

STATE OF MAINE · JUVENILE JUSTICE ADVISORY GROUP

2007 ANNUAL REPORT



JJAG

JUVENILE JUSTICE
ADVISORY GROUP

Paul K Vestal, Jr., Chair • Edwin Chester, Vice Chair



STATE OF MAINE
JUVENILE JUSTICE ADVISORY GROUP
111 STATE HOUSE STATION
AUGUSTA, MAINE 04333

JOHN ELIAS BALDACCI
GOVERNOR

PAUL VESTAL, JR.
CHAIR

August 1, 2008

Dear Governor Baldacci and Members of the 123rd Legislature:

The statutorily created Juvenile Justice Advisory Group (JJAG) of Maine presents to you the 2007 Annual Report. We think you will find the information quite enlightening with regard to the activities of the JJAG and its work in the criminal justice arena as it impacts Maine's most precious commodity, our youth.

Over the years, the JJAG has gone through many changes and made many improvements. You can see from our membership that we are quite diverse and look at the criminal justice system from a variety of perspectives, always seeking better solutions and methods of dealing with juveniles who become involved with the criminal justice system.

It is truly a great honor for each and every one of us to serve the state and its youth in our appointed capacities. We hope you find the information valuable and useful to you in your coming deliberations.

Sincerely,

A handwritten signature in black ink, appearing to read 'Paul K. Vestal, Jr.', with a long, sweeping flourish extending to the right.

Paul K. Vestal, Jr.
Chair

About the JJAG

The Juvenile Justice Advisory Group:

- Prepares the state juvenile justice plan
- Manages funds awarded to the state under the terms of the federal act
- Monitors state compliance with national standards
- Advises state policy makers on juvenile justice issues

Like most states and territories, Maine is an active participant in the national juvenile justice initiative. The purpose of the initiative is to help states craft effective responses to the problems of juvenile crime and violence. As

part of this initiative, Maine receives funds for improvements to its juvenile justice system. The Maine Juvenile Justice Advisory Group was established in response to the Federal Juvenile Justice and Delinquency Prevention Act of 1974.

The Maine Department of Corrections acts as the JJAG's administrative and fiscal agent. Maine JJAG oversees the state's participation in the federal juvenile justice initiative.

The JJAG's activities are guided by its comprehensive three-year plan. The plan provides the framework for the JJAG's course of action in terms of funding priorities, research directions, and legislative policy. The activities and achievements outlined in this report reflect the JJAG's strategic goals:

JJAG'S STRATEGIC GOALS

- Promote effective system level responses that further the goals of the Juvenile Justice and Delinquency Prevention Act.
- Promote the development of gender-specific services for females in Maine's juvenile justice system.
- Ensure that youth are not detained for lack of appropriate alternatives.
- Reduce delinquency and youth violence by providing community members with skills, knowledge, and opportunities to foster a healthy and nurturing environment that supports the growth and development of productive and responsible citizens.
- Provide information and training to legislators, juvenile justice professionals, and the general public to benefit youth and all those involved with Maine's juvenile justice system.
- Maintain compliance with the core requirements of the JJDPA and monitor the performance of JJAG subgrantees.



JJAG Members

Cathy McLoy Ashland
Parent Member
Kennebec Valley Mental Health Center

Mark Boger
Juvenile Corrections Coordinator
Department of Corrections

Richard Brown
CEO
Charlotte White Center

Edwin Chester
Attorney
Chester & Vestal

Abigail Comee-McCourt
Youth Member

Barry DeLong
Sheriff
Somerset County

Nickole Demeritt
Youth Member

Daniel Despard
Director Child Welfare Policy
Department of Health and Human
Services

Carla Fearon
Director
Penobscot Nation Boy's & Girl's Club

James Foss
Jail Administrator
Aroostook County

Denise Giles
Victim Services Coordinator
Department of Corrections

Dana Hamilton
Exec. Director
Youth and Family Services Inc.

Kristen Jiorle
Substance Abuse Treatment Specialist
Office of Substance Abuse

Jamie Johnson
Youth Member

Hannah Kiernan
Youth Member

Charles C. LaVerdiere
Chief Judge
District Court

Margaret Longworth
Director of Clinical Services
OHI

Joan McDonald
CEO
Girl Scouts of Maine

Phil McLoy
Youth Member

Dr. James Morse, Sr
Superintendent
SAD 47

Daniel Nichols
Parent

Breanne Petrini
Youth Member

Shelley Reed
Education Specialist for
Truancy, Dropout, Alternative
Education, Homeless Youth, School
Counselors, Reintegrating Youth from
Correctional Facilities
Department of Education

Daniel Stone
Youth Detective
Lewiston Police Department

Barry Stoodley
Associate Commissioner
for Juvenile Services
Department of Corrections

Christine Thibeault
Assistant District Attorney
Cumberland County

Paul K. Vestal, Jr.
Operations Director
Children Services Catholic Charities

Patrick Walsh
Program Director
Broadreach Family and Community
Services



CORE REQUIREMENTS OF THE JUVENILE JUSTICE AND DELINQUENCY PREVENTION ACT

- Requires removal of juveniles from jails and adult facilities.
- Prevents disproportionate minority confinement: requires states to address prevention efforts and systemic efforts to reduce the disproportionate representation of minorities who come into contact with the juvenile justice system.
- Ensures deinstitutionalization of status offenders; prohibits detaining status offenders in secure facilities.
- Requires sight and sound separation of juveniles from adults in institutions; disallows contact between juvenile offenders in a secure custody status and incarcerated adults.

