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Commission**

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More than 500 participants attended the statewide Balanced and Restorative Justice Conference: Making it Work for Everyone, at the Adam's Mark Hotel in Philadelphia on March 14-16, 2001. The conference proved to be a big draw for both practitioners seeking to enhance existing programs, and the newly initiated, gleaning information on balanced and restorative justice. Both groups shared the vision of being more restorative in their response to crime victims, communities, and juvenile offenders.

Participants had the opportunity to hear from nationally known keynote presenters, including Dennis Maloney and Howard Zehr, who are considered the "pioneers" in balanced and restorative justice. Maloney's and Zehr's inspiring messages and enthusiastic acknowledgment of the progress in Pennsylvania's response to juvenile crime enhanced the audience's sense of pride in their own efforts and renewed their commitment to the work they do. The speakers' stirring messages set the stage for the presentation of the logo that will represent the Pennsylvania Juvenile Justice System.

Twenty-six workshops ranging from an introduction to the principles of balanced and restorative justice to more advanced restorative practices such as victim-offender conferencing and the circle process were presented to enthusiastic attendees. Numerous experienced practitioners delivered information that highlighted changing roles and promising practices in Pennsylvania's Juvenile Justice System.

Several other nationally recognized presenters shared strategies for involving the community, bringing restorative justice into the schools, and linking restorative justice and community policing. Dr. Lucille Ijoy, a locally recognized motiva-

Balanced and Restorative Justice Conference held in Philadelphia

tional speaker, took the crowd "beyond the paper trails" through a discussion of personal spirituality in an inspiring keynote address. The Cross-Connection Choir treated the group to the talent of our youth in a lively musical presentation.

One highlight of the conference was a luncheon address by First Lady Michele Ridge in which she said, "The Governor and I are very proud of the work that each one of you is doing to complete the mission of balanced and restorative justice and the prevention of youth crime...working together we are making a difference in the lives of young people." Although the attendees appreciated the acknowledgment, it was Mrs. Ridge's special recognition of James Anderson, Executive Director of the Juvenile Court Judges' Commission, for his leadership within the Juvenile Justice System that brought participants to their feet.

The tremendous success of this conference can be attributed to the collaborative efforts of the planning team, including victim service representatives, and balanced and restorative justice coordinators. Support for this event came from the Montgomery County Juvenile Probation Office, the Pennsylvania Council of Chief Juvenile Probation Officers, the Juvenile Court Judges' Commission, and the Pennsylvania Commission on Crime and Delinquency.

David Mueller appointed Lancaster County Chief Juvenile Probation Officer

On January 1, 2001, Lancaster County President Judge Michael A. Georgelis announced the appointment of David H. Mueller to the position of Chief Juvenile Probation Officer. Mueller began his employment with the county in 1990 as the first Lancaster County Penn Free Intensive Drug and Alcohol Probation Officer. He was promoted to supervisor in 1993 and supervised both intensive and line probation officers. Prior to his employment with the juvenile probation office, Mueller worked for five years with Millersville Youth Village and the Boys and Girls Club of Lancaster.

Mueller received a Bachelors Degree in Business Administration from Waynesburg College in 1979, and a Master of Divinity from Biblical Theological Seminary, Hatfield, PA in 1983. His emphasis during the first year of his tenure will be to implement balanced and restorative justice practices into every "nook and cranny" of juvenile justice operations in Lancaster County. He admits that this is a more daunting task than it first appears, but he is confident that his office will be successful.

This publication is produced monthly at the Center for Juvenile Justice Training and Research at Shippensburg University.

Guest articles are always welcome; please submit them by email or on a disk. We particularly enjoy your photographs, but we ask that these be mailed - we will be happy to return them to you.

