to help keep families together

Waverly Family Center (Baltimore, Maryland)

Program Type:	Family support center
Target Population:	Low-income children, youth, and parents
Project Startup Date:	May 1986
Annual Budget/Number of Persons Served Annually:	\$500,000/100 families
Sources of Funding:	Maryland Department of Human Resources (50 percent), fundraising (50 percent)

Project Objectives/Description:

Waverly Family Center, serving low-income parents and children in north-central and northeast Baltimore City, provides a community where parents and children feel connected, as well as access to resources and information. The Center offers specialized programs and services for both parents and children to keep families strong.

The parent programs first help parents to learn to value themselves. As they gain self-confidence and competence, they become better parents and pass their feelings of worth along to their children. The programs also aim to ease the isolation parents often feel and to teach them new ways of meeting their children's needs for nurturing and intellectual stimulation.

- Social, recreational, and educational activities for parents of infants and toddlers include parenting education, guest speakers, and trips to cultural and recreational sites.
- Child care services by trained child care workers are available during scheduled Center activities. Programs for children from birth to age 4 provide developmentally appropriate activities, screening for developmental delays, and informal parenting education.
- A social worker will meet parents' needs in their home.
- Center staff work with parents to increase access to available programs, increase agency responsiveness, and help advocate for their children.

More than half of the residents in the community over age 25 did not graduate from high school. Through its education and employment enhancement programs, the Center provides access to adult remedial education and job readiness skills.

Although Waverly Family Center was originally developed to provide support for parents of

young children, it soon added a comprehensive youth program to help school-age children develop self-esteem and realistic plans for their lives. This program incorporates enrichment activities, counseling, help with academic problems, and early intervention to prevent teen pregnancy.

- The after-school program provides a supervised, structured, and happy environment where children can do their homework and participate in a variety of educational activities.
- Volunteer tutors are available for children with academic problems.
- The Center's summer day camp, with extensive community support, enriches the lives of children in the community.
- Special programs like outdoor experiential education build self-confidence and help teens learn problem solving through cooperation and teamwork.

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Media

OTHER RECOMMENDATIONS

Media

- Encourage the mass media to participate in the solution to youth violence.
- Reduce exposure to media which depicts and glorifies violent behavior.
- Provide programming commensurate with anti-gang, anti-violence, and anti-crime message.
- Begin a dialogue with (national) industry representatives regarding violence issues.
- Support congressional efforts to reduce violence in TV and film.
- Develop a community dialogue with the local news media.
- Create a partnership with the media for improving and expanding the public's understanding of youth and their needs.

Other Recommendations: Media

Strategy: Reduce exposure to media which depicts and glorifies violent behavior; begin a dialogue with industry representatives regarding violence issues; support congressional efforts to reduce violence in TV and film; encourage the mass media to participate in the solution to youth violence

Turn Off the Violence

Program Type:	Encourages choice of nonviolent entertainment and nonviolent ways to deal with conflict
Target Population:	Parents of young children, media
Project Startup Date:	1991
Annual Budget/Number of Persons Served Annually:	N/A
Sources of Funding:	N/A

Program Objectives/Description:

The slogan of Turn Off the Violence is "Violence is a learned behavior. It can be unlearned." Turn Off the Violence originated in Minnesota in the summer of 1991. A tragic series of highly publicized violent crimes throughout the state in the first 6 months of the year had many Minnesotans feeling frightened and powerless to change the situation. Amid the public outcry for tougher criminal penalties, two police crime prevention specialists found themselves asking, "If we could just turn off the violence...! If we could even just get people to turn off violent entertainment, wouldn't that be something!" They realized that even as Americans are horrified and baffled by rising rates of real-life violence, many are fascinated by violent TV, movies, and music.

Not long before, the Minneapolis *Star Tribune* had asked children to write to the paper to express their feelings about the violence they saw on TV and in movies. While many argued against it, the most common refrain from the almost 10,000 children who wrote letters, "I love violence. Violence is cool!" The two crime prevention specialists soon launched their plan by calling other organizations to invite representatives to meet and discuss a public awareness campaign that would culminate in a "Turn Off the Violence Day," the first of which was October 3, 1991. This year's Turn Off the Violence Day will be October 27, 1994.

Since that first effort of the Twin Cities pilot project, word-of-mouth and project literature spread, and the coalition has grown to include organizations across three states. Continued communication and networking among agencies that had no previous relationships has resulted as membership in the coalition continues to grow.

The campaign's two goals are (1) to make people aware of nonviolent ways to deal with anger and conflict, and (2) to help people realize that violent entertainment influences our attitudes about the acceptability of violence ... and that among all influences on violent

behavior, that is one influence we can choose to turn off.

The Turn Off the Violence Coalition has developed seven guiding principles to define its mission that are to govern the actions of any individual or organization who chooses to use the logo, name, or materials of the coalition.

1. The campaign is to be kept *simple*. Problems to be addressed are (a) the negative influence of the media on attitudes about the acceptability of violence; and (b) the lack of information available, especially to young people, about legal, safe, and positive ways of resolving conflict.
2. Turn Off the Violence is a coalition of over 85 organizations and hundreds of individuals who have joined the campaign and work together to address the problem.
3. Turn Off the Violence addresses all forms of violence and asks people to turn off violence in all its ugly forms: physical violence, sexual violence, verbal violence, violence in entertainment, family violence, gang violence, hate crimes, and playground violence.
4. The program includes as many groups and populations as it can because no fragment of society has been left untouched by violence
5. It is a grassroots campaign operated on a very limited budget that invites active participation in all phases of planning and implementation.
6. It is *not a censorship* project. As an organization, Turn Off the Violence does not sponsor boycotts or compile lists of music, movies, or TV shows considered violent. It believes that if enough people express their preferences for nonviolent media, the market will shrink, and those in the industries will get the message.
7. It is not the cure-all. Myriad influences shape violent attitudes and behavior in addition to electronic media, but the increasingly violent images portrayed on television, in movies, and in music portray violence as an ordinary, and often appropriate, way of resolving conflict, demonstrating power, releasing emotions, and responding to everything from sexual desire to boredom to social injustice. Once parents learn to turn it off they can begin to teach children appropriate ways of dealing with the challenges.

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Communication/Information Clearinghouse

OTHER RECOMMENDATIONS

Communication/Information Clearinghouse

- Make information on positive parenting models available through the media, neighborhood organizations and public service entities.
- Disseminate consistent, responsible information about gangs to the media and community.
- Ask local editors to publicize "Build A Generation" activities.
- Develop informational brochures, newsletters.
- Develop an on-going youth forum which asks questions and develops solutions to problems and issues that affect youth.