Maine JJAG members are appointed by the governor for a four-year term. They represent a cross-section of the general public and provide a broad spectrum of political and philosophical views.

JJA G Federal Act Funding

THE FEDERAL ACT CONSISTS OF THREE FUNDING CATEGORIES:

I. Title II, Formula Grant Funds – The Act provides each state with formula grants that are allocated on the basis of each state's population under the age of 18. These grant funds support a variety of juvenile justice and delinquency prevention programs and services as long as the state remains in compliance with the core requirements of the Act. Maine's 2007 Title II Formula Grant allocation was \$600,000 and the 2008 allocation is \$600,000.

II. Title V – Delinquency Prevention Funds – As part of the 1992 reauthorization of the Act, Congress established a new funding category, Title V, Incentive Grants for Local juvenile delinquency prevention programs. Funds under Title V are awarded to communities that develop comprehensive delinquency prevention plans at the local, i.e., municipal and county, level. Title V funds are allocated to the states based on population under the age of 18. Maine's 2007 Title V Delinquency Prevention allocation was \$75,250 and the 2008 allocation is \$58,075.

III. Juvenile Accountability Block Grant – The Act provides each state with a Block Grant that provides financial assistance to eligible governmental agencies who develop projects designed to prevent juvenile delinquency. In addition to these projects Maine supports juvenile services systems change with the 2007 \$310,400 allocation. Maine's 2008 allocation is \$328,900.



Juvenile Representation Trainings

With funding from the Juvenile Justice Advisory Group the Maine State Bar Association (MSBA) provided training to 227 defense attorneys, prosecutors, judges, juvenile case managers, Juvenile Community Corrections Officers, and others on adolescent behavior, juvenile sex offenders, and false confessions by juveniles in Maine's three largest communities.

The three trainings featured nationally known keynote speakers, panel discussions and an ethics panel. Franklin Zimring spoke on *The Juvenile Sex Offender: Empirical Evidence on Risks and Policy Consequences of Known Facts*. Steven Drizin spoke on *The Problem of False Confessions in the Post-DNA Age*. Dr. Abigail Baird spoke on *Navigation in Uncertain Waters: Using MRI Analysis to help Understand Adolescent Behavior*.

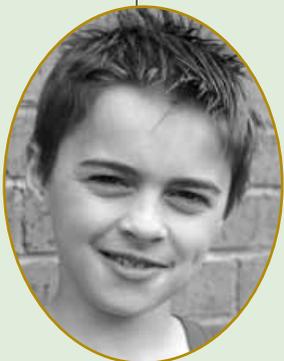
Programs funded by the JJAG served 2,674 youth in 2007.

The table below shows the break down by race and ethnicity.

American Indian	Asian	Black or African American	Native Hawaiian or other Pacific Islander	White (Includes Arab and Middle Eastern Countries)	Other/ Unknown	Hispanic
252	2	61	38	2,288	8	25

2007 – 2009 Juvenile Justice Advisory Group Grant Awards

Project Title	Funding Stream/ Program Area	Amount	Summary	Contact
Broadreach Family and Community Services	Title II Formula/ Delinquency Prevention	\$75,000	Youthlinks of Rockland will deliver Lions-Quest, Skills for Growing to fifth grade students at South School in Rockland and Thomaston Grammar School and provide community service-based programs: 60 after school programs, fall & winter, 12 week sessions meet weekly for 2 hours; 16 after school programs, spring, 6 week sessions meet weekly for 2 hours; 16 one week summer sessions; two 12 week sessions of Lions-Quest to 100 5 th graders; parent and staff sessions.	Amie Hutchison ahutchison@brmaine.org
Center for Collaborative Problem Solving Sanford, Maine	Title V Delinquency Prevention	\$182,031	The CPS training model provides strategies for working to reduce unmanageable outbursts and produce lasting improvements in the interactions between children and youth, ages 5-18, with social, emotional, and behavioral challenges and their family members, mental health professionals, and teachers. This intervention will be implemented throughout primary and secondary schools, child services providers and law enforcement in Sanford, Maine	Dr. Ross Greene greenegre@helix.mgh.harvard.edu Mark Green magreen@sanfordmaine.org
Communities for Children & Youth	Title II Formula/ Delinquency Prevention	\$3,500	Development and publication of the results of the C4CY College/ Community Mentoring Project in order to facilitate its replication in other college communities throughout Maine.	Susan Savell susan.savell@maine.gov
Communities for Children and Youth	Juvenile Accountability Block Grant/ Accountability	\$130,000	The program offers an array of services, including pre and post service assessments utilizing the Developmental Assets Profile (DAP) an evidence based tool designed by the Search Institute. The DAP guides the referral process as youth are diverted to programs such as mentoring, asset building, positive youth development, community service and/or restorative justice models. The services will be provided through partnerships with existing community programs and through development of new community programs. UNE will assist with program evaluation and the project will utilize an automated data base to provide Pre/Post test DAP data and assist in program evaluation. The initial pilot sites and community partners are as follows: <ul style="list-style-type: none"> o Biddeford - Biddeford Communities for Children/Biddeford Recreation Department/York County CAP & Community Bicycle Center o Portland – in development o Lewiston – THRIVE & United Way o Augusta – Augusta Boys and Girls Club/Spurwink o Waterville – Greater Waterville Communities for Children & Youth coalition/ KVCAP o Bucksport – Bucksport Diversion Program/Bucksport Health Communities. 	Renna Hegg renna.hegg@maine.gov
Five Town Communities That Care	Title II Formula/ Delinquency Prevention	\$74,851	Five Town CTC will provide three six-week cycles of after-school skill development classes to 60 students from Appleton, Camden, Hope, Lincolnville and Rockport in grades five to nine. Classes will be delivered by staff trained in the STAR model. The program includes transportation and a healthy snack.	Dalene Dutton director@fivetownctc.org
Maine Association of Criminal Defense Lawyers	Title II Formula/ Systems Improvement	\$1,500	Application for membership in the Juvenile Indigent Action Network. The Network is a new component of the John D. and Catherine T. MacArthur Foundation Models for Change and promotes change that strengthens juvenile indigent defense systems.	Jennifer Lechner lechner@suscom-maine.net
Maine State Bar Association	Juvenile Representation Trainings	\$32,926	After a survey of juvenile representation educational needs trainings were developed and presented state-wide on adolescent behavior, juvenile sex offenders, and false confessions by juveniles.	Julie Rowe jrowe@mainebar.org
Performance-based Standards Learning Institute	Juvenile Accountability Block Grant/ Juvenile Records System	\$26,000	PBS is an objective data drive process and includes the commitment and detention units of the Youth Development Centers. The mission is to improve the conditions of confinement so youths receive care and services that will help them succeed when they return to the community. PBS sets national standards for the safety, education, health/mental health services, security, justice and order and the (2) yearly data reports generate up to 106 outcomes to support quality improvement.	Renna Hegg renna.hegg@maine.gov