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PAPPC annual conference May 20-23 will feature juvenile justice workshops

The Westin Convention Center in Pittsburgh will be the host site of the 80th Annual Training Institute of the Pennsylvania Association on Probation, Parole, and Correction on May 20-23, 2001. This conference will feature more than 35 workshops on a range of topics of interest to county and state agencies engaged in adult and juvenile justice practice. A partial list of workshops of special interest to juvenile justice practitioners includes: Other People's Children and Juvenile Justice; Establishing an Effective School Program through Joint Collaboration Between Agencies; Working with the Dually Diagnosed Adjudicated Adolescent; Collaborative Human Resource Development between Juvenile Justice & Mental Health Service Systems; Adolescent Sexual Offender Treatment; Understanding and Effectively Counseling Serious & Violent Juvenile Offenders; Animal Abuse- Children at risk; Addiction & Families in the Criminal Justice System; Committed to Healing America's Families- A Two System Approach; and Hope for Life.

In addition, three intensive two-day workshops include Spontaneous Knife Defense, Post Traumatic Stress Disorder in Adolescent Girls in the Juvenile Justice System, and Sex Offender Management.

Governor Tom Ridge has been invited to open the conference. Again this year, the Juvenile Court Judges' Commission has approved expenditure of 2000-'01 county training allocation funds to offset the cost of attending this conference. Attending the entire training institute will constitute 10.5 hours of training toward the annual minimum required of juvenile probation officers

A vendor exhibition area will provide opportunity for attendees to explore and evaluate the latest developments in programs and justice technologies. Visit the PAPPC website at www.PAPPC.org to register online, or to view more detailed conference and hotel information. Questions may be directed to Tom Costa; telephone 215-560-6597, fax 877-871-4469 ext 3001 or e-mail tcosta@state.pa.us

School Law Q & A

8: Alternative schools and programs

“Alternative” schools and programs seem to be multiplying quickly in Pennsylvania. This month’s school law column deals with the rights of students assigned to these programs.

In earlier columns, we’ve dealt with other school law topics, such as residency requirements, suspensions and expulsions, and special education. If you need information from one of these columns and (gasp!) can’t find your back issues, contact Len Rieser at the Education Law Center, 215-238-6970, ext. 307, lrieser@elc-pa.org or check the publications section of the Juvenile Court Judges’ Commission website www.jcjc.state.pa.us. For help with a problem involving a specific child or family, contact ELC at 215-238-6970 (Philadelphia) or 412-391-5225 (Pittsburgh). Additional information (including lots of school law “fact sheets”) is available on ELC’s website, www.elc-pa.org.

Q: What is alternative education?

A: We knew you’d ask that, and there’s no simple answer. Schools are free to label any program “alternative,” so you’ll find the term used in a wide variety of contexts. In this column, we’ll divide alternative programs into two categories: (1) those that fall within Pennsylvania’s Alternative Education for Disruptive Youth Program (“AEP”), and (2) all others.

Q: What is the AEP program?

A: AEP is a relatively recent – and rapidly expanding – state program. It provides special grant funds to school districts (and groups of districts) that want to offer alternative programs for disruptive students. They can be operated by public or private agencies, including both non-profit and for-profit companies.

Q: Why does it matter whether a particular alternative program is an AEP program?

A: The laws governing AEP programs are different in some ways from those that apply to other alternative programs.

Q: How can I find out whether a particular school or program is an AEP program?

A: A list, and much more (including useful details on specific schools), is available on the Department of Education website, www.pde.psu.edu/alt/

[alternativeed.html](#), or from the Department’s Office of School Services (717-787-4860).

Q: Which students can be assigned to AEP programs?

A: Only “disruptive” students as defined by the law, *i.e.*, those who are a threat to others or who significantly disrupt the educational process. “Habitually truant” children can also be included.

Q: What procedures must be followed in order to assign a student to an AEP program?

A: In general, the law requires an “informal hearing.” The hearing must be preceded by written notification to the student and parents concerning the reasons for the proposed placement; and the student has the right, at the hearing, to bring any witnesses and to question witnesses presented by the school. For special education students, a special education “due process hearing” may be required, unless the child has brought a weapon or drugs to school.

Q: Is the fact that a student is returning from a delinquency placement sufficient grounds for placement in an AEP program?

A: The law appears to say that this isn’t enough; rather, the student must also meet the definition of a “disruptive” student. Thus, school policies under which all returnees from placement are assigned automatically to an AEP program appear to be illegal.