Jobs for Youth

OTHER RECOMMENDATIONS

Jobs for Youth

- Expand job opportunities for youth.
- Governor's Year 'Round Job Hunt.
- Summer Youth Employment Services.
- Youth in Natural Resources Program.
- Provide entrepreneurial grants for at-risk communities.
- Develop a business employee resource pool.
- Provide young people with options and opportunities.
- Re-examine child labor laws; many children aged 14 and 15 are ready to work and need the money.
- Make sure young people learn the skills needed to enable them to find and keep jobs.

Other Recommendations: Jobs for Youth

Strategies: Expand opportunities for youth; develop a business employee resource pool; make sure young people learn the skills needed to enable them to find and keep jobs

Career Beginnings (Boston, Massachusetts)

Program Type:	Education/career development
Target Population:	High school juniors
Project Startup Date:	1986
Annual Budget/Number of Persons Served Annually:	N/A/Each affiliate serves between 100 and 300 students
Sources of Funding:	Foundations and corporations

Program Objectives/Description:

Career Beginnings is a national student success initiative that aims to increase the number of high school students from low-income families who complete high school and enter college, technical training, or full-time employment. The program brings together high schools, businesses, and local colleges in working partnerships that provide college and career preparation, summer and school-year work experience, special academic tutoring, and counseling and support services.

Career Beginnings enrolls students for 18 months, from the beginning of their junior year through graduation. Participants include students who have average grades. Most students live in rural/small communities or in cities with populations larger than 100,000, and most participants are minorities and considered disadvantaged economically, socially, and educationally. The program matches each student with a mentor from the local business or professional community. The mentors, who are carefully selected, trained, and supported, help their students with planning their careers, applying to college, and understanding the professional work environment.

In addition, students attend workshops on career planning; basic academic skills, such as reading, writing, and mathematics; skills such as money management, time management, and family planning; college financial aid; and resume writing and work-related issues. The program, which operates in more than 35 communities, has had successful results, with 95 percent of the students graduating from high school and more than 80 percent entering college or postsecondary training in 1993.

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Other Recommendations: Jobs for Youth

Strategy: Provide young people with options and opportunities

The Detroit Compact (Detroit, Michigan)

Program Type:	Training, employment, college scholarship
Target Population:	Middle and high school students
Project Startup Date:	1989
Annual Budget/Number of Persons Served Annually:	N/A/2,100 persons served
Sources of Funding:	State, city, local, and private funds

Program Objectives/Description:

The Detroit Compact is a partnership involving students, educators, area businesses, and government agencies to guarantee jobs or higher education to Detroit Public Schools students. Training, jobs, volunteers, and/or financial support come from schools, universities, community organizations, and businesses. Some 750 active volunteers from these organizations provide tutoring, mentoring, job training, career awareness, and other resources for participating students.

To be eligible for the guarantees, students in the Compact must strive toward high standards of behavior, attendance, and academic achievement, demonstrate teamwork and leadership skills, and remain drug free. Those who achieve the standards receive employment opportunities, college financial aid, or financial incentives (for middle school and special education students).

Students meeting job-ready standards are guaranteed summer employment and, for graduating seniors, the opportunity to compete for entry level employment. Seniors meeting college-ready standards receive a comprehensive financial package covering, at a minimum, tuition and fees at participating colleges and universities, while students choosing a nonparticipating college receive \$1,000.

A Compact council in each school is responsible for budgets, use of volunteers, jobs, standards, incentives, and new strategies to increase student achievement. Representatives of each partner group (school, community, and business) serve on the council.

Compact membership is voluntary for Detroit schools; some of those participating have a waiting list of students desiring to transfer in. The program receives strong support from Detroit businesses and community groups, and evaluation data show encouraging responses from students, parents, and employers.

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Other Recommendations: Jobs for Youth

Strategies: Develop a business employee resource pool; provide young people with options and opportunities

FUTURES 2000 (Boston, Massachusetts)

Program Type:	Education/career development
Target Population:	Sixth-, seventh-, and eighth-grade teachers and students
Project Startup Date:	1992
Annual Budget/Number of Persons Served Annually:	N/A
Sources of Funding:	Foundations (Dewitt Wallace-Reader's Digest Fund)

Program Objectives/Description:

FUTURES 2000 is a national middle school pilot initiative designed to make a major contribution to national educational policy by assisting school districts in changing their traditional approaches to adolescent career awareness and to improve the educational outcomes for thousands of youngsters. The pioneering group includes three districts: Grants, New Mexico; Portland, Maine; and Junction City, Kansas.

FUTURES 2000 is a long-term strategy for school improvement to foster:

- Innovative classroom instruction that provides career awareness and experimental learning.
- Family involvement in recognizing future career and educational options.
- Interaction with mentors from the business and professional community.
- Multiple occasions to create future goals and the plans to achieve them during and after high school.

FUTURES 2000 goals include:

- Foster a productive learning environment for all students in middle school.
- Execute systemic institutional change in districts.
- Help students gain enough knowledge about careers, education, and their own interests to develop a realistic plan for pursuing future goals.

Because FUTURES 2000 is classroom-based, the focus of the program is on teachers and counselors. Teachers have the major responsibility for testing the program as a national

model and identifying expected outcomes and the necessary resources to achieve success. A FUTURES 2000 coordinator is the onsite resource for staff. The coordinator recruits outside resources, shares ideas with teachers, runs planning meetings, keeps the staff focused on objectives, provides classroom support, and negotiates for FUTURES 2000 within the district. Administered by the Center for Corporate and Education Initiatives (CCEI) in Massachusetts, FUTURES 2000 has formed a national network of educational, business, and community leaders committed to helping young people and their families prepare for their future. The program builds on CCEI's Career Beginnings and Higher Ground initiatives, which have provided career and educational support systems for more than 12,000 low-income, underachieving high school and college students.

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Other Recommendations: Jobs for Youth

Strategies: Provide young people with options and opportunities; make sure young people learn the skills needed to enable them to find and keep jobs

Higher Ground (Boston, Massachusetts)

Program Type:	Education/career development
Target Population:	Low-income and minority college students
Project Startup Date:	1990
Annual Budget/Number of Persons Served Annually:	N/A
Source of Funding:	Foundation support

Program Objectives/Description:

Higher Ground is a 4-year, multisite national demonstration project aimed at increasing college retention among low-income minority students attending institutions of higher education. Higher Ground, managed by the Center for Corporate and Education Initiatives (CCEI), has grown out of the experience gained through CCEI's Career Beginnings program, a high school transition initiative. Higher Ground provides incoming Career Beginnings graduates and other low-income or minority youth at seven colleges with up to 4 years of academic assistance, career planning, social support, summer and school-year internships, and mentors from the academic and professional communities.