2007 – 2009 Juvenile Justice Advisory Group Grant Awards

Project Title	Funding Stream/ Program Area	Amount	Summary	Contact
Pleasant Point Passamaquoddy Tribe	Title II Formula/ Native American Pass-through Funds	\$17,019.49	Case management and a coordinated effort between Calais Probation Office and the Pleasant Point Probation Office for youth involved in the juvenile justice system and at-risk of becoming involved in the juvenile justice system by removing obstacles to service delivery including treatment providers, transportation, and school.	Alberta Downing adowning@wabanaki.com
Portland West	Juvenile Accountability Block Grant/ Court Staffing & Pretrial Services	\$80,000	Portland West will create a 24-month program to provide an alternative to detention for 15 youth at a time who are awaiting their court date, an average 45 day waiting period: 55 in the first year and 60 in the second year for a total of 115 served by the grant. Enrolled youth will return to the community with an individual plan developed by a full time case manager, specifically designed as a supervised program that will give them the attention they need including a daytime reporting program, tutors and mentors.	Heather Ivey hivey@portlandwest.org
Riverview Foundation	Title II Formula/ Delinquency Prevention	\$74,900	Riverview will deliver the Leadership and Resiliency Program to 175 students enrolled in Alternative Education programs in Portland, Biddeford, South Portland, Scarborough, Brunswick, and MSAD #75. The program will be held at least 25 weeks of the school year calendar and will include five all day outdoor adventure trips and community service days. Each group will work toward a 3-day overnight outdoor adventure totaling seven trips.	Hester Mishkin hester@riverviewfoundation.com
The Spurwink Institute	Title II Formula/ Alternatives to Detention	\$30,000	To ensure expedited release and better outcomes for youth and their families Spurwink will provide a Detention Review Specialist to manage meetings, maintain data and facilitate communication with all parties who work with youth detained at Long Creek Youth Development Center.	Mike Higgins mhiggins@spurwink.org
University of Southern Maine Muskie School of Public Service Formula Grant Evaluation & Technical Assistance Project	Title II Formula/ Delinquency Prevention	\$35,672	JJAG Grantees will receive training and technical assistance in developing logic models for their programs. The Muskie School will work with grantees as they identify and define outcome (initial, intermediate, and long-term) measures and key programmatic indicators of progress, and determine the 'right' data to collect for information about performance. As grantees begin to generate data to measure program performance, the Muskie School will analyze the results for presentation to the JJAG.	George Shaler gshaler@usm.maine.edu
University of Southern Maine Muskie School of Public Service Disproportionate Minority Contact Research	Title II Formula/ Disproportionate Minority Contact	\$68,418	This research is intended to improve the state's capacity to report accurate information about juvenile DMC to the JJAG and other juvenile justice policy makers and practitioners.	Carmen Dorsey cdorsey@usm.maine.edu
University of Southern Maine Muskie School of Public Service Title V Grant Evaluation & Technical Assistance Project	Title II Formula/ Delinquency Prevention	\$66,204	The major focus of this evaluation of the Collaborative Problem Solving (CPS) training model is to assess: 1) the implementation of the training model, 2) contextual factors that may influence the implementation and impact of this program, and 3) specific outcomes related to the program.	Martha Elbaum Williamson mwilliamson@usm.maine.edu
Windham School Department/The R.E.A.L. School	Title II Formula/ School Suspension and Expulsion	\$29,700	The REAL School will implement the Restorative Learning Program and Class Action and Project Toward No Drug Abuse to 60 youth who will attend this four hour day four days a week. Two staff will receive training in the programs. Fifty parents will attend at least one monthly dinner.	Sarah Anderson sanderson@windham.k12.me.us