Q: What services must be provided in an AEP program?

A: The program must enable students to make normal academic progress and achieve graduation requirements. Thus, according to the law, a “watered-down” program that omits key subjects, or doesn’t provide the student with instruction at his or her grade level, would not be allowed.

Interestingly, the state has taken the position that an AEP program can meet these requirements by offering instruction in four of the following areas: Language Arts, Math, Science, Social Studies, Health or Life Skills. The courts have not ruled on whether this interpretation of the law is correct.

Q: What hours must an AEP program operate?

A: The law says that the program may operate “outside the normal school day...., including Saturdays.” The state has interpreted this to mean that, while AEP programs must run at least five days per week (one of which may be Satur-

day), they need not offer the full amount of instruction provided in regular schools (27.5 hours/week at the high school level). Instead, according to the state, 20 hours per week - or even less time if students can make "normal academic progress" with less - is sufficient. Again, the courts have not ruled on whether the state's position is legal.

For a special education student in an AEP program, instruction must follow the student's Individualized Education Program (IEP).

Q: What can I do if an AEP program is offering inadequate instruction to a student?

A: Talk (or have the family talk) with school personnel, and/or the Office of School Services at the state Department of Education (717-787-4860). In the case of a special education student, another option is the Department's CONSULT line (800-879-2301).

The Education Law Center (numbers above) is also available to help probation officers and families deal with alternative education issues.

Q: How long may a student be assigned to an AEP program, and how can s/he return to regular school?

A: Generally speaking, there is no fixed time limit. However, the student's progress must be reviewed at the end of every semester, to determine whether s/he is ready to return to regular school. Also, for a special education student who is assigned to an alternative school after an incident involving a weapon or drugs, or other dangerous behavior, certain time limits apply (ordinarily 45 days, though the period can be extended under certain circumstances).

Q: What rules apply to alternative programs that are *not* AEP programs, i.e., that do not receive special state grant funds and are not on the AEP list?

A: If the school or program is not on the AEP list, it must follow the rules that apply to regular school programs. Thus, for example, it must operate on the normal school schedule and offer the same curriculum as other schools. The law doesn't spell out the process for assigning students to these non-AEP programs; under some circumstances, courts have held that a hearing is required. The Education Law Center can provide more information.



Roman and Doherty retire from Luzerne County

Robert Roman, with 32 years of service, and Wayne Doherty, who had 27 years of service, retired recently from the Luzerne County Juvenile Probation Office. Roman, pictured on the right above, was the deputy chief. He began his career as a juvenile probation officer on February 16, 1968. During the last 10 years of his employment he was responsible for supervision of school-based officers, intensive officers, and the functional family therapy program. He lives in Hazleton with his wife, Dolores. When asked what the most memorable experience was working with youth throughout his career, Roman replied, "Observing a youth change under your care and supervision, and allowing the probation officer to understand that he/she had a definite impact on that child's life." Roman recalled one particular youth whose "life was filled with many frustrations and disappointments, and because of our intervention, a change occurred and the youth eventually graduated high school and later became a responsible, supportive parent and devoted family member."

Wayne Doherty began his career July 2, 1973. During his 27 years of service, Doherty held the duties of line probation officer, "top dog" of the intake department, and "computer engineer." He and his wife, Muriel, live in Hazleton. When asked if he thinks the juvenile court is heading in the right direction, Doherty replied, "Definitely, I feel the juvenile justice system is making every effort to restore troubled youth back into the community and back into their families." According to Doherty, "Families are essential."

Weekend masters' degree program applications for Shippensburg University Class of 2004 & Mercyhurst College Class of 2004 now being accepted

Applications are now being accepted for classes in the Juvenile Court Judges' Commission-sponsored weekend masters' degree programs at Shippensburg University and Mercyhurst College. The Shippensburg program will begin classes in the fall of 2002, and the Mercyhurst program will begin classes this September.

