



National Institute of Corrections

**Office of Juvenile Justice
and Delinquency Prevention**



Meeting the Needs of Juvenile Female Offenders

**Office of Juvenile Justice and Delinquency Prevention Training Program hosted
in conjunction with the National Institute of Corrections, Academy Division**

FY 2004

NATIONAL INSTITUTE OF CORRECTIONS

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NATIONAL INSTITUTE OF CORRECTIONS MISSION

The mission of the National Institute of Corrections is: *We are a center of correctional learning and experience. We advance and shape effective correctional practice and public policy that respond to the needs of corrections through collaboration and leadership and by providing assistance, information, education, and training.*

NIC is fully committed to equal employment opportunity and to ensuring full representation of minorities, women, and disabled persons in the workforce. NIC recognizes the responsibility of every employer to have a workforce that is representative of this nation's diverse population. To this end, NIC urges agencies to provide the maximum feasible opportunity to employees to enhance their skills through on-the-job training, work-study programs, and other training measures so they may perform at their highest potential and advance in accordance with their abilities.

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Dear Participant,

Welcome to **Meeting the Needs of Juvenile Female Offenders**, a special issues skills development training program, jointly sponsored by the National Institute of Corrections, Academy Division (NIC), and the Office of Juvenile Justice and Delinquency Prevention (OJJDP).

Increasingly, juvenile justice agencies are attempting to manage growing numbers of juvenile female offenders within their systems. As a result, agencies are seeking assistance on how to effectively meet the unique needs of juvenile female offenders, and create, implement and manage services and programs for girls in all facets of service delivery.

This training program was developed as a result of data collected during the Fourth National Juvenile Justice Training Needs Assessment Forum in March, 2002. It is designed to offer participants experiences, activities, analysis strategies and action planning tools for applying a female-responsive lens to current services and programs. Built into the program is the development of an individual project plan for improved / enhanced services and programs for juvenile female offenders in participant's home organizations.

The facilitation team is looking forward to working closely with you to enhance your home agency programs and service provision capabilities for juvenile female offenders, and will be there to support and be resources to you in this experience.

We hope this training program will provide many opportunities for personal involvement and professional growth as you further your knowledge and skills.

Sincerely,

Robert M. Brown, Jr, Chief 
National Institute of Corrections
Academy Division

Donna Ray, Director
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ACKNOWLEDGMENTS

The National Institute of Corrections, Academy Division is appreciative of the continuing support of the Office of Juvenile Justice and Delinquency Prevention (OJJDP), Demonstration Programs Division.

We are able to offer this newly revised and much requested program to the juvenile justice field through our Interagency Agreement with OJJDP. Special thanks go to Donna Ray, OJJDP, Director, Demonstrations Programs Division, and Dennis Barron, Federal Marshals Service, formerly our OJJDP Program Manager.

We are indebted to our new OJJDP Program Manager, Gwendolyn Dilworth, for her diligent day to day support of our continuing federal partnership with OJJDP.

We extend grateful thanks to the training resource personnel who have been involved in this training program development project from conception through pilot deliveries.

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**Meeting the Needs of Juvenile Female Offenders
FY2004**

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Supplemental Materials	Additional Resources

MEETING THE NEEDS OF JUVENILE FEMALE OFFENDERS

Expected Program Outcomes

The expected outcomes are participant centered in nature, and are designed to provide opportunities for participants to:

- Analyze the evolution of the juvenile justice system's response to meeting the needs of juvenile female offenders through a female responsive lens;
- Analyze their juvenile justice system and service delivery area through a female responsive lens in order to affect systemic change;
- Integrate female responsive concepts and practices into existing programs and operations in order to improve or develop juvenile female offender appropriate programs or services;
- Exercise analysis, planning, research and writing skills to create a systemic female responsive project plan customized to their service delivery area;
- Develop, implement and evaluate their systemic project plan which is responsive to the needs of juvenile female offenders in their service delivery area.

National Institute of Corrections
Academy Division

Office of Juvenile Justice &
Delinquency Prevention

**MEETING THE NEEDS OF
JUVENILE FEMALE OFFENDERS
04-D1001**

This special issues skills development training program is jointly sponsored by the National Institute of Corrections and the Office of Juvenile Justice and Delinquency Prevention

NIC Training Center
Longmont, Colorado

Mountain Peaks Room
November 16 - 21, 2003

AGENDA

SUNDAY

6:30 pm	Welcome	Leslie LeMaster
	- Introduction to the National Institute of Corrections and the Office of Juvenile Justice and Delinquency Prevention	
	Building Our Learning Community through Participant and Facilitator Introductions	Facilitation Team & Participants
	Program Logistics	Leslie LeMaster
8:30 pm	Adjourn - Reminders for tomorrow	Leslie LeMaster & Facilitation Team
	- Use of Pre-Program Assignment Materials	

MONDAY

8:00 am	Welcome and Preview of the Day	Leslie LeMaster
	Building Our Learning Community <ul style="list-style-type: none">- The Natural Cycle of Learning and Training- Creating Community Learning Standards	Leslie LeMaster & Participants
	Program Expectations: Action Plan Project	Leslie LeMaster
	Introduction: Defining the Context For Our Exploration of Female Responsive Services in the Juvenile Justice System <ul style="list-style-type: none">- What is the Female Responsive Lens?- Creating the Female Responsive Lens for Systemic Analysis- Exploration and Application of Female Responsive Values in Juvenile Justice- Use of Pre-Program Assignment	Rebecca Maniglia Lynn Grant
	Section One: Defining the Context of Juvenile Female Issues Within the Juvenile Justice System <ul style="list-style-type: none">- What is the Context?- What Do Statistics Tell Us?- How Do Female Responsive Values Help Define the Context?- What Statistics Should We Be Collecting?	Paula Schaefer Karen Woods

MONDAY - Continued

Introduction to the Individual Action Planning Project

Leslie LeMaster

- Expectations
- Tools and Resources Available
- Friday Presentation and Feedback

12:00 pm LUNCH

1:00 pm Announcements and Preview

Leslie LeMaster

Individual Action Planning and Reflection

Participants

Section Two: Defining the Context of Female Issues Within Your Juvenile Justice System

Karen Woods
Rebecca Maniglia

- Defining Discipline Groups / Service Delivery Areas
- Where Do You Fit In the Services Continuum?
- Key Elements / Outcomes from the Discipline Groups
- How Are the Female Responsive Values Addressed in Each?

Individual Action Planning and Reflection

Participants

End of Day Reaction

Leslie LeMaster &
Participants

5:00 pm Training Program Adjourns for the Day

5:15 pm Tour / Orientation to the NIC Information Center
And Computer Lab (Voluntary)

Interested
Participants

TUESDAY

8:00 am	Review and Preview / Response to Feedback	Leslie LeMaster
	Section Three: Applying the Female Lens to Your Organization: Addressing Staffing Issues <ul style="list-style-type: none">- What are the Characteristics We Want?- Building Staff Members to Do the Work- Creating and Implementing Accountability Systems	Paula Schaefer Lynn Grant
12:00 pm	LUNCH	
1:00 pm	Announcements and Preview	Leslie LeMaster
	Section Four: How To Find and Evaluate Resources for Your Service Delivery Area <ul style="list-style-type: none">- Finding Resources- Demo of a Resource: Is It Female Responsive?- Assessing Resources: Are They Female Responsive?- Assessing, Adapting and Creating Female Responsive Resources	Karen Woods Lynn Grant Paula Schaefer Rebecca Maniglia
	<i>Individual Action Planning and Reflection</i>	Participants
	End of Day Reaction	Leslie LeMaster & Participants
5:00 pm	Training Program Adjourns for the Day	

WEDNESDAY

8:00 am	Review and Preview / Response to Feed back	Leslie LeMaster
	Section Five: Identifying Risk Factors In Your Programming and Service World	Lynn Grant Karen Woods Paula Schaefer
	<ul style="list-style-type: none">- Creating a Female Responsive Environment to Address Juvenile Female Risk Factors in Your Service Delivery Area- Creating a Safe Environment in Your Service Delivery Area	
	<i>Individual Action Planning and Reflection</i>	Participants
12:00 pm	LUNCH	
1:00 pm	Announcements and Preview	Leslie LeMaster
	Section Six: How Do We Address Major Risk Factors In Our Service Delivery Area?	Paula Schaefer & Facilitation Team
	<ul style="list-style-type: none">- A Framework for Addressing Major Risk Factors Through Programming- Sexual Abuse and Victimization: Applying the Framework for Programming- Planning In Your Service World	
	End of Day Reaction	Leslie LeMaster & Participants
5:00 pm	Training Program Adjourns for the Day	