Collaborative Problem Solving™ in a Community

Title V - Delinquency Prevention

Collaborative Problem Solving™ (CPS) was first articulated as a treatment model for explosive kids in the book, *The Explosive Child*, by Dr. Ross Greene, and subsequently in a book for mental health clinicians, *Treating Explosive Kids: The Collaborative Problem Solving Approach*, by Dr. Greene and his colleague, Dr. Stuart Ablon. Over the last ten years, the model has been applied to children with a wide range of social, emotional, and behavioral challenges and in a wide range of settings: families, schools, and restrictive therapeutic facilities (including inpatient units, residential facilities, and juvenile detention facilities). The model has also been applied to “ordinary” kids as well as to adults.

As applied to challenging kids, the model sets forth two major tenets: first, that these challenges are best understood as the by-product of lagging cognitive skills (rather than, for example, as attention-seeking, manipulative, limit-testing, or a sign of poor motivation); and second, that these challenges are best addressed by teaching children the skills they lack (rather than through reward and punishment programs and intensive imposition of adult will). While challenging kids let us know they're struggling in some fairly common ways



(screaming, swearing, defying, hitting, spitting, throwing things, breaking things, crying, withdrawing, and so forth), they are quite unique as individuals when it comes to the mix of lagging cognitive skills that set the stage for these behaviors. This means that prior to focusing on the teaching of cognitive skills one must first identify the skills that are lagging in each individual child or adolescent.

We hope to immerse the community of Sanford in this model so that they can work together to help challenging kids to learn the skills that they are lacking. The Sanford Police Department, School Department, Region I Community Corrections, and parents are all learning to use this model to better serve their children.

It is the goal of the JJAG to move this model into other Maine communities.

Disproportionate Minority

Contact

Since 1988, the Juvenile Justice Delinquency Prevention (JJDP) Act has required states that receive formula grant program funding to determine whether the proportion of juvenile minorities in confinement exceeds their proportion of the population and, if so, to develop corrective strategies. In 1992, Congress elevated this issue to a “core requirement” of the JJDP Act. In 2002, OJJDP changed the requirement from reporting the proportion of minority juveniles in confinement to include the proportion of minorities at each key decision point in the juvenile justice system.



The shift to “contact” allows a more encompassing examination of the juvenile justice system because racial/ethnic differences can occur at various decision points within the juvenile justice system. Research has shown that the disparity is the most pronounced at the beginning stages – intake and detention decision points – and when racial/ethnic differences are found, they tend to accumulate as youth are processed through the justice system.

DMC policies require states to determine the existence and scope of disproportionate contact and to take meaningful measures to explain and address it. If disproportionate contact does exist, an “assessment phase” is conducted in an attempt to discover the factors that contribute to the overrepresentation of minority youth. Once a state is aware that disproportionate contact is occurring, an “intervention phase” is implemented. In this phase, interventions, programs and policies aimed at reducing DMC are created and implemented.

Maine’s Disproportionate Minority Contact (DMC) initiative is a multi-phased, sustained effort requiring systems improvement over many years to build a juvenile justice system that is more sensitive to cultural differences. The Phase I of DMC – Identification, focuses on the determination of whether (and where) disproportionate minority contact exists in our juvenile justice system. To comply with Phase I requirements the data must be collected from multiple sources to identify juvenile minority overrepresentation at key decision points.



Maine’s major DMC data source is the Maine Department of Corrections comprehensive management information system, the Corrections Information System (CORIS). This information system collects juvenile information from the multiple decision points, including referrals, diversions, petitions, probation, and confinement in secure correctional facility. The juvenile arrest data is collected by the Maine Department of Public Safety (MDPS) record management systems unit, including summary data – UCR (Uniform Crime Reports) and NIBRS (National Incident Based Reporting).

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Disproportionate Minority Contact (continued)

Maine's DMC initiative is a work in progress – the state is currently building the capacity sufficient to meet the needs of DMC reporting. We are working on multiphase, multilevel quality improvement strategies, including improving the quality assurance system, developing instructions on best practice in race/ethnicity data collection, and training of personnel in cultural sensitivity.

With Maine's Juvenile Justice Advisory Group support and a partnership with our Statistical Analysis Center, The Muskie School for Public Service, a personalized, easily accessible training curriculum was developed and tailored specifically for MDOC and MDPS staff as well as law enforcement personnel on how to collect citizenship, racial and ethnic data in a sensitive manner.

With this support and partnership data quality has increased to allow us to see areas of the state where there may be disparity in numbers.

Maine is prepared to move into Phase II – Assessment. As we further delve into our data to learn where and why disparity exists we will look to organizing a state-wide group of stakeholders to guide the work.



Detention Review Specialist

The Detention Review Specialist (DRS) position was created to assist the Cumberland County Jurisdictional Team Planning group in achieving its goal of reducing the number and length of stay of pre-adjudicated youth held in secure detention, and to improve the justice process overall for youth and the community. While the DRS works directly with professionals in the County to improve case processing and outcomes, and provides input on some specific cases, the larger focus of the position is to: assist Cumberland County in increasing its organizational capacity to work with youth; make better use of available resources; improve planning and coordination of services; and promote collaboration and integration of services from multiple sources and providers.