The Shippensburg University program offers students a Master of Science degree in the Administration of Justice, with a concentration in juvenile justice. This is a 36 credit-hour program that includes courses in research methods, theory, administration, and policy analysis. Also featured is a summer practicum where students will get an opportunity to develop, implement, and evaluate a program in their home counties or evaluate an existing program that serves juvenile offenders. Classes in this two (2) year program are scheduled every third weekend in the fall, spring, and summer. This program is open to county juvenile probation officers who will have at least two (2) years of post-baccalaureate experience in the juvenile justice field prior to the start of classes. Applicants who have a grade point average of less than 2.75 must take and pass the Miller Analogies Test (MAT).

The Mercyhurst College program also offers a Master of Science degree in the Administration of Justice and involves 33 hours of course work. Classes are scheduled over three (3) years with students taking 12 credit hours during their first and second year and nine (9) credit hours during their third year. Classes meet on five weekends during the fall and spring semesters. The program is open to county juvenile probation officers who will have at least two (2) years of post-baccalaureate experience in the juvenile justice field prior to the start of classes.

The deadline for applying to the MSAJ program at Shippensburg University is September 1, 2001.

Applications for the Mercyhurst MSAJ program are due no later than May 15, 2001.

Tuition costs, educational fees, and room and board are paid for by the Juvenile Court Judges' Commission for all eligible students. If you would like more details or are interested in applying for either program, please call PJ Verrecchia at 717/477-1797, or send an email to pjverr@wharf.ship.edu

Jim Anderson recognized for "steadfast leadership"

On March 14, 2001, First Lady Michele M. Ridge, recognized James E. Anderson, Executive Director of the Juvenile Court Judges' Commission, for his "steadfast leadership, unparalleled vision and unrelenting work on behalf of the Pennsylvania Juvenile Justice System." In her remarks, Mrs. Ridge noted there is "No other person who is so closely identified with our juvenile justice system." Being thus identified is not faint praise. As Mrs. Ridge said, "Due in part to Jim's hard work to combat juvenile crime and prevent youth violence, Pennsylvania has earned national distinction as the uncontested leader in crime prevention."

It was clear the luncheon attendees concurred with Mrs. Ridge's high praise of Anderson. As she finished her presentation and handed him an engraved plaque, the audience stood up and burst into applause—each individual's way of saying "Thank you, Jim, for a job so very well done."

BOOK REVIEW: *Amazing Grace: The Lives of Children and The Conscience of a Nation*

By Sarah Poist, sophomore at Shippensburg University

It is a rare book which touches a person so deeply she will remember it for the rest of her life. *Amazing Grace* by Jonathan Kozol is such a book. This book addresses the issue of racial discrimination and involuntary social stratification among the minority cultures of New York. Kozol does this with ease and honesty. It is heartbreaking to learn of a nation's tragedy—one that most people completely ignore or forget about as soon as they leave the area. The author forces the reader to come to terms with the characters in the book and to start appreciating how different their lives really are, while maintaining that sometimes triumph does emerge from apparent defeat.

Mott Haven, a ghetto of the Bronx beginning on 97th Street, is the setting for the book. Mrs. Washington and her 18-year-old son David are two of the book's main characters. She is a single mother on welfare who is dying of AIDS as a result of an unfaithful husband. David is not infected and takes care of his mother as best he can. Anthony, another main character, is a young man of about 13 who dreams of being a novelist and has a drug-addicted uncle who is also dying of AIDS.

Amazing Grace is full of heart-wrenching stories of death and defeat. Many times single mothers have been cut off from welfare for no reason other than a computer error and they have to fight for weeks and months to get their money back. More than 90 percent of the children are asthmatic as a result of the high pollution levels and medical waste incinerators that stand next to schools and residential areas. Most children have to carry expired inhalers bought on the illegal market by parents just trying to ensure the safety of their children. George Calderon was a beloved drug dealer and heroin addict who ran the streets of Mott Haven for several years during the 80's and upheld informal social control over the area. He gave back to his community and made sure everyone prospered from his business while keeping his community safe from outside forces. When he was gunned down in the streets, the community painted a memorial for him.