THURSDAY

8:00 am	Review and Preview / Response to Feed back	Leslie LeMaster
	Section Six: How Do We Address Major Risk Factors In Our Service Delivery Area?- Continued	
	<i>Individual Action Planning and Reflection</i>	Participants
	Section Seven: How Do We Evaluate Our Programs / Services?	Edward Wensuc
	- Why Do I Need To Plan for Evaluation?	
	- The Basics of Evaluation	
12:00 pm	LUNCH	
1:00 pm	Announcements and Preview	Leslie LeMaster
	Section Seven: How Do We Evaluate Our Programs / Services?	Edward Wensuc
	- Application to Female Responsive Services in Various Service Delivery Settings	
	Final Individual Action Planning	Participants
	- Copy to Program Coordinator	
	- Friday's Format: Presentations, Feedback, Closing Circle	
	- Banquet Reminder	
5:00 pm	Training Program Adjourns	
6:00 pm	Evening Banquet: Beginning the Transition Home	Participants & Facilitation Team

FRIDAY

8:00 am Review and Preview / Format of the Day Leslie LeMaster

Action Plan Presentations and Feedback Participants & Facilitation Team

Closing Community Activities Participants & Facilitation Team

- Closing Activities

12:00 pm Training Program Final Adjournment

**Meeting the Needs of Juvenile Female Offenders
04-D1001**

Facilitation Team

Lynn Grant . . . Facilitator

Grantwood Counseling and Consulting, 7620 South Laflin, Chicago, Illinois, 60620,
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Lynn Grant is a licensed clinical social worker in private practice in Chicago, Illinois. She received her undergraduate degree in Criminal Justice and Human Resource Management from Northeastern Illinois University and a Master of Social Work degree from the University of Illinois-Chicago. Lynn has 19 years of experience in the field of corrections providing individualized services to adolescents and their families.

Prior to forming her private practice, Lynn worked as a Program Management Specialist for the Administrative Office of the Illinois Courts - Probation Division specializing in program development for female offenders. Lynn also took part in developing and facilitating Cook County Illinois' first juvenile female offender program which is being actively replicated by adult and juvenile probation officers in jurisdictions throughout Illinois. She continues to work closely with schools, employers, health, welfare and recreation agencies in providing high quality services for female offenders. She is both a wife and a mother who remain actively committed to supporting and empowering adult and adolescent females and those who work on their behalf.

Rebecca Maniglia . . . Facilitator

is currently the director of RLM Associates, 1524 West Schreiber, #2, Chicago, Illinois, 60626, 773/401-1545, email RLManiglia@ameritech.net.

Ms. Maniglia has provided training for state and national juvenile justice organizations on issues of gender equity and appropriate services for juvenile female offenders in more than 45 states as well as assisted dozens of individual juvenile justice programs to improve their services to this population. She is co-creator of a gender training for trainers curricula which has been piloted in five states. Ms. Maniglia has also conducted training for the American Correctional Association, the Office of Juvenile Justice and Delinquency Prevention, the National Institute of Corrections, the National Coalition for Juvenile Justice, the National Girls' Caucus, and the National Workshop on Juvenile and Adult Female Offenders. She is also the author of several articles, book chapters, and government publications related to juvenile justice and female offenders.

Previously, Ms. Maniglia served as the Assistant Contract Director and Regional Manager for Community Research Associates, a technical assistance provider with the Federal Office of Juvenile Justice and Delinquency Prevention. In this capacity, she coordinated CRA's national technical assistance efforts in the area of gender specific services as well as coordinated national OJJDP and State SAG training events. She has also conducted state and national training on the JJDP Act and participated in curricula development related to many juvenile justice issues.

Winnie M. Ore . . . Curriculum Developer / Facilitator

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is the Correctional Practices Bureau Chief for the Montana Department of Corrections. She oversees operations of the Department's Policy and Staff Development Units. The Policy Unit is responsible for the overall development and implementation of the Department Policies, evaluating effectiveness of and compliance to Department policies. The Training Unit is responsible for the basic and in-service training, continuing education and professional development of all Department employees, whose work sites include two adult prisons, three regional prisons, two juvenile secure facilities, and adult and juvenile community corrections and facilities/programs.

She previously served as the Staff Development/Training Manager for the Juvenile Corrections Division with the Montana Department of Family Services, and Staff Development/Training Officer for Mountain View School, Juvenile Secure Care Facility. She majored in Secondary Education receiving the Karyl Johnston Award, given to an outstanding senior student in Secondary Education.

She served as a Regional Field Coordinator for the National Institute of Corrections from 1995 to 1997. She is currently serving as a Technical Resource Person (TRP) to the National Institute of Corrections on management and leadership development programs, and training capacity building projects. Winnie serves on Peace Officer's Standards and Training (POST) Council to the Montana Board of Crime Control.

Paula M. Schaefer . . . Facilitator

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Paula is the former Director of the Planning for Female Offenders Unit within the Community Services Division of the Minnesota Department of Corrections. This unit was eliminated in the state budget crisis in March 2003. Paula now has her own consulting business and continues to work with a variety of state and national stakeholders, systems and communities to promote intentional funding, a continuum of services for girls and women, and policy and program development for female and culturally responsive services. She also presents training workshops on a state and

national level on issues related to services for girls and women and does consultation for the Office of Juvenile Justice and Delinquency Prevention (OJJDP) as well as the National Institute of Corrections.

Paula has worked as a practitioner with children, adolescents and families for over twenty years in community and residential based services. Prior to working for the Department of Corrections, she was the Program Coordinator for St. Croix Girls Camp, a 50 bed private correctional facility for court-ordered adolescent girls. Paula learns a great deal from girls and women and is inspired by their indomitable spirits and resiliency, this fuels her passion and advocacy work on their behalf.

Paula has a Bachelor of Science Degree in Corrections and Sociology, and a Master of Science Degree in Counseling.

G. Edward Wensuc . . . Facilitator

Division of Youth Corrections, 4255 South Knox Court, Denver, CO 80236, (303) 866-7947; e-mail: edward.wensuc@state.co.us

Ed Wensuc has worked over 10 years in the field of criminal justice research and evaluation. Ed is currently the Director of Research at the Colorado Division of Youth Corrections. Prior to this position, he has held research positions within the Colorado Division of Criminal Justice, the Colorado Judicial Branch, and the Administrative Office of the U.S. Courts.

Ed has extensive experience with collaborative program evaluation (process and outcome), econometric modeling, criminal justice forecasting, actuarial instrument validation and construction, management information system (MIS) analysis, assessment training, and substance abuse research.

Ed has written several published articles and has presented for the Bureau of Justice Administration (BJA), the Bureau of Justice Statistics (BJS), American Psychological Association (APA), the American Evaluation Association (AEA), the National Institute of Corrections (NIC), the American Probation and Parole Association (APPA), the Colorado's Interagency Training Alliance (ITA) and the American Society of Public Administration (ASPA)

Ed received his Bachelor of Arts, Master of Arts, and Master of Science degrees from the University of Missouri - Columbia. He had also completed substantial course work for his Ph.D. at George Washington University in Washington, D.C.

Karen A. Woods . . . Facilitator

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Karen has been involved with children, youth, and their families for the past 21 years in a variety of capacities. She has been a counselor and treatment director in a residential care facility, social worker and supervisor for children's protective services, and a contract consultant monitoring private agency contracts for children's services for the state of Michigan.

Karen became actively involved with the idea/philosophy of gender responsive treatment and services for girls after she attended a national conference on female offenders in Minnesota in 1996. Karen chairs Michigan's Gender Specific Task Force. She also provides technical assistance to family courts, school districts, colleges and universities, public and private residential treatment agencies, community and faith based organizations. She has successfully written several grants that yielded a statewide conference on girls in Michigan (2001), a website www.helpingourgirls.org, and regional empowerment seminars for girls. Now that "the word is out" about girls, Karen is assisting a variety of agencies and organizations with the implementation and evaluation of programs for girls.

Ms. Woods earned her MSW from the University of Michigan, and her BSW degree from Central Michigan University.