To that end, the DRS works to both expedite youth cases and advise the Jurisdictional Team Planning group on opportunities for improved outcomes.



The following is a brief summary of activities and outcomes over the past 6 months:

- ☑ Expanding community stakeholder support: The Pre-Emptive Strike Task Force meeting held earlier this year was designed to bring to the juvenile justice table community providers who operate within the periphery of the juvenile justice system. The intent was two-fold: 1) to engage in a meaningful discourse about some of the challenges and obstacles impacting the young adults and their families who enter detention; brainstorming about what we can offer as effective intervention and 2) to share current research about the deleterious effects of detention and solicit strengths-based systems of support.
- ☑ Case Deconstruction: Working with Longcreek, JCCO's Child Protective Services and Children's Behavioral Health Services, case deconstruction has given us some new insight into opportunities and optional points of intervention to influence outcomes. This provided the group with support for the supposition that kids with low criminal behaviors but high needs are better served outside of the juvenile justice system.
- ☑ Developed trainings around the changes in the JCCO's practice – "Detention as a process not a placement" - to be rolled out to community stakeholders.
- ☑ Identified the following barriers/obstacles impacting the detention process: kids being detained without a right to release; breakdown in communication and expectations with families and child protective involvement or oversight; JCCO's are expected to function as case managers but are trained in the adult corrections model; "old school" JCCO's vs. the "new guard"; the perception of the court system and community that the juvenile justice system provides a "fast track" means to access resources for kids and families AND that it may be the best (or only) way to provide services to families; the expectation by educators that the JCCO's have the best leverage to get kids to comply with school requirements; detention is not viewed as a "crisis situation", on the contrary, quite frequently kids in detention are left to "sit and wait" for a team to come together and are not prioritized; detention is not always viewed as a "snapshot" moment for kids and families leading to unacknowledged and inaccurate judgments against kids and families.



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Detention Review Specialist (continued)

The Detention Review Specialist made the following recommendation for changes to practice or development of resources:

1. Peer Supervision among the DOC hierarchy on a regularly scheduled basis
2. Developing protocols for team meetings for kids in detention
3. Changes in JCCO trainings to encourage earlier opportunities for intervention
4. Development of a "Family Court" model
5. Development of a "Community Safehouse"

Already we are seeing reductions in the number of youth in detention, length of time spent in detention, and in the speed with which difficult and complex cases are identified and resolved. The Detention Review Specialist is just one factor in these changing results, but the Jurisdictional Team Planning core group believes Lisa Bals is a dynamic factor that will lead to lasting results.

Alternatives To Detention

The Alternatives To Detention (ATD) program was created to help address the continuing problem of over crowding of the detention unit at Long Creek Youth Development Center. ATD provides supervision for youth in the community so that they can be released from detention while awaiting their appearance in court. Services include an afternoon-evening reporting center and intensive case management. Combined with other efforts, ATD has contributed to a significant drop in the detention population. Feedback on the program in the short time it has been operated included the following:

- "Having you and your staff on board with residents residing in the detention unit at Long Creek and their families has been of great service in getting these residents back into the community and home instead of waiting at Long Creek." Maureen A. Lonsdale, LSW Spruce Detention, LCYDC
- "The Portland West Reporting Program is perhaps the single most beneficial resource we've received in the past several years that effectively serves as an alternative to detention." Christine Thibeault, Assistant DA, Cumberland County District Court

HIGHLIGHTS INCLUDE:

- 21 youth accepted in the program.
- For the 10 youth discharged to date:
 - * 1 committed a new offense
 - * 10 appeared in court as scheduled
 - * 0 attempted to interfere with witnesses
- Two substance abuse counselors recruited to see youth while they attend the reporting center.
- 2 youth placed in Hannaford job academy and 4 youth placed in jobs.
- 21 youth participated in community service projects.

The Restorative Learning Program

The Restorative Learning Program (RLP) project serves 60 Windham and Westbrook students, grades 6-12, who would otherwise be disconnected from school due to long suspensions, expulsions, and/or truancy. RLP is a short-term intervention for students in educational crisis. The program acts as a circuit breaker to break the cycle of negativity in school. It helps to reconnect students who have fallen through the cracks as well as provides an alternative to long-term suspensions and expulsions.

Through the school year students attend RLP Monday-Thursday for 4 hours a day for academic remediation and continuity, researched-based strategies for social and emotional development, and restorative justice to foster internal locus of control. We work closely with the sending school to ensure students are remaining academically on track or are provided with necessary remediation. Our daily "Life 101" groups uses the blueprint model program, Project Towards No Drugs (TND), to help students learn skills to increase their success upon return to their sending school.

RLP also helps to reengage parents in their child's education. At this stage of school disruption, many of the parents are just as disenfranchised as their child and have negative feelings towards the school. Through RLP parents become actively engaged in helping their child increase his/her success in school.

In the summer, RLP offers an extended learning opportunity called the *Summer Adventure Academy*. This program incorporates academics, pro-social skill development, and adventure-based learning activities.