The project has two primary goals. First, by focusing initially on colleges currently involved in Career Beginnings, Higher Ground seeks to extend and protect the successful 2-year investment that Career Beginnings makes in nurturing the skills and ambitions of minority high-school juniors and seniors. Second, Higher Ground is designed to build the capacity of colleges and universities well beyond the Career Beginnings network to reduce the attrition rates of at-risk students. Seven demonstration sites, each serving a minimum of 130 participants over a 4-year period, were selected from among the communities where Career Beginnings currently operates. At each site, the resources of a variety of institutional factors, such as college faculty, staff, and students; local businesses; professional associations; and community organizations, are drawn upon to provide graduating Career Beginnings participants and other at-risk minority students with a multifaceted 4-year sequence of activities (2 years at community colleges). Activities include:

- An intensive summer component.
- Social support and academic skill development.
- Family outreach and involvement.
- Career exploration and goal setting.

- Career-focused work experience that cultivates skill development, affiliations, and contacts.
- Assistance in facilitating the transfer of 2-year students to 4-year colleges and universities.
- Ongoing relationships with college, community, and career-based adult mentors.
- Structured sequential internships in the public and private sector.

Higher Ground is in its fourth year in seven colleges and universities. Seven hundred students have begun their college experience involved in Higher Ground. The first-year retention rate is 91 percent, and the second-year rate is 69 percent. The third year retention rate is 66 percent, a striking outcome compared to a 23 percent third-year retention rate for a comparable group of students (High School and Beyond Study). Even more encouraging, many Higher Ground students are now campus leaders.

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Other Recommendations: Jobs for Youth

Strategy: Make sure young people learn the skills necessary to enable them to find and keep jobs

Hollywood Diner (Baltimore, Maryland)

Program Type:	Job training
Target Population:	Inner-city youth ages 16-21
Project Startup Date:	1991
Annual Budget/Number of Persons Served Annually:	\$190,000/ 30 persons
Sources of Funding:	Maryland Department of Juvenile Services; Chesapeake Foundation for Human Development; food sales from diner

Program Objectives/Description:

Once a movie set, Baltimore's Hollywood Diner now serves as a setting where adjudicated youth can develop the attitudes and learn the skills they need to become reliable, skilled employees and productive members of the community.

The Diner's founder, the Chesapeake Foundation, views food service as an occupation that provides pervasive, reliable work in our society and shows promise as an area of productive employment for these young trainees. The program's goal is to get young people past minimum wage jobs and into positions where they can find job satisfaction and real potential for advancement.

Youth are referred to the Diner as a condition of probation; criteria for exclusion are drug use, a recent violent offense, instability at home or in placement, and inability to understand or accept work responsibility. The 6-month program provides training and work experience in dishwashing, cooking, food preparation, food serving, delivery, and on- and off-site catering. Participants must earn raises and promotions by demonstrating responsibility and discipline and must try to get their GED. Employability and job readiness skills (finding a job, interviewing techniques, expectations of employment) are emphasized as well, to acclimate trainees to the professional world. The program provides job placement assistance and after-care support services to help graduates maintain their jobs.

The Diner caters private parties and serves breakfast and lunch; it is close to breaking even financially. Most graduates have found success in terms of employment (restaurants, cruise lines, catering firms), further culinary education, and lack of recidivism

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Other Recommendations: Jobs for Youth

Strategy: Make sure young people learn the skills needed to enable them to find and keep jobs

Lancaster Employment and Training Agency (LETA) (Lancaster, Pennsylvania)

Program Type:	Job training
Target Population:	Economically disadvantaged and dislocated workers in Lancaster, PA
Project Startup Date:	1983
Number of Persons Served Annually:	1,000 persons
Sources of Funding:	Federal Job Training Partnership Act, Federal Jobs Fund (Department of Welfare)

Program Objectives/Description:

Eliminating barriers to employment is the aim of the Lancaster Employment and Training Agency. Providing free training programs and career services to help eligible Lancaster city and county applicants gain skills for employment, LETA works in conjunction with the Lancaster County Commissioners and Private Industry Council.

LETA offers specialized training for youth and the disabled as well as programs for all applicants in the areas of medical/dental, secretarial, data processing, long- and short-term vocational training, job search, on-the-job training, and work experience.

Applicants' job strengths and career direction are evaluated prior to enrollment in training. The goal of all LETA programs is full-time, permanent, meaningful employment.

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Other Recommendations: Coordination/Collaboration/Replication

Strategy: Establish a clearinghouse of information on programs

National Youth Employment Coalition (NYEC) (Washington, D.C.)

Program Type:	Membership/training organization
Target Population:	Varied
Project Startup Date:	1979
Annual Budget/Number of Persons Served Annually:	224,000/more than 60 member agencies
Sources of Funding:	Membership fees, foundation funding

Program Objectives/Description:

Representing the interests of 60 leading organizations in the youth employment field, NYEC is a forum for helping service providers, policymakers, and researchers to plan, operate, and assess policies and programs for disadvantaged youth.

NYEC strives to improve youth employment programs and policies, train youth employment practitioners, promote collaborative ventures among employment and development organizations, and encourage public understanding and support of youth employment programs and policies.

Toward these objectives, NYEC offers members and subscribers information from a data base and holds roundtable discussions on employment and training issues such as "Alternative School-to-Work Transition" and "Understanding the Problems of Young African-American Males." Staff members make similar presentations at meetings of youth employment and development professionals. A Job Opportunity Grant and Loan concept was designed to help young people, especially those not pursuing a college degree, to find and afford job training. Through an advocacy program, NYEC advises the executive and legislative branches of government about policies, programs, and services to improve opportunities for young people to be productive members of the work force.

NYEC's future plans include disseminating information to youth service providers so that they can share successful techniques and methods; offering training and technical assistance to assist youth employment professionals in managing and providing services; improving collaboration among local youth development institutions; referring media requests for information to local youth agencies for the purpose of increasing public awareness of successful programs; and broadening NYEC membership to include corporations and foundations.

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Other Recommendations: Jobs for Youth

Strategy: Provide young people with options and opportunities

Work, Achievement, Values, & Education (WAVE) (Washington, D.C.)

Program Type:	Education; employment
Target Population:	Youth ages 12-21; youth-serving professionals
Project Startup Date:	1969
Annual Budget/Number of Persons Served Annually:	\$3.2 million/15,000 youth
Sources of Funding:	N/A

Program Objectives/Description:

WAVE, Inc., is a national organization committed to providing challenged youth with essential tools for development, including motivation, education, community service, and career awareness. To help schools and organizations better serve the youth in their communities, WAVE offers essential services and forges partnerships among the educational, corporate, and youth-serving segments of each community.