Leslie S. LeMaster . . . Program Coordinator / Facilitator

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is a Correctional Program Specialist with the National Institute of Corrections' Academy. Prior to joining the Academy staff in October, 1998, Ms. LeMaster was a Staff Development Specialist III with the North Carolina Division of Youth Services (DYS), now the North Carolina Department of Juvenile Justice and Delinquency Prevention, a cabinet level agency.

Since joining NIC, Ms. LeMaster has co-managed the agency's interagency agreement with the Office of Juvenile Justice and Delinquency Prevention (OJJDP), through which training and technical assistance services are offered to practitioners in the juvenile justice field. She also manages and develops leadership, management, and training skill development programs and initiatives open to all adult corrections professionals at the federal, state and local level.

Ms. LeMaster holds Bachelor and Master of Arts degrees in Political Science from Appalachian State University.

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The Central Region of NIC Academy Division
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The purpose of the Regionalization program is to build networks among correctional agencies to share training resources and information and participate in joint training efforts. For additional information please refer to the NIC Service Plan or web site: www.nicic.org

10/23/03

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The Northeast Region of NIC Academy Division Regionalization
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The Southern Region of NIC Academy Division
Regionalization serves local, state and federal adult and
juvenile correctional agencies in: Alabama, Arkansas, Florida,
Georgia, Louisiana, Mississippi, North Carolina, Oklahoma,
Puerto Rico, South Carolina, Tennessee, Texas, Virgin Islands

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The Western Region of NIC Academy Division Regionalization serves local, state and federal adult and juvenile correctional agencies in: Alaska, Arizona, California, Colorado, Guam, Hawaii, Idaho, Mariana Islands, Montana, Nevada, New Mexico, Oregon, Utah, Washington and Wyoming

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W-Year(s) Served: 2003/04, 2nd Year; Jails



National Institute of Corrections

**Office of Juvenile Justice
and Delinquency Prevention**



Meeting the Needs of Juvenile Female Offenders

**Office of Juvenile Justice and Delinquency Prevention Training Program hosted
in conjunction with the National Institute of Corrections, Academy Division**

FY 2004

NATIONAL INSTITUTE OF CORRECTIONS

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NATIONAL INSTITUTE OF CORRECTIONS MISSION

The mission of the National Institute of Corrections is: *We are a center of correctional learning and experience. We advance and shape effective correctional practice and public policy that respond to the needs of corrections through collaboration and leadership and by providing assistance, information, education, and training.*

NIC is fully committed to equal employment opportunity and to ensuring full representation of minorities, women, and disabled persons in the workforce. NIC recognizes the responsibility of every employer to have a workforce that is representative of this nation's diverse population. To this end, NIC urges agencies to provide the maximum feasible opportunity to employees to enhance their skills through on-the-job training, work-study programs, and other training measures so they may perform at their highest potential and advance in accordance with their abilities.

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U.S. Department of Justice

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202-307-5940*

*National Institute
of Corrections
1960 Industrial Circle
Longmont, Colorado 80501
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Dear Participant,

Welcome to **Meeting the Needs of Juvenile Female Offenders**, a special issues skills development training program, jointly sponsored by the National Institute of Corrections, Academy Division (NIC), and the Office of Juvenile Justice and Delinquency Prevention (OJJDP).

Increasingly, juvenile justice agencies are attempting to manage growing numbers of juvenile female offenders within their systems. As a result, agencies are seeking assistance on how to effectively meet the unique needs of juvenile female offenders, and create, implement and manage services and programs for girls in all facets of service delivery.

This training program was developed as a result of data collected during the Fourth National Juvenile Justice Training Needs Assessment Forum in March, 2002. It is designed to offer participants experiences, activities, analysis strategies and action planning tools for applying a female-responsive lens to current services and programs. Built into the program is the development of an individual project plan for improved / enhanced services and programs for juvenile female offenders in participant's home organizations.

The facilitation team is looking forward to working closely with you to enhance your home agency programs and service provision capabilities for juvenile female offenders, and will be there to support and be resources to you in this experience.

We hope this training program will provide many opportunities for personal involvement and professional growth as you further your knowledge and skills.

Sincerely,

Robert M. Brown, Jr, Chief 
National Institute of Corrections
Academy Division

Donna Ray, Director
Demonstration Programs Division
Office of Juvenile Justice and Delinquency
Prevention

ACKNOWLEDGMENTS

The National Institute of Corrections, Academy Division is appreciative of the continuing support of the Office of Juvenile Justice and Delinquency Prevention (OJJDP), Demonstration Programs Division.

We are able to offer this newly revised and much requested program to the juvenile justice field through our Interagency Agreement with OJJDP. Special thanks go to Donna Ray, OJJDP, Director, Demonstrations Programs Division, and Dennis Barron, Federal Marshals Service, formerly our OJJDP Program Manager.

We are indebted to our new OJJDP Program Manager, Gwendolyn Dilworth, for her diligent day to day support of our continuing federal partnership with OJJDP.

We extend grateful thanks to the training resource personnel who have been involved in this training program development project from conception through pilot deliveries.

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Meeting the Needs of Juvenile Female Offenders
FY2004

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Introduction	Defining the Context for Our Exploration of Female Responsive Services Within the Juvenile Justice System
Section One	Defining the Context of Juvenile Female Offender Issues Within the Juvenile Justice System
Section Two	Defining the Context of Female Issues Within Your Juvenile Justice System
Section Three	Applying the Female Lens to Your Organization: Addressing Staffing Issues
Section Four	How to Find and Evaluate Resources for Your Service Delivery Area
Section Five	Identifying Risk Factors In Your Programming and Service World
Section Six	How Do We Address Major Risk Factors In Our Service Delivery Area?
Section Seven	How Do We Evaluate Our Programs / Services?
Supplemental Materials	Additional Resources

MEETING THE NEEDS OF JUVENILE FEMALE OFFENDERS

Expected Program Outcomes

The expected outcomes are participant centered in nature, and are designed to provide opportunities for participants to:

- Analyze the evolution of the juvenile justice system's response to meeting the needs of juvenile female offenders through a female responsive lens;
- Analyze their juvenile justice system and service delivery area through a female responsive lens in order to affect systemic change;
- Integrate female responsive concepts and practices into existing programs and operations in order to improve or develop juvenile female offender appropriate programs or services;
- Exercise analysis, planning, research and writing skills to create a systemic female responsive project plan customized to their service delivery area;
- Develop, implement and evaluate their systemic project plan which is responsive to the needs of juvenile female offenders in their service delivery area.

National Institute of Corrections
Academy Division

Office of Juvenile Justice &
Delinquency Prevention

**MEETING THE NEEDS OF
JUVENILE FEMALE OFFENDERS
04-D1002**

This special issues skills development training program is jointly sponsored by the National Institute of Corrections and the Office of Juvenile Justice and Delinquency Prevention

NIC Training Center
Longmont, Colorado

Trail Ridge Room
March 7 - 12, 2004

AGENDA

SUNDAY

6:30 pm	Welcome	Leslie LeMaster
	- Introduction to the National Institute of Corrections and the Office of Juvenile Justice and Delinquency Prevention	
	Building Our Learning Community through Participant and Facilitator Introductions	Facilitation Team & Participants
	Program Logistics	Leslie LeMaster
8:30 pm	Adjourn - Reminders for tomorrow	Leslie LeMaster & Facilitation Team
	- Use of Pre-Program Assignment Materials	

MONDAY

8:00 am Welcome and Preview of the Day Leslie LeMaster

Building Our Learning Community

Leslie LeMaster & Participants

- The Natural Cycle of Learning and Training
- Creating Community Learning Standards

Program Expectations: Action Plan Project

Leslie LeMaster

Introduction: Defining the Context For Our Exploration of Female Responsive Services in the Juvenile Justice System

Rebecca Maniglia
Lynn Grant

- What is the Female Responsive Lens?
- Creating the Female Responsive Lens for Systemic Analysis
- Exploration and Application of Female Responsive Values in Juvenile Justice
- Use of Pre-Program Assignment

Section One: Defining the Context of Juvenile Female Issues Within the Juvenile Justice System

Paula Schaefer
Lynn Grant

- What is the Context?
- What Do Statistics Tell Us?
- How Do Female Responsive Values Help Define the Context?
- What Statistics Should We Be Collecting?