- To date, 37 students who would otherwise be out of school for expulsion, suspensions, or frankly just dropped off the map, are reengaging with their education. The numbers of referrals continue to grow and we would serve more if it were possible.
- Serve up to 60 high-risk (for failure, drop-out, expulsion, probation....) students per year (approximately 30 during the school year and 30 in summer).
- 90% of our students have been successful in returning to a long-term educational program.
- 92% of students increased school attendance.
- 65% of students have decreased the number of behavior incidents.
- 46% of students report their family relationships have improved.
- 43% of students report decreased substance use.
- 100% of staff are trained in blue-print model program (Project TND).
- Partnerships have been created with the University of Southern Maine and Saint Joseph's College to provide their students with opportunities to serve as mentors for our students.
- An amazingly dedicated and passionate group of people meet monthly to provide oversight and troubleshoot ideas for helping these students most at risk. Members of the group are the superintendents from both Westbrook and Windham, School Committee members from both districts, teachers, guidance personnel, Westbrook's School Health Coordinator, St. Joseph's College Service Learning Coordinator, and Department of Corrections Community Resource Coordinator. The formation of this group not only has been instrumental in the success of our program, but it has created the forum for facilitation and collaboration between two school communities to work together to create better systems for the success of all students.
- We are constantly on a quest for additional funding to sustain this program. We are close to securing funds from both school departments and have sent in two grant proposals. We frequently present to the community to raise awareness and advocacy of our program and the population we serve.





Lions Quest

Lions Quest curriculum delivers life skills and citizenship units that guide youth in developing essential social and emotional competencies, cooperative learning and conflict resolution skills, drug prevention and refusal skills, good citizenship skills, strong positive character, multi-cultural understanding and an ethic of service to others.

- Project has reduced the prevalence of juvenile delinquent behavior in Knox County by increasing individual, school, and community protective factors through two initiatives:
 - School-based:* Youthlinks delivered Lions-Quest Skills for Growing to 50 5th grade students at MSAD 5's South School for each of the two project years
 - Community-based:* Youthlinks provides year-round community service-based programs that incorporate and reinforce the skills taught in the Lions-Quest curriculum for least 300 Knox County youth for each of the two project years
- Year One: Youthlinks delivered Lions-Quest Skills for Growing to over 70 5th grade students at MSAD 5's South School and to 17 additional MSAD 5's 5th graders at Owls Head Central School
- Youthlinks offered an average of 90 youth slots during each of its after-school program sessions
- Year one: We have offered a total of 601 programming slots for youth in our school and community-based programming
- Youthlinks is offering after-school programming that meets at the South School to encourage Lions-Quest participants to join.
- Year one: We are serving 19 new participants from the South School in our after school program
- Year One: 106 of 106 youth completing program surveys have expressed satisfaction with Youthlinks program
- Year One: 96% of youth enrolled in Youthlinks programming successfully completed program requirements
- Youthlinks encountered resistance from the Administrative level at the South School when it came time to implement Lions-Quest programming
- Youthlinks is working to develop strong relationships with the teachers and administration at MSAD 5 to create a stronger foundation for next year's program
- Resistance to Lions-Quest came in part because MSAD 5 uses the DARE program as their drug and alcohol prevention program
- Youthlinks is working to have the District replace DARE with Lions-Quest starting next school year
- Youthlinks has submitted five major grant proposals this fiscal year to help maintain funding for our programming
- Youthlinks was awarded three of the five including a grant from DHHS for After School Program for Youth Ages 12-15 Years

The Leadership and Resiliency Program

an intervention to prevent and minimize youth involvement in the juvenile or criminal justice system. National research points to the fact that substance abuse and delinquency are inextricably linked; arrest, adjudication, and intervention by the juvenile justice system are eventual consequences for many young people engaged in such behavior. And declining grades, absenteeism from school, increased potential for dropping out and other school-related problems are directly associated with adolescent substance abuse. Therefore, the LRP also seeks to reduce risk factors that can potentially lead to addiction and criminality throughout a person's life. Building a sense of identity from a foundation of success is a critical component of programming and a guiding philosophical principle of the LRP; youth that experience success in adolescence will continue to seek out a success-based orientation to life as an adult.

"Resiliency is that quality in children who, though exposed to significant stress and adversity, do not succumb to the school failure, substance abuse, mental health, and juvenile delinquency problems they are at greater risk of experiencing."
-- Bernard Linquinti, 1992

Riverview's LRP Project began in 2005 as a pilot program working with one area high school. With Maine JJAG's support and the program's success, the LRP is currently working in collaboration with six school departments within three counties and has increased the maximum number of program slots from 25 to 175. The program works specifically with the Alternative Education sites that target youth most at-risk for drop-out and failure, including high schools in Brunswick, MSAD 75, Scarborough, South Portland, MSAD 6 and Biddeford. The LRP reaches youth through a unique and engaging blend of three components; weekly skill-building sessions that include peaceful martial arts components and leadership development, community service projects and outdoor adventure with overnight wilderness excursions.

The project has truly blossomed rapidly into a thriving, expanding juvenile delinquency prevention program for high school students throughout Southern Maine. The Maine Juvenile Justice Advisory Group has played an essential role in developing and strengthening this needed program, not only through the grant funding but also with the guidance, supervision and professional development under Kathryn McGloin's leadership. We look forward to continuing the positive momentum into the second contract year of the program, particularly turning our focus on the project's sustainability and evaluation.