Its programs include the National Youth Professionals' Institute, which provides resources to professionals who work with at-risk youth; WAVE Training and Services, which offers workshops on staff capacity building for youth professionals; WAVE in Schools, which assists students who have difficulty learning in traditional schools as well as educators who must meet the challenges of working with a diverse student population; and WAVE in Communities, which offers education, employment services, and motivation to high school dropouts.

As part of the WAVE family, organizations receive comprehensive training for teachers and youth professionals, curriculum development, training materials and textbooks, and ongoing technical assistance. Youth receive membership in an esteem-building leadership association that they run themselves. As members, they plan civic, social, and fundraising events, thereby gaining exposure to personal responsibility, community service, and recognition. Mentors and business volunteers in classrooms add encouragement and real-world pertinence.

WAVE strives to bring out the best in youth by helping them understand, develop, and nourish their potential. Independent research has shown that WAVE enhanced students' determination to stay in school. Also, scores on self-esteem and job-readiness exams improved markedly, and math and reading levels rose an average of one grade level.

For more information contact:

Ed Ridgeway

Director of Program Development

501 School Street SW., Suite 600

Washington, DC 20024-2754

(202) 484-0103

(202) 488-7595 (fax)

Bibliography

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Establish New Programs

OTHER RECOMMENDATIONS

Establish New Programs

- Colorado Illegal Gun Task Force.
- Colorado Anti-Crime Council.
- Family Development Centers.
- Presidential Commission on Crime and Violence.
- Create a national anti-violence contribution fund.
- Family Management Resource Office.
- Establish an incubator for youth-run businesses.
- Youth Foundation.
- The Job Detectives.
- Mentoring programs.
- Formulate and implement a national policy on children and families that includes health care, nutrition and Head Start.

Other Recommendations: Establish New Programs

Strategy: Mentoring programs

Big Brothers/Big Sisters of America (BB/BSA) (Philadelphia, Pennsylvania)

Program Type:	Mentoring
Target Population:	At-risk youth
Project Startup Date:	1904
Annual Budget/Number of Persons Served Annually:	\$3-4 million/more than 100,000 children
Sources of Funding:	Grants and public contributions, membership fees, fund-raising events

Program Objectives/Description:

BB/BSA is a national youth-service organization based on the concept of a One-to-One[®] relationship between an adult volunteer and an at-risk child. Volunteer mentors can help these vulnerable youth to develop self-esteem and self-confidence—and, often for the first time, to see themselves as having happy, successful futures.

The matches, made by BB/BSA's more than 500 affiliates, are based on common interests, compatibility, and the child's specific needs. Each screened volunteer commits to spend several hours weekly with the child. Professional caseworkers supervise and support the matches, working with the volunteer, child, and parent to set goals, help with problems, and ensure that regular contacts are maintained among these parties.

Children who can benefit from these mentor relationships are from all ethnic and economic backgrounds, with more than half of current youth participants coming from families living below the poverty level. Increasing numbers of parents have confidence in BB/BSA mentors not as substitute parents, but as allies to help children through the challenges of childhood and adolescence. Some single parents, busy with work, maintaining a household, and raising several children, may not have the time and energy to meet every child's needs. A Big Brother or Big Sister can provide important friendship and support for children in these families.

In addition to One-to-One matches, BB/BSA offers programs for foster care children, the disabled, school dropouts, and others with special needs. Special intervention programs at many agencies address the problems of drug abuse, teen pregnancy, and juvenile delinquency.

For more information contact:

Lynda A. Long

Senior Manager, Program Services

230 North 13th Street

Philadelphia, PA 19107-1510

(215) 567-7000

(215) 567-0394 (fax)

Other Recommendations: Establish New Programs

Strategy: Mentoring programs

Bigs in Blue (Washington, New Jersey)

Program Type:	Prevention
Target Population:	At-risk youth ages 16-18
Project Startup Date:	1992
Sources of Funding:	State and county, United Way, private donations

Program Objectives/Description:

Police officers, whose professional training and experience can make them a unique asset to help high-risk youth, are known as Bigs in Blue in this Big Brothers/Big Sisters program. They provide positive role models for extremely at-risk youth and try to help these teenagers cope with such issues as adverse home environments, peer pressure, school problems, self-esteem development, options for the future, and decisions regarding drugs, alcohol, and sexual activity.

Officers are matched with teenagers for at least 1 year, during which they share group activities and one-on-one meetings that might include riding in a squad car, visiting the police station, and even training a police dog. Police volunteers are recruited through orientation sessions and agency presentations for law enforcement organizations and are carefully screened and trained in the Big Brothers/Big Sisters system.

The program identifies youth participants through recommendations from juvenile court, schools, a community-based Case Assessment Resource Team, and the New Jersey Division of Youth and Family Services. These youth exhibit problem behaviors or characteristics such as truancy, legal trouble, dysfunctional families, physical or sexual abuse, out-of-home placement, and school concerns that have caused them to be classified as neurologically/perceptually impaired or emotionally disturbed. Among the most seriously challenged of at-risk youth, these teenagers would not be matchable in the regular Big Brothers/Big Sisters program.

Evaluations completed by parents, volunteers, and youth—and anecdotal information from caseworkers—indicate reductions in delinquency and court involvement and improvement in school attendance, behavior, and grades.

For more information contact:

Linda Barnes
Executive Director
P.O. Box 123
Washington, NJ 07882
(908) 689-0436
(908) 850-3656 (fax)

Other Recommendations: Establish New Programs

Strategy: Mentoring programs

Catholic Big Brothers' Mentoring Project Baltimore

Program Type:	Mentoring
Target Population:	Mainly first-generation college and career-bound inner-city high school students
Project Startup Date:	October 1988
Annual Budget/Number of Persons Served Annually:	\$111,000 served 67 teenagers
Sources of Funding:	United Way, foundation grants, private donations, special events, New York Department of Social Services

Program Objectives/Description:

The Mentoring Project of Catholic Big Brothers (CBB) for boys and girls was designed to match primarily first-generation college and career-bound inner-city high school students with volunteer mentors who help them realize their goals and objectives through a one-on-one, goal-oriented friendship. Before being matched, students participate in a 10-week peer support group activity that focuses on improving self-esteem and self-awareness as participants work to identify future choices.

The project is currently based within two Catholic high schools in New York City, but students who do not attend the two target high schools are accepted on a limited case-by-case basis.

In order to be considered for the program, students must exhibit motivation for program participation, the ability to form a committed relationship with an adult mentor, and a sense of vision for the future. A degree of independence is helpful, because students are encouraged to travel to meet with their mentors.

Mentors must be at least 18 years of age, must have completed high school, and must either be working full time, attending school, or working and attending school. Both mentors and students and their families are interviewed and screened by agency social workers to determine their suitability for program participation.

Matches are made and supervised by CBB social work staff. Volunteer training and supportive counseling is offered for mentors and mentoring students. Student peer support groups are also facilitated by CBB social work staff.