MONDAY - Continued

Introduction to the Individual Action Planning Project

Leslie LeMaster

- Expectations
- Tools and Resources Available
- Friday Presentation and Feedback

12:00 pm LUNCH

1:00 pm Announcements and Preview

Leslie LeMaster

Individual Action Planning and Reflection

Participants

Section Two: Defining the Context of Female Issues Within Your Juvenile Justice System

Leslie LeMaster
Rebecca Maniglia

- Defining Discipline Groups / Service Delivery Areas
- Where Do You Fit In the Services Continuum?
- Key Elements / Outcomes from the Discipline Groups
- How Are the Female Responsive Values Addressed in Each?

Individual Action Planning and Reflection

Participants

End of Day Reaction

Leslie LeMaster &
Participants

5:00 pm Training Program Adjourns for the Day

5:15 pm Tour / Orientation to the NIC Information Center
And Computer Lab (Voluntary)

Interested
Participants

TUESDAY

8:00 am Review and Preview / Response to Feedback Leslie LeMaster

Section Three: Applying the Female Lens
to Your Organization: Addressing Staffing Issues

Paula Schaefer
Lynn Grant

- What are the Characteristics We Want?
- Building Staff Members to Do the Work
- Creating and Implementing Accountability Systems

12:00 pm LUNCH

1:00 pm Announcements and Preview

Leslie LeMaster

Section Four: How To Find and Evaluate
Resources for Your Service Delivery Area

Leslie LeMaster
Lynn Grant
Paula Schaefer
Rebecca Maniglia

- Finding Resources
- Demo of a Resource: Is It Female Responsive?
- Assessing Resources: Are They Female Responsive?
- Assessing, Adapting and Creating Female Responsive Resources

Individual Action Planning and Reflection

Participants

End of Day Reaction

Leslie LeMaster &
Participants

5:00 pm Training Program Adjourns for the Day

WEDNESDAY

8:00 am	Review and Preview / Response to Feed back	Leslie LeMaster
	Section Five: Identifying Risk Factors In Your Programming and Service World - Creating a Female Responsive Environment to Address Juvenile Female Risk Factors in Your Service Delivery Area - Creating a Safe Environment in Your Service Delivery Area <i>Individual Action Planning and Reflection</i>	Lynn Grant Paula Schaefer Participants
12:00 pm	LUNCH	
1:00 pm	Announcements and Preview	Leslie LeMaster
	Section Six: How Do We Address Major Risk Factors In Our Service Delivery Area? - A Framework for Addressing Major Risk Factors Through Programming - Sexual Abuse and Victimization: Applying the Framework for Programming - Planning In Your Service World End of Day Reaction	Paula Schaefer & Facilitation Team Leslie LeMaster & Participants
5:00 pm	Training Program Adjourns for the Day	

THURSDAY

8:00 am	Review and Preview / Response to Feed back	Leslie LeMaster
	Section Six: How Do We Address Major Risk Factors In Our Service Delivery Area?- Continued	
	<i>Individual Action Planning and Reflection</i>	Participants
	Section Seven: How Do We Evaluate Our Programs / Services?	Edward Wensuc
	- Why Do I Need To Plan for Evaluation?	
	- The Basics of Evaluation	
12:00 pm	LUNCH	
1:00 pm	Announcements and Preview	Leslie LeMaster
	Section Seven: How Do We Evaluate Our Programs / Services?	Edward Wensuc
	- Application to Female Responsive Services in Various Service Delivery Settings	
	Final Individual Action Planning	Participants
	- Copy to Program Coordinator	
	- Friday's Format: Presentations, Feedback, Closing Circle	
	- Banquet Reminder	
5:00 pm	Training Program Adjourns	
6:00 pm	Evening Banquet: Beginning the Transition Home	Participants & Facilitation Team

FRIDAY

8:00 am Review and Preview / Format of the Day Leslie LeMaster

Action Plan Presentations and Feedback Participants & Facilitation Team

Closing Community Activities Participants & Facilitation Team

- Closing Activities

12:00 pm Training Program Final Adjournment

Meeting the Needs of Juvenile Female Offenders
04-D1002

Facilitation Team

Lynn Grant . . .

Grantwood Counseling and Consulting, Inc., Chicago, Illinois, 60620, (773)994-3291, email grantwood@cfaith.com.

Lynn Grant, is a licensed clinical social worker with more than 19 years of experience in the field of corrections providing counseling and consultation for public and private agencies, individuals and families. She is the principal consultant for Grantwood Counseling & Consulting, Inc.

Ms. Grant previously served as a Program Management Specialist for the Administrative Office of the Illinois Courts specializing in program development for adult and juvenile female offenders. While at the Administrative Office she initiated the state probation Gender Specific Taskforce. Prior to this Ms. Grant was instrumental in developing and facilitating Cook County Illinois' first female juvenile offender program which is being actively replicated by adult and juvenile probation officers in jurisdictions throughout Illinois. As a former probation officer she continues to provide in-service training and workshops for public and private agencies integrating behavioral health with concepts that are gender specific and culturally sensitive.

Lynn received her Bachelor of Arts degree in Criminal Justice and Educational Studies from Northeastern Illinois University and a Masters of Social Work from the University of Illinois-Chicago.

Rebecca Maniglia . . .

is currently the director of RLM Associates, 1524 West Schreiber, #2, Chicago, Illinois, 60626, 773/401-1545, email RLManiglia@ameritech.net.

Ms. Maniglia has provided training for state and national juvenile justice organizations on issues of gender equity and appropriate services for juvenile female offenders in more than 45 states as well as assisted dozens of individual juvenile justice programs to improve their services to this population. She is co-creator of a gender training for trainers curricula which has been piloted in five states. Ms. Maniglia has also conducted training for the American Correctional Association, the Office of Juvenile Justice and Delinquency Prevention, the National Institute of Corrections, the National Coalition for Juvenile Justice, the National Girls' Caucus, and the National Workshop on Juvenile and Adult Female Offenders. She is also the author of several articles, book

chapters, and government publications related to juvenile justice and female offenders.

Previously, Ms. Maniglia served as the Assistant Contract Director and Regional Manager for Community Research Associates, a technical assistance provider with the Federal Office of Juvenile Justice and Delinquency Prevention. In this capacity, she coordinated CRA=s national technical assistance efforts in the area of gender specific services as well as coordinated national OJJDP and State SAG training events. She has also conducted state and national training on the JJDP Act and participated in curricula development related to many juvenile justice issues.

Ms. Maniglia holds a Master's Degree in psychology/female development. Her Master=s thesis focused on "Moral Decision Making in the Adolescent Female Offender." She is currently a doctoral candidate in criminal justice at the University of Illinois at Chicago.

Paula M. Schaefer . . .

Paula Schaefer & Associates, Inc., Juvenile & Criminal Justice Consultants, 3215 40th Avenue South, Minneapolis, Minnesota 55406, Phone: (612) 702-5317 , Email: PaulaSchf@aol.com

Paula is the former Director of the Planning for Female Offenders Unit within the Community Services Division of the Minnesota Department of Corrections. This unit was eliminated in the state budget crisis in March 2003. Paula now has her own consulting business and continues to work with a variety of state and national stakeholders, systems and communities to promote intentional funding, a continuum of services for girls and women, and policy and program development for female and culturally responsive services. She does training and consultation on restorative justice in residential and community based services. She also presents training workshops on a state and national level on issues related to services for girls and women and does consultation for the Office of Juvenile Justice and Delinquency Prevention (OJJDP) as well as the National Institute of Corrections.

Paula has worked as a practitioner with children, adolescents and families for over twenty years in community and residential based services. Prior to working for the Department of Corrections, she was the Program Coordinator for St. Croix Girls Camp, a 50 bed private correctional facility for court-ordered adolescent girls. Paula learns a great deal from girls and women and is inspired by their indomitable spirits and resiliency, this fuels her passion and advocacy work on their behalf.

Paula has a Bachelor of Science Degree in Corrections and Sociology, and a Master of Science Degree in Counseling.

G. Edward Wensuc . . .

Division of Youth Corrections, 4255 South Knox Court, Denver, CO 80236, (303) 866-7947; e-mail: edward.wensuc@state.co.us

Ed Wensuc has worked over 10 years in the field of criminal justice research and evaluation. Ed is currently the Director of Research at the Colorado Division of Youth Corrections. Prior to this position, he has held research positions within the Colorado Division of Criminal Justice, the Colorado Judicial Branch, and the Administrative Office of the U.S. Courts.

Ed has extensive experience with collaborative program evaluation (process and outcome), econometric modeling, criminal justice forecasting, actuarial instrument validation and construction, management information system (MIS) analysis, assessment training, and substance abuse research.