The Leadership and Resiliency Program (LRP) is an innovative prevention program led by Riverview Foundation aimed at preventing juvenile delinquency and substance abuse among at-risk high school students within Sagadahoc, Cumberland and York counties of Maine. As a model of prevention, the LRP works as



133 Participants
Serving 3 Counties and 6 Large High Schools
25-week program during school year

(continued on page 16)

The Leadership and Resiliency Program (continued)

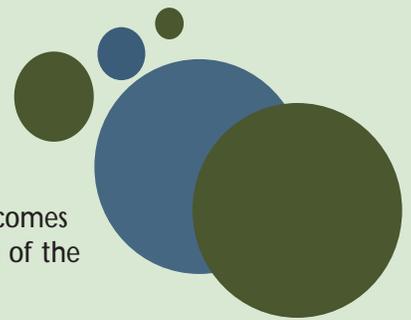
The LRP provides an effective solution to a well-documented need, providing disadvantaged teenagers with a school-based diversion program that equips them with the skills needed to better handle the stress that often puts them most at-risk. Many are first-time offenders, yet since they are still enrolled in an academic program, are considered “resilient youth” and have the potential to cease their involvement with the juvenile corrections system. 65% of participants enrolled in last year’s program came from divorced or single-parent households. The key resiliency areas strengthened through the LRP can be grouped into three overall target areas, with sub-categories that build participants’ attitudes, perceptions, abilities and knowledge:

- Goal Setting (Aspirations, Commitment to School, Personal Strengths)
- Healthy Relationships (Empathy, Communication, Self-Concept)
- Coping Skills (Stress Management, Violence/Fighting, Impulsivity)

The LRP has been successful in reducing school conduct incidents, reducing tobacco use, increasing school attendance, and improving academic performance among participants based on two years of program evaluations. In 2007, among 133 youth served:

- ☑ 56% reported fewer fights at school
- ☑ 61% reported a decrease in substance abuse
- ☑ 77% increase in attendance at one school
- ☑ 52% fewer serious conduct incidents at one school

This year the program is conducting a logic-based program evaluation of outcomes following training by the Muskie Institute and will be complete at the conclusion of the school year.



“I believe the LRP is one answer to the questions we raise in discussing school improvement...it is an active, differentiated learning experience that helps each student gain new skills. It opens doors for students, doors that many students may not otherwise have the opportunity to open.”

Jim Braly, South Portland High School Teacher



We invite any of you to visit one of the sites or view the 20 minute LRP DVD that was produced in 2007 to see the program in action!



STAR

STAR (Skills Training And Recognition) is an after school program that is provided to students in grades five through eight from Appleton, Camden, Hope, Lincolnville, and Rockport, Maine. STAR, a program of Five Town Communities That Care, focuses on skill development, recognizing youth as they learn skills, and connecting youth with opportunities in the larger community. Since August 2007, STAR has been able to provide programming to 114 unique individuals as a result of funds received from Maine's JJAG (Juvenile Justice Advisory Group). The support of local businesses and area volunteers, along with that of JJAG, allows students to attend STAR at no cost.

Participation includes a healthy snack after school and transportation to and from program locations. Through the guidance of skill instructors and support staff, STAR helps to foster healthy youth development and provides the building blocks for increased pro-social involvement.

During the 2007 – 2008 school year, the STAR program has achieved the following:

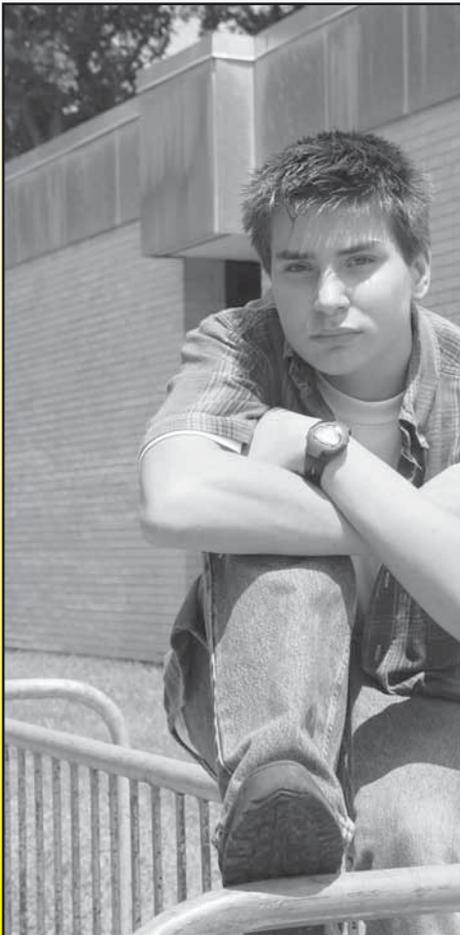
- 3 cycles of STAR programming provided to students living in the five-town area
- 18.5% (114/613) of all students in grades 5-8 have participated in at least one program cycle
- 39 individuals participated in multiple cycles
- 31 community members trained in the STAR model (Social Development Strategy)
- Maintained or established partnerships with 16 community agencies and/or businesses
- Provided skills training in 13 different areas including: Animal Husbandry (levels 1 and 2), Art, Basketball, Child Care Education, Cooking, Hip Hop, Mixed Martial Arts (levels 1-4), Rock Climbing (levels 1 and 2), Sewing, Swimming (levels 1 and 2), Tennis, Youth Fitness, and Zoey's Room (teaches skills in Science, Technology, Engineering, and Math)
- As of December 2007, 82.5% (33/40) students participating in the STAR program had missed less than 3 days of school (updated measures will be available in June 2008)
- As of April 2008, 81% (97/120) student participants had successfully completed skills training in the specific class they participated in
- As of April 2008, 82% (47/57) of program participants were satisfied with the programming provided by STAR
- 54% (21/39) of parents completing program questionnaires indicated that students had been more involved at home (i.e. helping with chores, feeding animals, etc.)
- 85% (177/208) of available program slots have been filled
- Data collection tools have been developed to determine long-term effects of participation in the STAR program (i.e. involvement in pro-social activities after STAR, continued use of skills learned in STAR, etc.,...)
- Over 200 hours have been donated by volunteers in the areas of data collection, instructor observations, instruction time, and program evaluation