For further information contact:

Debra Williams, Mentoring Project Coordinator
45 East 20th Street, 9th Floor

New York, NY 10003
(212) 477-2250
(212) 477-2739 (fax)

Other Recommendations: Establish New Programs

Strategy: Establish an incubator for youth-run businesses

Education, Training, and Enterprise Center (EDTEC)/ New Entrepreneurs (Camden, New Jersey)

Program Type:	Job training; technical assistance
Target Population:	Urban youth ages 14-21
Project Startup Date:	1985
Annual Budget:	\$500,000-\$1,000,000
Sources of Funding:	Fee for service (contract funding)

Program Objectives/Description:

"If you can't find a job, then MAKE a job!" This is the motto of EDTEC's New Entrepreneurs Program, which helps urban teenagers to become business owners. EDTEC disseminates this successful program to communities nationwide through training seminars and conferences.

The New Entrepreneurs curriculum involves skills training, mentorships, and business start-up. The program teaches 14- and 15-year-olds to identify economic opportunities in their own neighborhoods and start a business. These microenterprises provide home repair, babysitting, car cleaning, and other services that enable young entrepreneurs to make money by identifying and filling a need in their own community.

In a two-week classroom program in summer, teenagers are assisted by local attorneys, accountants, and other professionals in selecting a business. After a week of intensive training in their chosen fields, participants receive \$50 to \$100 of startup capital to launch their businesses. As they work and learn, participants use workbooks which take them through the steps of creating a small business. Along the way, they gain exposure to economic values, alternative employment options, constructive hustling, responsibility without preaching, and legal ways of making money.

The New Entrepreneurs Program is one of several programs developed by EDTEC, a for-profit organization. With a 15-year track record of innovative economic development, EDTEC provides technical assistance and training information to numerous entrepreneurship programs and community groups across the country. Services include initiating business incubators for public housing and neighborhood groups, locating economic development funds, and providing management training to nonprofits.

For more information contact:

Aaron Bocage
President
309 Market Street, Suite 302
Camden, NJ 08102

(609) 342-8277
(609) 963-8110 (fax)

Other Recommendations: Establish New Programs

Strategy: Mentoring programs

Linking Lifetimes (Philadelphia, Pennsylvania)

Program Type:	Intergenerational mentoring
Target Population:	At-risk middle school youth; adjudicated youth 11 to 21 years old
Project Startup Date:	1989
Annual Budget/Number of Persons Served Annually:	N/A
Sources of Funding:	Foundation, state, local, federal

Program Objectives/Description:

Linking Lifetimes is a national multisite research and demonstration program which links networks in youth services, criminal justice, and the aging. In 11 sites across the United States, mentors 55 and older are helping vulnerable youth become productive members of society.

With time, skills, and a lifetime of experience to share, elder mentors are viewed by Linking Lifetimes as a valuable resource for youth in need. Elder mentors can help young people learn important life skills, set and achieve specific goals, gain a broader life perspective, and improve self-esteem. Reciprocally, young people can give elders a chance to share their knowledge and experience, remain productive, expand their social networks, and have fun.

Linking Lifetimes grew out of a recognition that changes in family structure, neighborhoods, work, and public institutions have made it difficult for young people to count on caring and consistent adult relationships that are critical for healthy growth and development. As neither parents nor professionals, elders have the flexibility to provide ongoing support and establish genuine, mutually beneficial relationships with young persons.

Elder mentors receive both preservice and inservice training in effective strategies for helping young people develop social competency and life-coping skills. They spend a minimum of 2 hours a week in face-to-face contact with their partners for at least 1 year and participate in monthly support group meetings. They receive stipends or are reimbursed for expenses.

Evaluation has shown that students in the mentoring program improved on some measures of happiness or well-being, attitudes toward elders, and attitudes toward school.

For further information contact:

Anita Rogers

Project Director

Center for Intergenerational Learning, Temple University

1601 North Broad Street, Suite 206

Philadelphia, PA 19122

(215) 204-6970

(215) 204-6733 (fax)

Bibliography

Freedman, M. "Partners in Growth: Elder Mentors and At-Risk Youth." *School Safety* (Winter 1990):8-10.

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Evaluation

OTHER RECOMMENDATIONS

Evaluation

- Develop survey instruments to gather details on victims and offenders.
- Undertake research projects to identify risk factors for violence.

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Van Kammen, W.B., R. Loeber, and M. Stouthamer-Loeber. *Substance Abuse and Its Relationship to Antisocial and Delinquent Behavior in Young Boys*. 1989.

Resources

OTHER RECOMMENDATIONS

Resources

- Include funds for additional police officers in crime bills currently under consideration in Congress.
- Pass a supplemental appropriations bill to accompany the crime bill.
- Provide federal funds directly to cities, not through states.
- Permit local officials to use federal funds with flexibility.
- Recognize that local matching fund requirements will present considerable problems for many jurisdictions.

Other Recommendations

OTHER RECOMMENDATIONS

Other Recommendations

- Encourage entertainment industry programs on non-violent conflict resolution.
- Ask the music industry to discourage violence-provoking lyrics and performances.

Bibliography

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Resource List

Resources

ACTION Drug Prevention Program

1100 Vermont Avenue, NW
Washington, DC 20525
(202) 634-9108

The program coordinates drug abuse prevention and educational activities, makes grants, offers contacts and technical assistance to community organizations, and promotes positive alternatives to drug use.

African-American Male Education (AMEN)

9824 South Western Avenue
Suite 175
Chicago, IL 60643
(708) 720-0235

The focus is advocacy and education for both male and females, and teaches responsibility and parenting skills.

Amer-I-Can

c/o U.S. Strategies Corporation
1180 Cedarwood Drive
Moraga, CA 94556
(415) 376-7777
(415) 376-1292 (fax)

American Youth Work Center (AYWC)

1751 N Street, NW
Suite 302
Washington, DC 20036
(202) 785-0764
(202) 728-0657 (fax)

ASPIRA Association, Inc.

1112 16th Street, NW
Suite 130
Washington, DC 20036
(202) 835-3600
(202) 223-1523 (fax)

A non-profit that serves the Puerto Rican and greater Latino Community. ASPIRA's mission is to foster the development of youth leadership and intellectual and cultural pursuits.

Big Brothers/Big Sisters of America

230 N. 13th Street
Philadelphia, PA 19107
(215) 567-7000

Families under stress and single parents can find support in parenting responsibilities through the Big Brothers/Big Sisters program. Volunteers support families by working with children in need of additional attention and friendship and provide mentoring programs. Call the national office or the local agency listed in the telephone book.