Ed has written several published articles and has presented for the Bureau of Justice Administration (BJA), the Bureau of Justice Statistics (BJS), American Psychological Association (APA), the American Evaluation Association (AEA), the National Institute of Corrections (NIC), the American Probation and Parole Association (APPA), the Colorado's Interagency Training Alliance (ITA) and the American Society of Public Administration (ASPA)

Ed received his Bachelor of Arts, Master of Arts, and Master of Science degrees from the University of Missouri - Columbia. He had also completed substantial course work for his Ph.D. at George Washington University in Washington, D.C.

NIC Staff

Leslie S. LeMaster . . .

National Institute of Corrections, Academy Division, 1960 Industrial Circle, Longmont, Colorado 80501, (303) 682-0382, toll free (800) 995-6429, ext. 121, fax (303) 682-0469, e-mail llemaster@bop.gov

is a Correctional Program Specialist with the National Institute of Corrections' Academy. Prior to joining the Academy staff in October, 1998, Ms. LeMaster was a Staff Development Specialist III with the North Carolina Division of Youth Services (DYS), now the North Carolina Department of Juvenile Justice and Delinquency Prevention, a cabinet level agency.

Since joining NIC, Ms. LeMaster has co-managed the agency's interagency agreement with the Office of Juvenile Justice and Delinquency Prevention (OJJDP), through which training and technical assistance services are offered to practitioners in the juvenile

justice field. She also manages and develops leadership, management, and training skill development programs and initiatives open to all adult corrections professionals at the federal, state and local level.

Ms. LeMaster holds Bachelor and Master of Arts degrees in Political Science from Appalachian State University.

NATIONAL INSTITUTE OF CORRECTIONS
ACADEMY DIVISION

MEETING THE NEEDS OF JUVENILE FEMALE OFFENDERS

Introduction

Defining the Context for Our Exploration of Female Responsive Services in the Juvenile Justice System

PERFORMANCE OBJECTIVES

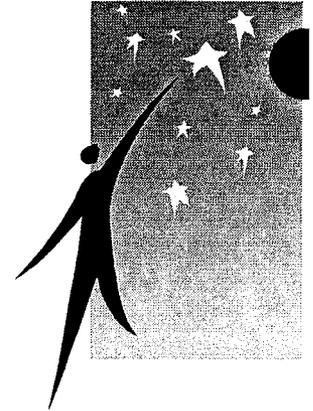
After completing this section, participants will be able to:

- Articulate their impressions and reactions to the five female responsive value statements;
- Analyze the value statements in relationship to their own belief system as it relates to the girls they serve in their jurisdictions;
- Share with a peer group how the value statements are currently applied in their juvenile female offender service delivery jurisdictions / areas;
- Assess, analyze and create their own programming and services through the lens of female-responsive services and its values including:
 - Services that are inclusive;
 - Services to assist girls in the review and reshaping of their relationships in order to meet relational needs in *safe, healthy* and *legal* ways;
 - Services to assist girls in restoring their own relationship and in finding healthy networks of support in their communities;
 - Services to assist girls in their understanding of and development of alternatives to the societal context of their lives; and
- Integrate female-responsive values and practices into their personal practice, their agency/facility program design and delivery, as well as the local, community and regional continuum of services for girls.

FEMALE RESPONSIVE SERVICES

Value Statements

Created by Rebecca Maniglia, NIC Technical Resource Provider,
Meeting the Needs of Juvenile Female Offenders, Revised 8/2003.



Female responsive services are inclusive.

- While female responsive services emerge from a desire to recognize the needs of girls, they recognize that girls experience their gender differently.
- Along with gender, a girl's race, ethnicity, class, sexual orientation, and individual life experience shape her understanding of herself and the world.
- Girls are affected by sexism, racism, homophobia, and other forms of oppression. Female responsive services seek to address all these issues simultaneously.

Female responsive services are relational.

- Relationships are important to girls.
- For girls, becoming healthy requires an assessment and potential reshaping of these relationships. Juvenile justice professionals play a key role in helping girls do this work.
- Female responsive services seek to support healthy relationships.

Female responsive services are restorative.

- Girls in the juvenile justice system have caused harm to victims, to their families and to their communities. Female responsive services assist girls to be accountable for their offending behaviors and to make amends toward themselves and to the people they have harmed.
- Female responsive services recognize the trauma histories present for many girls and will intentionally assist girls in addressing the root causes of their behavior in order to begin the healing process and to interrupt the cycle of offending and future victimization.

- Female responsive services seek to restore the relationships harmed by girls' offending behavior and their own victimization histories.

Female responsive services pay attention to societal influences.

- Female responsive services recognize that the lives of girls in the juvenile justice system mirror the experiences of all girls in our society.
- Girls are influenced by what society tells them about how girls and women should be and behave
- Female responsive services seek to understand this influence (societal influences), educate girls about it (these influences), while offering alternatives and opportunities for social action.
- Female responsive services seek to understand societal influences, and educate girls about them, while offering alternatives and opportunities for social action.

Female responsive services are multi-leveled.

- What happens on a local, national and international level economically, socially and politically impacts girls in the juvenile justice system.
- Female responsive services seek to promote advocacy for girls and juvenile justice professionals to work at various levels to create positive change in the entire continuum of services for girls in juvenile justice.

Introduction

ACTIVITY INSTRUCTIONS

On your table, you have pink, yellow, and green cards. You will need one of each for this activity.

Reflecting back on the female responsive values, use the cards to capture the information detailed, below. When you are finished, put the cards back into the center of your table.

Do not put anything on the cards that would make them identifiable.

- **Pink Card**
 - Write the value statement or statements that you struggle to practice personally.
- **Yellow Card**
 - Write the value statement or statements that your local service delivery system struggles to practice in its work with girls.
- **Green Card**
 - Write the value statement or statements that your state juvenile justice system struggles to practice in its work with girls.

Issues from this activity that I want to remember...

Introduction

NOTE-TAKING GUIDE FOR INCLUSIVE VALUE

Female responsive services are inclusive.

- *While female responsive services emerge from a desire to recognize the needs of girls, they recognize that girls experience their gender differently.*
- *Along with gender, a girl's race, ethnicity, class, sexual orientation, and individual life experience shape her understanding of herself and the world.*
- *Girls are affected by sexism, racism, homophobia, and other forms of oppression. Female responsive services seek to address all these issues simultaneously.*

Things I want to remember about my own social categories and their influence in my life...

Key impressions or ideas concerning the first female - responsive value...

Introduction

GROUP ACTIVITY CHART

INCLUSIVE VALUE

Inclusive Category	What ways does the system address this value?	What ways does the system not address this value?
Race/Ethnicity		
Sexual Orientation/ Sexual Identity		
Socio-economic Level		
Religion		
Individuality		
Other Differences		

Introduction

NOTE-TAKING GUIDE FOR RELATIONSHIP VALUE

Female responsive services are relational.

- *Relationships are important to girls.*
- *For girls, becoming healthy requires an assessment and potential reshaping of these relationships. Juvenile justice professionals play a key role in helping girls do this work.*
- *Female responsive services seek to support healthy relationships.*

Things I want to remember about the relationships in my own life and their influence on me as a person...

Key impressions or ideas concerning the second female - responsive value...

Introduction

NOTE-TAKING GUIDE FOR RESTORATIVE VALUE

Female responsive services are restorative.

- *Girls in the juvenile justice system have caused harm to victims, to their families and to their communities. Female responsive services assist girls to be accountable for their offending behaviors and to make amends to the people they have harmed.*
- *Female responsive services recognize the trauma histories present for many girls and will intentionally assist girls in addressing the root causes of their behavior in order to begin the healing process and to interrupt the possible cycle of offending and future victimization.*
- *Female responsive services seek to restore the relationships harmed by girls' offending behavior and their own victimization histories.*

Things I want to remember about my own communities and their influence on my life...

Key impressions or ideas concerning the third female - responsive value...

Introduction

GROUP ACTIVITY CHART

RELATIONAL AND RESTORATIVE VALUES CASE STUDIES

Key Relationships in the Girl's Life	How has this relationship been important?	How has this relationships helped or hindered the girl's sense of belonging?	Ways relationship has been harmed? Who has been harmed? Who caused harm? What needs to be don to repair the harm?