This book addresses Shawn McKay's social disorganization theory, which states that each part

of a city is comprised of several zones. The zones right next to urban and problem areas are the most crime-ridden, and each zone beyond that is less and less dangerous. This is clearly demonstrated when a local minister, Mrs. Overall, is driving through the city and stops to examine the difference between 96th street and 97th street. From 96th street down, the reader is shown well-tended to lawns and beautiful houses. After 97th street the destruction is apparent. Graffiti litters the buildings and most of the structures are falling apart. The difference is appalling.

Kozol also address the issue of a caste system. Rikers Island is nearby and many people feel that either their sons will inhabit the prison or they will work there as guards. When Mrs. Washington's son is admitted to New York State University on a full scholarship, he decides he wants to be a prison guard. People from the area just don't know anything else. Most mothers pray that their children only get the best out of life. However, a lot of the time their children are cut down before they are even given a chance. Infant and childhood mortality rates in this area are among the highest in the world. Those who do live often end up on drugs, prostituting their bodies, having abortions, or turning to the subculture of violence and deviance as their outlet. The children don't want this for their life, but they believe that it is all they have.

New York City is one of the richest cities in the world and yet there exists an incomparable ghetto only blocks away from fancy parties and townhouses. These people control the money and ideas, yet they do nothing about the social problems which exist in that same city. Over and over the people of New York City say that the problems of Mott Haven are just that; the problems of Mott Haven. If "those people" didn't do the deviant and criminal things they do, they wouldn't have problems. Sometimes people cannot rise above their circumstances; those who are as oppressed as the people of Mott Haven feel they are succeeding if only they raise healthy children who live past the age of 20.

Amazing Grace succeeds in its purpose of teach
continued on page 7, column 2

2000 community service/ restitution program activity

As counties continue to direct their efforts toward more fully integrating practices consistent with the balanced and restorative justice principles, the numbers of youth participating in community service and restitution programs increased to record levels in 2000. Aggregate community service and restitution program data is compiled each year from the information submitted to the Center for Juvenile Justice Training and Research. The information gathered is necessary for purposes related to the Juvenile Court Judges' Commission-sponsored insurance program, and also serves to provide a useful picture of the community service and financial restitution program activities statewide.

During 2000, there were a total of 17,882 youth assigned unpaid community service in the sixty-nine active programs throughout the Commonwealth. This represents an increase of 8.4 percent, from 16,490 youth participating in 1999. A total of 658,645 community service hours were worked by youth throughout the State. At the current minimum wage, this represents more than \$3,392,000 in volunteer effort invested in non-profit organizations and agencies across the Commonwealth in 1999. There were 11 programs handling more than 400 community service participants last year including: Philadelphia 1,590(-11%); Berks 1,227(-.9%); Allegheny (Cornell Abraxas Workbridge) 1,219(+11%); Bucks 1,204 (+1%); Montgomery 1,055(+10%); Lancaster 878 (-6%); Delaware 786(+10%); Dauphin 680 (+15%); and Lehigh 485 (+5%). The percentage figures listed above in parentheses indicate the increase, or decrease from the number of participants in 1999 in each county.

Approximately 78 percent of the total youth assigned were male. The average age of participants in the majority of the programs was between 15 and 16 years of age. Both the age range and male/female composition of program participants has remained relatively constant since 1990. The length of time necessary to complete community service assignments appeared similar to prior years in that there are significant variations between programs ranging from low figures of 14, and 30 days in some of the counties' programs, to highs of 180 to 321 in several counties. Also, the percentage of youth carried over to the following

year to complete their assignment decreased slightly in 2000 to 33 percent, from 36 percent in 1999.

There were a total of 1,921 youth involved in one of the 30 active financial restitution programs in the state. This is an increase of ten additional programs from 1999. This is also an increase in program participants of 36 percent from the 1999 total of 1,412. The largest of these programs operating in 2000 are Allegheny (Cornell Abraxas Workbridge) 373, Lancaster and Philadelphia (Cornell Abraxas Workbridge) both with 203 participants, Bucks 198, and Berks County with 149 youth.