Black Children's Institute (BCI)

P.O. Box 22634
Nashville, TN 37202
615-242-7209

Created in 1989 and supported by JJDP funds, this advocacy group's goal is to provide leadership and services to governmental agencies, community-based organizations and individuals. They advise public and private agencies and legislature, engage in public information activities, develop and assess programs and program standards, and monitor compliance with Federal, state, and local laws. They also research on minority over-presence in court systems.

Black Male Youth Project

1510 9th Street, NW
Washington, DC 20077
(202) 332-0213

This project provides mentoring for African-American males, ages 11-17.

Boys Town Father Flanagan's Boys Home

14100 Crawford Street
Boys Town, NE 68010
(402) 498-1301

Boys Town has residential campuses for youth in eight states and operates a research hospital, a national training center, the Center for Abused Handicapped Children, and alternative inner-city high school, and family-based programs.

Bureau of Justice Assistance Clearinghouse

1600 Research Boulevard
P.O. Box 6000
Rockville, MD 20850
(800) 688-4252
(301) 251-5212 (fax)
(301) 738-8895 Electronic Bulletin Board

The BJA Clearinghouse, a component of the National Criminal Justice Reference Service (NCJRS) and sponsored by the Bureau of Justice Assistance (BJA), informs State and local criminal practitioners about BJA products and programs. The Clearinghouse coordinates and centralizes the distribution of BJA publications (program monographs, reports, and technical assistance guides) and offers easy access to a variety of BJA-funded resources. Information specialists answer inquiries and provide funding information, publications, and referrals. Requesters are put in touch with appropriate contacts within BJA or other agencies.

Bureau of Justice Statistics Clearinghouse

1600 Research Boulevard
P.O. Box 6000
Rockville, MD 20850
(800) 732-3277
(301) 251-5212 (fax)
(301) 738-8895 Electronic Bulletin Board

The Bureau of Justice Statistics Clearinghouse, a component of the National Criminal Justice Reference Service (NCJRS) and sponsored by the Bureau of Justice Statistics (BJS), provides answers to statistical questions related to criminal justice issues. It is also responsible for disseminating information related to the BJS and their publications.

CDC National AIDS Clearinghouse

P.O. Box 6003
Rockville, MD 20849-6003
(800) 458-5231
(301) 738-6616 (fax)

Provides HIV/AIDS references, referrals, and publications to health care and other professionals who work in a variety of settings, such as State AIDS programs, community-based organizations, AIDS service organizations, businesses, school, and associations. Operated by the Centers for Disease Control and Prevention.

CSAP National Resource Center for the Prevention of Perinatal Abuse of Alcohol and Other Drugs

930 Lee Highway
Fairfax, VA 22031
(800) 354-8824
(703) 218-5701 (fax)

The center serves as a focal point for preventing perinatal substance abuse and addressing its consequences, working with physicians, nurses, social workers, and others. A program of the Center for Substance Abuse Prevention (CSAP), Substance Abuse and Mental Health Services Administration (SAMHSA), Public Health Service, U.S. Department of Health and Human Services.

Catholic Big Brothers
1011 First Avenue
New York, NY 10022
(212) 371-1000

A nonsectarian organization united to prevent and control juvenile delinquency. Helps fatherless boys and girls between the ages of 7 to 15 who have a need for male or female role models and have been referred through courts, schools, parishes and individuals.

Center for the Improvement of Child Caring
11331 Ventura Boulevard
Suite 103
Studio City, CA 91604
(818) 980-0903
(818) 753-1054 (fax)

Channeling Parents' Anger and Channeling Children's Anger
Institute for Mental Health Initiatives
4545 42nd Street, NW
Room 311
Washington, DC 20016
202-364-7111

Chicano por la Causa
1112 East Buckeye Road
Phoenix, AZ 85034
(602) 257-0700

This project's services include job placement and counseling for juvenile offenders.

Child Witness to Violence Project
Boston City Hospital
818 Harrison Avenue
Boston, MA 02118
(617) 534-4244

The Children's Cabinet, Inc.
Maud W. "Jill" Walker Family Resource Center
1090 South Rock Boulevard
Reno, NV 89502
(702) 785-4000

Creates a lasting community-wide cooperative effort between the private sector and governmental agencies to address the needs of children and their families. Programs offered include family preservation, parenting education, and youth groups.

Drugs & Crime Data Center & Clearinghouse

1600 Research Boulevard
Rockville, MD 20850
800-732-3277

Edna McConnell Clark Foundation

250 Park Avenue
New York, NY 10177-0026

One of the 50 largest foundations in the country. The Clark Foundation concentrates programs in the areas of children, disadvantaged youth, justice, homeless families, and tropical disease research.

Family Resource Coalition

200 Suite Michigan Avenue
Suite 1520
Chicago, IL 60604
(312) 341-0900
(312) 341-9361 (fax)

The Family Resource Coalition is a national organization whose immediate goal is to improve the content and expand the number of programs available to parents that strengthen families. The Coalition serves programs, parents, researchers, and policy makers by providing information and technical assistance related to prevention program models, strategies, and research.

FISH Camp

2611 Texas Avenue
College Station, TX 77840
(409) 764-3610

FISH Camp targets freshman college student and is designed to inform about problems that may be encountered in the city, such as burglary and alcohol enforcement.

Go To School, Go to College

Atlanta, GA
404-766-5744

Provides mentoring for adolescent African- American males.

HOMEBUILDERS

Behavioral Sciences Institute
34004 Ninth Avenue South
Suite 8
Federal Way, WA 98003-6796
(206) 874-3630

HOMEBUILDERS is an intensive, in-home family crisis counseling and life-skills education program. It is a division of the Behavioral Sciences Institute, located in Federal Way, Washington. The HOMEBUILDERS program is designed to prevent the unnecessary dissolution of troubled families and to reduce the number of placements of children into publicly-funded care.

INROADS, Inc.

1221 Locust Street
Suite 800
St. Louis, MO 63103
(314) 241-7488

A privately funded nonprofit project that develops minority talent and places youth in business and corporate leadership positions.

Institute for Social Research (ISR)

The University of New Mexico
Onate Hall, Room 140
Albuquerque, NM 87131-6071
(505) 277-4257

Freestanding research center specializing in criminal justice and criminology. Closely linked to Federal agencies. Produces many reports on aspects of crime and criminal justice in New Mexico.

Justice Research and Statistics Association (JRSA)

444 North Capitol Street, NW
Suite 445
Washington, DC 20001
(202) 624-8560

Juvenile Justice Clearinghouse

1600 Research Boulevard
P.O. Box 6000
Rockville, MD 20850
(800) 638-8736
(301) 251-5212 fax
(301) 738-8895 Electronic Bulletin Board

The Juvenile Justice Clearinghouse (JJC), a component of the National Criminal Justice Reference Service (NCJRS) disseminates publications of the Office of Juvenile Justice and Delinquency Prevention (OJJDP) and provides juvenile justice practitioners, policymakers, and other professionals with current information on research, programs, statistics, funding, and training opportunities. JJC fosters an exchange of information among juvenile justice professionals in the areas of delinquency prevention, law enforcement, adjudication, corrections, restitution, alternatives to juvenile justice system processing, missing and exploited children, and other related topics.