Introduction

GROUP ACTIVITY CHART

RELATIONAL AND RESTORATIVE VALUES CASE STUDIES

Key Relationships in the Girl's Life	How has this relationship been important?	How has this relationships helped or hindered the girl's sense of belonging?	Ways relationship has been harmed? Who has been harmed? Who caused harm? What needs to be done to repair the harm?

Introduction

NOTE-TAKING GUIDE FOR SOCIAL CONTEXT VALUE

Female responsive services pay attention to societal influences.

- *Female responsive services recognize that the lives of girls in the juvenile justice system mirror the experiences of all girls in society.*
- *Girls are influenced by what society tells them about how girls and women should be and behave.*
- *Female responsive services seek to understand societal influences and educate girls about them, while offering alternatives and opportunities for social action.*

Things I want to remember about the social expectations that influenced my life...

Key impressions or ideas concerning the fourth female - responsive value...

Introduction

GROUP ACTIVITY CHART SOCIETAL CONTEXT VALUE

Negative Societal Influences or Stereotypes	Ideas for How the System Can Counteract these Influences

Introduction

NOTE-TAKING GUIDE FOR MULTI-LEVEL VALUE

Female responsive services are multi-leveled.

- *What happens on a local, national, and international level economically, socially, and politically, impacts the lives of girls. Likewise, girls in the juvenile justice system are influenced by the nature of the system as a whole.*
- *Female responsive services advocate for girls at a local and national level in order to create positive change in the entire continuum of services for girls in juvenile justice.*

Things I want to remember about my own advocacy efforts...

Key impressions or ideas concerning the fifth female - responsive value...

Introduction

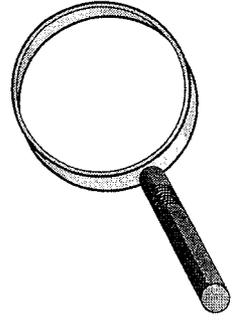
GROUP ACTIVITY CHART

MULTI-LEVEL VALUE

Choose *One* Major Issue Around Which to Create Advocacy Activities

Level of Advocacy	Advocacy Activity
Individual	
Relational	
Community	
State	
National	

Introduction



Individual Action Planning and Reflection

Reflect back on your thoughts, feelings, impressions, and insights that you gained about yourself and your organization in the Introduction section. Capture your ideas, below.

Which female-responsive value(s) do you struggle with? Where is the struggle focused? What could you do to work through the struggle? _____

Which of the female-responsive values do you find easy embrace? Why?

What insights did you gain regarding your organization's current response to each of the female-responsive values?

What are your organization's strengths? How can you continue to build on the strengths?

What are your organization's challenges? How can you begin to change these challenges into strengths in terms of being female-responsive?

Resources for Providers & Court Services

Books/Curricula

Girls' Circle: Promoting Resiliency and Self-Esteem in Adolescent Girls Curriculum www.girlscircle.com Phone: (415) 883-8580

The Female Offender: Girls, Women, and Crime by Meda Chesney-Lind Sage Publication 1997

Passages: A Journal for Growing Home by Growing Home, 2nd Edition 2001 - Excellent journal book to use with girls for transition planning. To order contact Growing Home: www.growinghome.org or call: 651-224-8967

GIRLS Delinquency and Juvenile Justice by Meda Chesney-Lind & Randall G. Shelden Brooks/Cole Publishing 1991

Complex Challenges, Collaborative Solutions: Programming for Adult & Juvenile Female Offenders edited by Joanne B. Morton Published by the American Corrections Assoc.. To order call: 1-800-222-5646

Female Offenders: Critical Perspectives and Effective Interventions edited by Ruth T. Zaplin
Published by Aspen Publications 1998

Newsletters/Reports/Planning Guides

“Minnesota Action Plan for Female Offenders”, Mar. 2002 Planning for Female Offenders Unit, Department of Corrections
www.doc.state.mn.us/pdf/fo%20action%20plan.pdf

“Justice by Gender: The Lack of Appropriate Prevention, Diversion and Treatment Alternatives for Girls in the Justice System” Excellent report by the American Bar Assoc. & the Nat'l Bar Assoc. www.abanet.org/crimjust/juvjus

“How To Implement Oregon’s Guidelines For Effective Gender-Responsive Programming For Girls” October 2001 by Pam Patton and Marcia Morgan To receive a copy contact Pam Patton at: (503) 233-4356 or download from the web: <http://www.ocjc.state.or.us/JCP/GenderSpecific.pdf>

“The New Girls’ Movement: Implications for Youth Programs” by MS. Foundation for Women. Another excellent report on girls programming: www.ms.foundation.org/hghw_girlsmovement.pdf

“The National Study of Girl Neighborhood Power: An Out-of-School Program for girls Ages 9 to 14” Excellent report on addressing the programming needs of girls and building programs that foster healthy behaviors and create meaningful community participation for girls. <http://www.urban.org/pdfs/GNP-Study.pdf>

Juvenile Justice Evaluation Center **Online**. Provides evaluation information for juvenile justice programs including gender specific initiatives. Website <http://www.jrsa.org/jjec/index.html>

“Reducing Disproportionate Minority Confinement: The Multnomah County, Oregon Success Story and its Implications” Report includes recommendations and examples on reducing minority youth confinement. Report can be found at <http://www.cjcj.org/>

“Recommendations for Juvenile Justice Reform” from the American Academy of Child and Adolescent Psychiatry. Website <http://www.aacap.org/whatsnew/index.htm>

Women, Girls & Criminal Justice published bi-monthly by Civic Research Institute. Excellent research based newsletter with current information on girls and women in the justice system. To subscribe email your order to: civres2@aol.com or phone: (609) 683-4450

Women in Criminal Justice: A Twenty Year Update Special Report 1998 by the Office of Justice Programs, National Institute of Justice Available on the internet at: www.ojp.usdoj.gov/Guide/wcjs98/welcome.html

Female Offenders in the Juvenile Justice System Statistics Summary by the Office of Juvenile Justice & Delinquency Prevention 1998 To receive summary contact Juvenile Justice Clearing House: 1-800-638-8736 ask for document #: NCJ 160941

Posttraumatic Stress Disorder Among Female Juvenile Offenders, Cauffman, Elizabeth , Journal of the American Academy of Child and Adolescent Psychiatry, Nov. 1998 To access on the web: www.findarticles.com/cf_0/m2250/n11_v37/21263234/print.jhtml

“No Place To Hide: Understanding and Meeting the Needs of Girls in the California Juvenile Justice System” Report by Leslie Acoca & Kelly Dedel, published by the Nat’l Council on Crime and Delinquency 1998 To order a copy call NCCD (608) 274-8882

“Modeling Gender-Specific Services in Juvenile Justice: Policy and Program Recommendations”

by Barbara Owens and Barbara Bloom Published by the Office of Criminal Justice Planning, State of California 1998 To order copy: (916) 324-9200

“Planning for Gender-Specific Services for Girls At Risk In Multnomah County, Oregon: Current Status and Future Directions”

prepared by Teri K. Martin for Multnomah County Gender Specific Policy Advisory Committee 1998 To order copy call: (503) 690-6110

Created by Paula Schaefer, NIC Technical Resource Provider for Meeting the Needs of Juvenile Female Offenders, FY2003.

NATIONAL INSTITUTE OF CORRECTIONS
ACADEMY DIVISION

MEETING THE NEEDS OF JUVENILE FEMALE OFFENDERS

Section One

Defining the Context of Juvenile Female Issues Within the Juvenile Justice System

PERFORMANCE OBJECTIVES

After completing this section, participants will be able to:

- Compare and contrast trends of the juvenile female offender with the trends of the larger juvenile justice system;
- Apply a female responsive values lens to information concerning juvenile female offenders; and
- Analyze their own statistical profiles of juvenile female offenders through the lens of female responsive values.

Defining the Context of Juvenile Female Issues Within the Juvenile Justice System

GROUP ACTIVITY INSTRUCTIONS

In your table groups, work together to apply the female responsive value you have been assigned to the trend information presented on the power point slides.



To start off your discussions, consider the following questions . . .

1. What are the relationships between the value and the trends?
2. What can you infer from the trends?
3. What do you want to know more about?
4. Other things to consider?

Use the chart on the next page to guide your discussion. Brainstorm answers to each of the questions and be prepared to read some or all of your answers to the larger group.

You can use the remainder of the chart to capture other small groups' reflections on the other female responsive values. There is also space on your note-taking guide for you to individually capture any impressions from this group assignment.