Book Review, continued from page 6

ing America about the crimes against humanity that are occurring in our neighborhoods. Poverty, oppression, and discrimination are diseases that need to be eradicated from the United States. However, it is only when citizens wake up and admit there is a problem in this country will any progress be made. Understanding this book may be the first step in a healing process for those living in destitution and poverty, and the start of some reconstruction of the communities and ghettos.

Amazing Grace is published by HarperPerennial books, a division of HarperCollins Publisher. For information on how to obtain this book, please visit their website at www.harpercollins.com



Earl Brown retires after 31 years

After 31 years of service to Crawford County, Earl Brown has retired from his position as the Chief Juvenile Probation Officer. Brown expresses his satisfaction with the years he worked in juvenile probation and says he decided to “retire before I get burned out.” He believes a person can get “saturated” working with juvenile offenders and their families and it was time to end his probation career while he still enjoyed the job.

Brown says he “stumbled into” his initial position as a probation officer. After his discharge from the army and while living in Mercer County, he applied for a job with the State Probation and Parole Board. Meanwhile, he was told about a job in the Mercer County Juvenile Probation Office. He accepted that position, and enjoyed the work so much that when a call came for the state job, he declined.

The position of Chief Juvenile Probation Officer for Crawford County became available and Brown was subsequently appointed to that position in December, 1969. At that time, he headed an office with one full-time probation officer, and three part-time court counselors who were teachers who worked after school. Over the years, Brown was instrumental in implementing new programs with state and federal funding, resulting in a current staff complement of 25. Various staff positions, such as community service officers, a victim-witness coordinator, school based probation officers, and a balanced and restorative justice coordinator have kept Crawford County moving ahead in a progressive fashion.

Brown notes that he has seen changes in juvenile crime over the past 30 years, particularly with regard to the increased seriousness of the crimes. However, while crime has increased, he says that he has seen a number of people who went through the system as juveniles now serving in positions in the community. Some stop and thank him for the work he did to help change their lives.

His advice to future probation officers: “Don’t give up.” He states that “a probation officer can have the most power and more influence on children than anyone else, with the exception of perhaps a judge.”

As for his future plans, “I’m not sure yet,” Brown said. He has not ruled out running for local office.

JCJC to host school-based probation forum

The Juvenile Court Judges’ Commission will be hosting a school-based probation forum for all school-based probation officers in the Commonwealth on June 27-28 at the Days Inn Penn State in State College. The training program will include ample opportunities for school-based probation officers to discuss areas of mutual interest, share information about local programs, and learn about recent research activities being conducted by the National Center for Juvenile Justice pertaining to Pennsylvania’s school-based probation program. Registration materials for the forum will be included in CJJT&R’s summer training schedule.

Communities That Care Conference Award Winners



Governor Tom Ridge and Pennsylvania First Lady Michele Ridge with Michael Pritchard, J. David Hawkins, and Clay Yeager at the reception in the Governor's Mansion

Workshops, entertainment, awards, networking opportunities, and a trip to the Governor's Mansion were highlights of the Third Annual Pennsylvania Communities That Care Recognition Conference held February 27 through March 2 in Hershey. The conference was sponsored by the Governor's Community Partnership for Safe Children, a community-based initiative that seeks to curb youth violence by reducing child abuse, drug and alcohol abuse, academic failure, illiteracy, and other factors that make children more likely to commit crimes.



Best Plan Implementation: Lycoming County

In 1996 the Prevention Task Force of the Lycoming County Health Improvement Coalition identified two programs to implement in order to reduce youth drug and alcohol involvement, vandalism, and fighting. The first program, Promoting Alternative Thinking Strategies (PATHS),

was implemented in all eight county school districts. Schools implementing PATHS have seen a 2 percent reduction in the number of students removed from class for behavior problems. In addition, at-risk students have shown improvement in overall reports of misconduct.

The second program, the Midwestern Prevention Project, started as a way to reduce the use of "gateway drugs" in the community. Five school districts are participating in this project, and more than 700 community leaders, parents, media, and teachers have received training.