Legal Action Center

236 Massachusetts Avenue, NE
Suite 510
Washington, DC 20002
(202) 544-5478

Nonprofit law and policy center which functions as an information clearinghouse on the following concerns related to women's drug and alcohol problems: confidentiality issues; effective treatment program models; liability issues for treatment programs; federal and state legislation and policy.

Linking Lifetimes

Center for Intergenerational Learning
Temple University
1601 North Broad Street
Suite 206
Philadelphia, PA 19122
(215) 787-3195

The organization is a national mentoring initiative and they publish the newsletter *LinkLetter*

Louisiana Violence Prevention Task Force

Louisiana Office of Public Health
Disability Prevention Program/Injury Control
1440 Canal Street
Suite 1600
New Orleans, LA 70112
(504) 568-2509

National Abandoned Infants Assistance Resource Center

University of California at Berkeley
1950 Addison
Suite 104
Berkeley, CA 94704
(510) 643-8390
(510) 643-7019 (fax)

Federally funded center to enhance the quality of services to drug and HIV-affected, or medically involved children and their families. Information services, publications, newsletter, training and technical assistance, telephone seminars, annual national conference.

National Asian Pacific American Families Against Substance Abuse

6303 Friendship Court
Bethesda, MD 20817
(301) 530-0945

The National Asian Pacific American Families Against Substance Abuse is a Maryland chartered not for profit organization founded in 1987. They inform and educate the public and policy-makers on the need and problems and programs on substance abuse, mental health and human service issues, pertaining to Asian/Pacific American communities.

National Association of African-American Grandmothers

(NAAAG)
6135 South La Cienega Boulevard
Los Angeles, CA 90056

An ethnomodel program that provides support services to African-American grandmothers who have become the primary caretakers of grandchildren drug-exposed prior to birth. The organization is working towards establishing a network of counterpart programs and promoting a reconstitution of the natural family.

National Black Youth Leadership

250 West 54th Street
Suite 811
New York, NY 10019
(212) 541-7600

This project conducts workshops for groups involved with black youth and minority student academic and leadership development; drop out prevention; and drug abuse awareness.

National Center for Education

2000 15th Street, North
Suite 701
Arlington, VA 22201-2617
(703) 524-7802

Sponsored by the National Center for Education in Maternal and Child Health (Maternal and Child Health Bureau, U.S. Department of Health and Human Services). Provides information on services, educational materials, and technical assistance to those with maternal and child health interests.

National Center for Education in Maternal and Child Health (NCEMCH)

8201 Greensboro Drive
Suite 600
McLean, VA 22102
(703) 821-8955, ext. 254 or 265

Sister clearinghouse to the National Maternal and Child Health Clearinghouse. The Center responds to information requests, maintains a reference collection of maternal and child health program materials, develops publications on maternal and child health topics, and provides technical assistance in education resource development, program planning, and topical research.

National Center for Injury Prevention and Control

Centers for Disease Control and Prevention
4770 Buford Highway NE
Mail Stop F36
Atlanta, GA 30341-3724
(404)

The center distributes publication called "The Prevention of Youth Violence: A Framework for Community Action."

National Clearinghouse on Runaway and Homeless Youth (NCRHY)

P.O. Box 13505
Silver Spring, MD 20911-3505
(301) 608-8098

NCRHY is a central source of information on runaway and homeless youth. They offer services in information sharing, publications development, issue forums, and networking to assist individual and organizations to provide enhanced services for at-risk youth and their families.

National Collaboration for Youth

1319 F Street, NW
Suite 601
Washington, DC 20004
(202) 347-2080

Purposes are in increase public policy awareness of the needs of youth; redirect national resources toward youth development; and involve youth in the decision-making processes of programs and institutions affecting their lives. Members collaborate on areas such as youth employment, education, health, family life, and juvenile justice.

National Crime Prevention Council (NCPC)

1700 K Street, NW
2nd Floor
Washington, DC 20006
(202) 466-6272

The council publishes books, brochures, program kits, reproducible materials, posters, and other items. It also operates demonstration programs, especially in municipal community, and youth issue areas, including: Youth as Resources; Teens as Resources Against Drugs; Teens, Crime and the Community; and the Texas City Action Plan. Training is available on a wide range of topics to federal, state, municipal, community, school, and youth groups; offers technical assistance and information and referral services; manages (with the Advertising Council, Inc. and the U.S. Department of Justice) the McGruff public education campaign; and coordinates the activities of the Crime Prevention Coalition (more than 120 national, federal, and state organizations and agencies active in prevention crime).

National Criminal Justice Association (NCJA)

444 North Capitol Street, NW
Suite 608
Washington, DC 20001
(202) 347-4900

NCJA is a special interest group representing States on crime control and public safety matters. NCJA's objectives are to help shape and implement national policy in the criminal justice field and apply creative leadership to the solution of State criminal justice problems. NCJA serves as the staff arm of the National Governors' Association's Committee on Criminal Justice and Public Protection. Publications include *Justice Bulletin* (monthly), *Justice Research* (bimonthly), *Juvenile Justice* (periodic), and *Legislative Report* (periodic).

National Criminal Justice Reference Service (NCJRS)

1600 Research Boulevard
P.O. Box 6000
Rockville, MD 20850
(800) 851-3420
(301) 251-5212 fax
(301) 738-8895 Electronic Bulletin Board

The National Criminal Justice Reference Service, sponsored by the National Institute of Justice (NIJ) is an international criminal justice clearinghouse. The clearinghouse fosters the exchange of information among professionals in police, courts, corrections, crime prevention, and victim/witness services. The Clearinghouse distributes NIJ and other Office of Justice Programs agencies publications, including the *National Institute of Justice Journal* and the *NIJ Catalog*.

National Federation of Parents

11159-B South Towne Square
St. Louis, MO 63123
(314) 845-1933

Provides community leadership for individuals who are dedicated to drug prevention, education, and awareness throughout the nation.

National Hispanic Family Against Drug Abuse (NHFADA)

1511 K Street, NW
Suite 1026
Washington, DC 20005
(202) 393-5136

The National Hispanic Family Against Drug Abuse (NHFADA) is a nonprofit national organization founded in 1986 by Hispanic leaders in 22 states and Puerto Rico for the purpose of combatting drug and alcohol abuse. NHFADA also publishes a quarterly newsletter and has produced a comprehensive report, "Substance Abuse Prevention Strategies for Hispanic Youth."