**Defining the Context of Juvenile Female Issues
Within the Juvenile Justice System**

GROUP ACTIVITY CHART

FEMALE RESPONSIVE VALUES	What information in the trend data tell us about your value?	What questions related to your value <u>remain</u> unanswered by the trend data?
Female responsive services are inclusive		
Female responsive services are relational		
Female responsive services are restorative.		
Female responsive services pay attention to societal influences.		
Female responsive services are multi-leveled.		

**Defining the Context of Juvenile Female Issues
Within the Juvenile Justice System**

**INDIVIDUAL ACTION PLANNING
ACTIVITY CHART**

Through the lens of the Female Responsive Values analyze the statistical trends you brought with you. .

FEMALE RESPONSIVE VALUES	What information in your jurisdiction's statistics tell you about each value?	What questions related to each value <u>remain</u> unanswered by your statistics?
Female responsive services are inclusive		
Female responsive services are relational		
Female Responsive Services are restorative		
Female Responsive Services pay attention to societal influences		
Female responsive services are multi-leveled		

National Juvenile Offender Profile

Violent juvenile crime increased by 67% from
1988 to 1994.

(Snyder and Sickmund, 1999; OJJDP, 1998).

The increase resulted in the adoption of new state
statutes and juvenile justice policies making it
easier to prosecute juveniles as adults in all but
10 states.

(OJJDP, 1998)

National Institute of Corrections

Office of Juvenile Justice & Delinquency Prevention

Meeting the Needs of Juvenile Female Offenders, 2004

National Juvenile Offender Profile

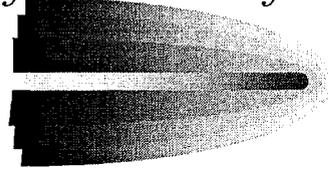
Juvenile violent crime has been declining
since 1995.

National Institute of Corrections

Office of Juvenile Justice & Delinquency Prevention

Meeting the Needs of Juvenile Female Offenders, 2004

National Juvenile Offender Profile



Juveniles still represent only a small percentage of overall crime in the United States, especially violent crime.

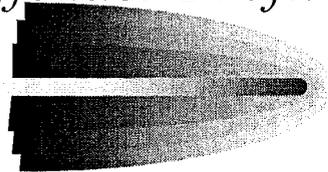
(OJJDP, 2001)

National Institute of Corrections

Office of Juvenile Justice & Delinquency Prevention

Meeting the Needs of Juvenile Female Offenders, 2004

Female Juvenile Offender Profile



The rate of involvement of girls in the juvenile justice system has risen in recent years.

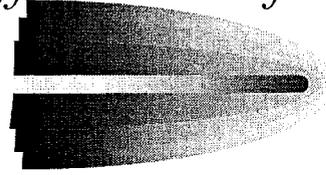
(ABA, 2001)

National Institute of Corrections

Office of Juvenile Justice & Delinquency Prevention

Meeting the Needs of Juvenile Female Offenders, 2004

Female Juvenile Offender Profile



Girls continue to represent a fourth of
all arrests of juveniles.

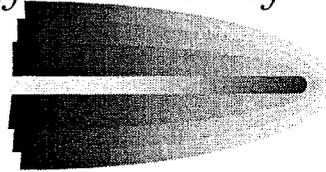
(ABA, 2001)

National Institute of Corrections

Office of Juvenile Justice & Delinquency Prevention

Meeting the Needs of Juvenile Female Offenders, 2004

Female Juvenile Offender Profile



Most crime committed by girls is property
crime.

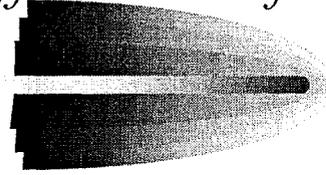
(OJJDP online, 2000)

National Institute of Corrections

Office of Juvenile Justice & Delinquency Prevention

Meeting the Needs of Juvenile Female Offenders, 2004

Female Juvenile Offender Profile



The number of girls involved in violent delinquency has been rising along with other forms of female delinquency.

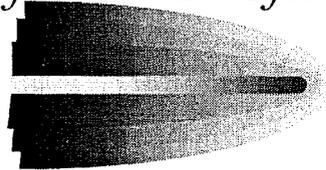
Girls continue to represent less than a fourth of all arrests for violent delinquency.

National Institute of Corrections

Office of Juvenile Justice & Delinquency Prevention

Meeting the Needs of Juvenile Female Offenders, 2004

Female Juvenile Offender Profile



Most arrests for violent offenses by girls involve charges of aggravated assault not murder or non-negligible homicide.

(Snyder & Sickmund, OJJDP online, 2000)

National Institute of Corrections

Office of Juvenile Justice & Delinquency Prevention

Meeting the Needs of Juvenile Female Offenders, 2004

Female Juvenile Offender Profile

Maryland Study

Many of the state's new girl assault charges were incidents such as a daughter slapping her mother during a family dispute.

These offenses might have previously been labeled incorrigible but are now charged as assault.

(Chesney-Lind, 1997, p. 39)

National Institute of Corrections

Office of Juvenile Justice & Delinquency Prevention

Meeting the Needs of Juvenile Female Offenders, 2004

Female Juvenile Offender Profile

Profile of the Juvenile Female Offender

- girl of color
- educational difficulties
- substance abuse
- abuse
- mental health and health issues
- low income

National Institute of Corrections

Office of Juvenile Justice & Delinquency Prevention

Meeting the Needs of Juvenile Female Offenders, 2004

NATIONAL INSTITUTE OF CORRECTIONS
ACADEMY DIVISION

MEETING THE NEEDS OF JUVENILE FEMALE OFFENDERS

Section Two

Defining the Context of Female Issues Within Your Juvenile Justice System

PERFORMANCE OBJECTIVES

After completing this section, participants will be able to:

- Compare and contrast the key elements and primary goals of each of the discipline groups / service delivery areas represented on the juvenile justice continuum of services for juvenile female offenders;
- Self select their place on the juvenile justice continuum of services based upon their discipline group / service delivery area;
- Assess their discipline group / service delivery area using the female-responsive value lens to determine current strengths and challenges in meeting the needs of juvenile female offenders.
- Assess the key elements /components represented on their home jurisdiction continuum of services for juvenile females through the lens of the female-responsive services values.

<p>Restorative <i>Key Elements:</i></p> <p><i>Primary Goals:</i></p>		
<p>Social <i>Key Elements:</i></p> <p><i>Primary Goals:</i></p>		
<p>Multi-Levels <i>Key Elements:</i></p> <p><i>Primary Goals:</i></p>		

Developed by Rebecca Maniglia, NIC Technical Resource Provider, for use in **Meeting the Needs of Juvenile Female Offenders, FY2004.**

Defining the Context of Female Issues Within Your Juvenile Justice System

Individual Action Planning and Reflection

Reflect back on your thoughts, feelings, impressions, and insights that you gained about your organization and how they address the five female responsive values in your service delivery setting. Take a moment to jot your ideas, below.

In what ways are the five values addressed through your agency's current operations?

Inclusiveness _____

Relationship _____

Restoration _____

Social Context _____

Multi-Leveled _____

In what ways are the five values not addressed through your agency's current operations?

Inclusiveness _____

Relationship _____

Restoration _____

Social Context _____

Multi-Leveled _____

NATIONAL INSTITUTE OF CORRECTIONS
ACADEMY DIVISION

MEETING THE NEEDS OF JUVENILE FEMALE OFFENDERS

Section Three

Applying the Female Lens to Your Organization: Addressing Staffing Issues

PERFORMANCE OBJECTIVES

After completing this module, participants will be able to:

- Construct a profile of staff member characteristics / skill sets needed to work effectively with juvenile female offenders;
- Assess the current staff team in your organization/facility for strengths and challenges in relationship to the profile; and
- Create a plan for staff recruitment, selection, development and retention filtered through the five values of female-responsive services for your organization / service delivery area.

Why Do Staff Do The Things They Do?

People in general, and our staff members in particular, exhibit behavior when in interpersonal settings. Why? It is the human drive to meet our needs through our interpersonal relationships and interactions. Basically, people will exhibit behaviors that we can categorize into one of six interpersonal relationship areas that people may do while they attempt to meet their needs. From the research and practice of Will Schutz, we can look for behaviors that fall into one or more of the six categories, below.

Work with your group and think about how your staff members do the following . . .

Inclusion Needs Expressed - staff does things to include both co-workers and the girls in ways in which they feel appreciated, valued and important.