National Work of the JJAG



The Federal Advisory Committee on Juvenile Justice (FACJJ) is a consultative body established by the Juvenile Justice and Delinquency Prevention Act (Section 223) and supported by the Office of Juvenile Justice and Delinquency Prevention. Composed of appointed representatives of the nation's State Advisory Groups, the committee advises the President and Congress on matters related to juvenile justice, evaluates the progress and accomplishments of juvenile justice activities and projects, and advises the OJJDP Administrator on the work of OJJDP.



Christine Thibeault is Maine's representative to the FACJJ and reports that the group generated the two reports required by the Juvenile Justice and Delinquency Prevention Act (one containing recommendations to the President and Congress, the other containing recommendations to the Administrator of OJJDP) with a focus on reauthorization of the JJD Act. The FACJJ chose a "report card" format for the documents, outlining each of the Act's core protections for juvenile offenders, the successes achieved as a result of the Act, challenges that remain, and a strong recommendation to the President and Congress that the Act be reauthorized. In addition to the four statutory core protections, the reports addressed two areas of concern to the majority of the states mental health needs of youth involved with the juvenile justice system and effective assistance of counsel. Though the FACJJ did not suggest that the Act be modified to include new mandatory standards with regard to these issues be adopted, the recommendation is that the Act be amended to reflect the States' concerns about insufficient resources being directed to mental health services and competent legal representation for juvenile offenders.

2007 JUVENILE LAW UPDATES

15 MRSA §891 Allows an “accord and satisfaction” dismissal of a petition or removal from conditions of release for any juvenile who is conditionally released or petitioned with a Class D or E crime, except assault upon or resistance of a law enforcement officer in the execution of duty, or assault involving family or household members as defined by statute IF the injured party appears before the court and in writing acknowledges satisfaction for the injury. This provision allows but does not mandate the judge to dismiss the case, and applies only to juveniles who have no prior adjudications and who have no prior cases resolved by accord and satisfaction.

15 MRSA §3203-A (7-B) Expands the sight and sound separation mandate by specifying that juveniles held in nonsecure custody, detention, being transported to or from court or to or from a correctional facility, or being held in a court holding area must be separated by sight and sound from any adult detainee.

15 MRSA §3301 (5-A) Is repealed removing the authority of a JCCO to establish a community resolution team (CRT) after completing the preliminary investigation. This change only affects DOC established community resolution teams. It does not affect local CRTs supported by the community at large, which may continue to be utilized.

15 MRSA §3301 (6) Is modified to require the attorney for the State to notify the JCCO, within 30 days of receiving a notice of nonfiling, of the decision to petition a case for which the JCCO has offered an informal adjustment.

15 MRSA §3306-A Establishes that conditions of release imposed by a JCCO continue until an informal adjustment commences, the attorney for the State determines that no petition will be filed or the juvenile court enters a final disposition.

15 MRSA §3307 (2) (A) Clarifies that proceedings involving a Class D juvenile crime are open to the public if the juvenile has a prior adjudication for a Class D or higher offense.

15 MRSA §3314 (2) Clarifies that on a motion to revoke probation the determination concerning probable cause and continued detention is governed by the Juvenile Code and that the juvenile shall be released unless the court finds probable cause to believe that the juvenile has violated a condition of probation and that by a preponderance of the evidence continued detention is necessary as determined in 3203-A, (4) (C).

15 MRSA §3314 (7) Explicitly states that the court may exercise its inherent contempt powers and impose punitive or remedial sanctions, including confinement in a juvenile facility for up to 30 days, against any juvenile to enforce any order to appear or order entered upon adjudication. In order to impose a period of confinement regarding an order related to an offense that would be considered civil if committed by an adult, the court must provide, at the time of disposition, written notice to the juvenile of the court’s authority to exercise its inherent contempt powers including ordering a period of confinement not to exceed 30 days as a punitive sanction and up to 30 days as a remedial sanction. [The Federal regulations require written notice to be served upon a parent, so when possible the court record should maintain proof that the parent was served as well.]

17-A MRSA §303 Expands the definition of criminal restraint by a parent to include removal of a 16 or 17 year old from the custody of DHHS or DOC with the intent to remove the child from the State or to a place where the child is not likely to be found. Violation is a Class D crime.

Contact the JJAG

111 State House Station
Augusta, ME 04333-0111
207.287.4371
www.mainejjag.org

Kathryn L. McGloin
Juvenile Justice Specialist

Damon Lefferts
Compliance Monitor



State of Maine • Juvenile Justice Advisory Group
111 State House Station
Augusta, Maine 04333-0111
www.mainejjag.org

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