National Institute for Dispute Resolution (NIDR)

1901 L Street, NW
Suite 600
Washington, DC 20036

The National Institute for Dispute Resolution is a private, nonprofit, grant-making, and technical assistance organization. The purpose of the institute is to enhance the fairness, effectiveness, and efficiency of the processes through which Americans resolve disputes. The role of the institute is to stimulate and assist practitioners, researchers, and policymakers in translating promising ideas into actual improvements in the operation of dispute resolution systems.

National Parent Resource Center

(Collaboration Among Parents and Professionals Project)
Federation for Children with Special Needs
95 Berkeley Street
Suite 104
Boston, MA 02116
(617) 482-2915
(617) 695-2939 (fax)

The center works with and for the parents and families of children with special health needs, promoting leadership among the parents.

National Resource Center for Family-Based Services

School of Social Work

University of Iowa

112 North Hall

Iowa City, IA 52242

(319) 335-2200

(319) 335-1711 (fax)

(319) 335-2204 (fax)

The center's purpose is to promote family-centered services in child welfare systems, including family preservation, family-centered case management, family reunification, family development, and family-centered approaches to substance abuse; and to conduct research and evaluation in child welfare and provide information.

National Resource Center for Family Support Programs

Family Resource Coalition

200 South Michigan Avenue

Suite 1520

Chicago, IL 60604

(312) 341-0900

(312) 341-9361 (fax)

The center maintains a database and bibliography of family support programs; promote parent education; produce manuals, publications, and program models; and coordinate a network of technical assistance providers and consultants.

National Resource Center for Youth Services

202 West Eighth

Tulsa, OK 74119-1419

(918) 585-2986

A national clearinghouse which addresses the specific issues of adolescents as well as their families. NRC is dedicated to bridging the gap between needs and services and to providing direct support to youth-serving professionals. Specific areas of service are residential services training, suicide prevention, independent living, substance abuse prevention, conference planning and referrals.

National Resource Center on Family Based Services

University of Iowa

School of Social Work

112 North Hall

Iowa City, IA 52242

(319) 335-2200

The center offers programs for prevention with a family base approach and a newsletter, *The Prevention Report*.

National Urban League

500 East 62nd Street
New York, NY 10021
(212) 310-9202

The mission of the National Urban League, a national human service and civil rights organization, is to assist African Americans in the achievement of social and economic justice and support mentoring programs.

National Youth Employment Coalition (NYEC)

1501 Broadway
Room 111
New York, NY 10036
(212) 840-1834

NYEC was established in 1979 to increase and promote opportunities for the education, employment, and training of disadvantaged youth. Through a range of activities aimed at disseminating information, monitoring legislation, providing technical assistance, and promoting collaborative efforts, the Coalition brings together 60 member organizations concerned with youth employment. The Coalition holds quarterly meetings and publishes a bimonthly newsletter.

New Orleans Violence and Children Intervention Program

Louisiana State University Medical Center
Division of Infant, Child, and Adolescent Psychiatry
1542 Tulane Avenue
New Orleans, LA 70112
(504) 568-3997

Open Door Youth Gang Alternatives

1615 California Avenue
Suite 712
Denver, CO 80202
(800) ASK-GANG
(303) 893-GANG

Maintains an ongoing rapport with gang members in the Denver area in order to facilitate mediation between rival gangs to prevent violence and also provides prevention, public education, and family and victim support.

Operation Sisters United

1104 Allison Street, NW
Washington, DC 20011
(202) 726-7365

The program aids teenage girls who have had conflicts with the law, seeks to prevent incarceration and institutionalization of these girls, and help them avoid future legal problems. Conducts parenting classes for teenage parents.

People of Color Leadership Institute (POCLI)

714 G Street, SE
Washington, DC 20003
(202) 544-3144

POCLI, established in 1987, is a project funded by the U.S. National Center for Child Abuse and Neglect. The overall purpose of the project is to promote leadership among professionals of color and to improve the cultural competence and sensitivity of child welfare systems that impact on children and families of color.

Project Image

765 East 69th Place
Chicago, IL 60637
(312) 324-8700

The project provides mentoring for African-American males, ages 8-18.

Project LAST (Loss and Survival Team)

Children's Bureau of Greater New Orleans
1001 Howard Avenue, #2800
New Orleans, LA 70113
(504) 525-2366

Project RAP (Reaching Adulthood Prepared)

Timothy Baptist Church
481 Timothy Road
Athens, GA 30606
(404) 459-1435

The project provides mentoring for African-American males.

Project SPIRIT

1225 Eye Street, NW
Suite 750
Washington, DC 20005
(202) 371-1091

The project provides an after-school curriculum and life skills training, pastoral counseling, training, parenting education for African- American children.

Project 2000

Center for Educating African-American
Morgan State University
School of Education in Urban Studies
3083 Jenkins Hall
Baltimore, MD 21239
(410) 319-3275

The project provides mentoring for elementary school aged males, mostly from single-parent female headed homes.

Teen Parent Connection

(A Program of San Antonio CARES, Inc.)
Child Abuse Resource and Education Service
3308 Broadway
Suite 401
San Antonio, TX 78209
(512) 829-KIDS

This is a multi-service program of self-help, peer support groups for first-time teen parents and their infants.

WAVE, Inc.

501 School Street, SW
Suite 600
Washington, DC 20024-2754
(202) 484-0103

Offers a program of employment, education, and motivation to youths, both in school and out, aged 16 to 21.

Work and Family Clearinghouse

U.S. Department of Labor
Women's Bureau
200 Constitution Avenue, NW
Washington, DC 20210
(202) 523-0526

The Clearinghouse offers a computerized database and resource center responsive to dependent care and workplace quality issues. Services help employers make informed decisions about which family-related programs and services best meet their employees' needs.

Young Men's Project

3030 West Harrison Street
Chicago, IL 60612

The project provides mentoring for African-American males.

Youth Gang Unit

Division of Safety and Security
Cleveland Public Schools
1380 East Sixth Street
Room 106A
Cleveland, OH 44114
(216) 574-8552

Supports a specialized resource team that addresses gang activity in Cleveland area schools and surrounding communities and provides enforcement, intervention through alternatives, and public education.

Youth Policy Institute

1221 Massachusetts Avenue, NW
Suite B
Washington, DC 20005
(202) 638-2144

Youth Service America

1191 15th Street, NW
Suite 200
Washington, DC 20005

Youth Services Clearinghouse

Contact Center, Inc.
P.O. Box 81826
Lincoln, NE 68501
(402) 464-0602

The clearinghouse provides information and referrals to programs that serve youth. Topics include alcohol and drug abuse, runaways, youth employment, education, school drop out, and literacy.