Best Co-Collaboration: Chambersburg (Franklin County)

Chambersburg Communities That Care has brought together a number of grass roots organizations, schools, and human service agencies to improve the quality of life in Chambersburg. The Chambersburg Area Council of Arts has created a children's theatre for youth in grades two through eight, as well as a "musical zoo" in which children can learn to play musical instruments. The Chambersburg School District has opened the elementary schools for after-hours activities, and has developed a transitions program for children entering seventh grade. Shippensburg University has partnered with Chambersburg to provide cultural and educational opportunities for students. Lastly, the community comes together to organize a yearly community block party.



**Best Implementation of Promising Approaches:
Build a Better Bensalem (Bucks County)**

The Build a Better Bensalem board utilized two committees, a Resource Assessment Committee and a Promising Approaches Committee, which worked together to develop a cohesive prevention strategy. The combined committees identified nine existing programs that could be coupled with research-based prevention strategies to develop a comprehensive strategy with a continuum of programs.

The continuum begins with the Snuggly Infant Carrier Program for new mothers; continues with a nursery/preschool program; and into the elementary schools with the Bullying Prevention Program, Project GIRLS, and Project BOYS. In addition, a variety of programs are available for teen youth.



**Best Use of Technology for Effective Prevention:
Lawrence County**

In 1998 the Children's Commission of Lawrence recognized the need to develop a more interactive, easily updated, and readily available listing for

families, agencies, school districts, and professionals in Lawrence County. Lawrence County Cares stepped forward to provide funding for this collaborative project, which resulted in the development of *Lawrencecountycares.com*. This website lists a resource directory and links to agencies with their own websites; excerpts from the Lawrence County Cares newsletters; and a listing of activities for youth in the Wilmington and New Castle School Districts.



**Successful Resource Acquisition:
Spring Grove (York County)**

The Spring Grove Area Communities That Care decided that a key component of their prevention strategies was to create a community center which could house prevention programs as well as other activities for youth and adults. A Community Center Task Force began working on this issue, and a vacant intermediate school in Spring Grove Borough was seen as a potential site. An agreement was reached between the school district and the borough, in which the borough purchased the building from the school district for one dollar.

In order to begin programming and building rehabilitation, a variety of private and grant funding sources has been sought. At this time approximately \$800,000 in private and grant funding has been received for these efforts.



Volunteer: Aleene Maiaroto - Bucks County

Aleene Maiaroto has been a volunteer co-chairperson of the Build a Better Bensalem Community Prevention Board since 1999. She uses her vacation and personal time to oversee all of the board activities, leads a group of 27 committed prevention board members as well as 18 key leaders, and has led the board through data collection, prevention planning, the development of community events, and the recruitment of new board members.



Unsung Hero: Levester Taylor - Franklin County

Levester Taylor is a retired Chambersburg resident and community activist. He has been a prevention board member for five years, and organizes the local tutoring program for children. He was influential in the development of a program in collaboration with Shippensburg Univer-

sity, in which college students can receive credit for volunteering 100 or more hours as a tutor.

Taylor also helped create another program with Shippensburg University Striving to Educate People (STEP), a program that encourages at-risk children to attend post-high school education. Lastly, Levester is in charge of the neighborhood food bank.



Youth: Nick Mackereth - Spring Grove

Nick Mackereth, an eighth grade student at Spring Grove Middle School, is president of his class and a member of his school's soccer team. He is also a member of the CTC Youth Advisory Board, a group of students who oversee the community Youth Center, plan youth activities, and do community service projects. He was the youth participant in strategic planning sessions held by the community center's board of directors. Currently the Youth Advisory Board is developing a mentoring program, and Mackereth has volunteered to be a mentor to younger students who are struggling academically.



Youth Involvement: Lawrence County

Lawrence County Cares strives to develop places and opportunities in which the talent and skills of students and community members can be utilized to develop programs and projects. In the Wilmington School District, high school students and other volunteers were recruited to staff an after-school program. The student volunteers used this time to complete requirements for their senior projects.

In the New Castle School District, students in the Students Against Violence Everywhere (SAVE) Club participated in summer programs to mentor fourth graders and help them improve their reading skills, teach conflict resolution skills, and presented Applebee Pond, a puppet show about prevention. A Respect Task Force was created, and this task force launched a non-violence campaign in the high school.