Inclusion Wanted - Staff wants co-workers and the girls to include them in their activities and want to be invited to belong, even if they do not make an effort to be included.

Control Needs Expressed - Staff tries to erect control and influence over things, they take charge of things and tell co-workers and the girls what to do.

Applying the Female Lens to Your Organization: Addressing Staffing Issues

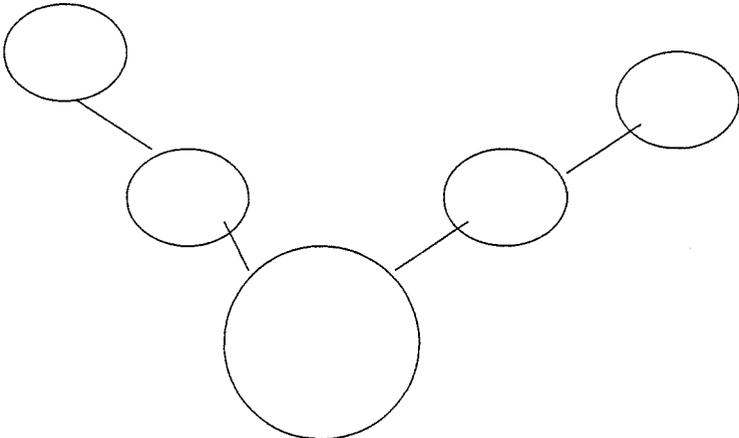
Control Wanted - Staff wants co-workers and the girls to control and influence them; they want co-workers to tell them what to do and in some instance they want the girls to tell them what to do.

Affection Needs Expressed - Staff make efforts to become close to co-workers and the girls; they express friendly and affectionate feelings and try to be personal and intimate with them.

Affection Wanted - Staff wants co-workers and the girls to express friendly and affectionate feelings toward them and to try to become close to them.

Introduction to the FIRO-B, Consulting Psychologists Press, 1996.

ACTIVITY Staff Characteristics/Skills Mapping



NATIONAL INSTITUTE OF CORRECTIONS
ACADEMY DIVISION

MEETING THE NEEDS OF JUVENILE FEMALE OFFENDERS

Section Four

How To Find and Evaluate Resources for Your Service Delivery Area

PERFORMANCE OBJECTIVES

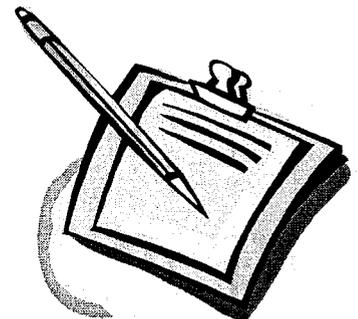
After completing this section, participants will be able to:

- Locate resources (books, curricula, on-line resources) for use in their service delivery area;
- Experience and evaluate a resource for its responsiveness to the needs of juvenile female offenders using the lens of female responsive values;
- Analyze potential resources for applicability and effectiveness in their service delivery area;
- Use a process for assessing, adapting and creating female responsive resources to meet the resource needs of their organization.

How To Find and Evaluate Resources for Your Service Delivery Area

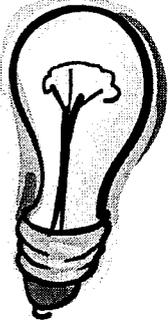
Guidelines for Evaluating Resources

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How To Find and Evaluate Resources for Your Service Delivery Area

Tips for Adapting and Creating Custom Female Responsive Resources for Your Service Delivery Area



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How To Find and Evaluate Resources for Your Service Delivery Area

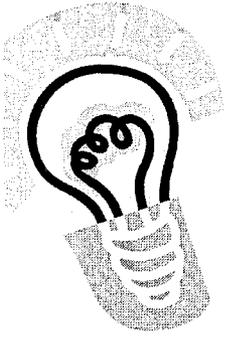


Individual Action Planning and Reflection

Reflect back on your thoughts, feelings, impressions, and insights that you gained about yourself and your organization in section four. Capture your ideas, below.

Which three policies from your agency or program do you want to evaluate through the female responsive values? What concerns you about these policies? What changes would you considering making? _____

What is one program component (ART, cognitive skills groups, intake) that you want to evaluate through the female responsive values? What concerns you about this program component? What changes would you consider making?



Tips for Assessing a Program's Female Responsivity

Female-responsive programming should provide services designed to intervene comprehensively in a female's life. In order to accomplish this, some general questions related to appropriate services for girls and women should be asked:

1. Does the program acknowledge and affirm commonalities and respect differences among and within groups (e.g., race, class, and sexual orientation)?
2. Is the program grounded in theory and is it accurately designed around statistical data and developmental research, specifically about girls and women that is verifiable and reliable?
3. Does the program and staff acknowledge and value the worth of girls and women regardless of their backgrounds and offense histories?
4. Does the staff reflect the client population in terms of race, ethnicity, and gender?
5. Does the program utilize gender-specific assessment tools and treatment plans and does it match appropriate treatment with the identified needs of the girls and women it serves?
6. Is the program for females only?

When considering whether or not a program is female-responsive, practitioners should also consider the following:

1. If the program is female only, what is the composition of the staff in terms of gender, race and experience?
2. If there is no other alternative to co-juvenile / correctional programming and settings, what is the client ratio of females to males? Do the males substantially outnumber females? Does the facility /organization provide site and sound separation between males and females? Does the program provide gender separate programming and groups?
3. What are the programs' mission, goals and objectives? Is there mention of the different needs of juvenile females and are interventions specific to this population?
4. Does the program emphasize a "relational" treatment approach and encourage the development of growth producing, trusting, and healthy relationships?

5. Does the program begin at the point where the girl and woman is in her life and proceed in a manner that is sensitive to the pace and direction that she chooses?
6. Does the program provide mandatory staff training on the trauma of physical, sexual and emotional abuse, and domestic violence?
7. Does the program provide support and assistance for girls and women on the trauma related to physical, sexual and emotional abuse, and domestic violence?
8. Does the program utilize positive female role models and mentors?
9. Does the program address chemical dependency within a context of trauma related to physical, sexual and emotional abuse, and domestic violence?
10. Does the program address pregnancy issues including pre and postnatal care, parenting, family reunification, out of home placement of children, and/or termination of parental rights?
11. Does the program provide for development of competency skills that may lead to future economic self-sufficiency in both traditional and nontraditional settings?
12. Does the program address issues related to transition to the community, e.g., safe and affordable housing, aftercare, job training and retention, placement and childcare?
13. Does the program intentionally deal with gender and race bias within the agency and society, and does it assist girls and women in overcoming these barriers? Does the program assist girls and women to advocate for social justice within their communities? Does the program work to alter program and community conditions that hinder girls' and women's health and well being?
14. Does the program focus on mutual responsibility between girls, women, their families and communities? Does the program embrace and operationalize restorative justice philosophy and measures to intervene with girls' and women's offending behaviors and provide support for their victimization issues?
15. Is the program child friendly? Is the physical environment safe, nurturing and non-threatening? Does the program enhance family relationships and is it accessible to families? Does it offer services to girls and women, their children and their children's caregivers?
16. Does the program emphasize the building of support systems (e.g., girls' and women' resource networks, childcare networks, transportation, racial, ethnic and cultural programs and advocacy organizations)?

17. Does the program provide ongoing staff training on gender and culturally specific issues and services?

18. Is the agency a healthy and safe place for female staff to work in?

Sources: "Gender Specific Programming for Female Offenders: What is it and Why is it Important?" November 1998 by Barbara Bloom, Ph.D. and Stephanie Covington, Ph.d;

The Minnesota Advisory Task Force on the Female Offender, and the Interagency Adolescent Female Subcommittee December 1999

Positive Peer Culture and Female Development

By Linda Albrecht & Rebecca Maniglia

The brief summary below is designed to show some of the difficulties or contradictions between a typical positive peer modality and concepts within the female development literature.

1. This model is designed to teach juveniles how to be other-centered, thus teaching them to subvert their behavior (assumed negative behavior) for the good of the group culture (assumed to represent positive behavior).

While it may be totally appropriate to focus on teaching young males to become more other-centered as opposed to self-centered, one of the specific goals of therapy with women and girls is to assist them in developing identities that are not derived solely from their ability to care for, nurture, and meet the needs of others. In fact, the literature around female development, repeatedly makes reference to girls' tendencies to betray or lose themselves or to create false selves, as they focus entirely on behavior patterns of other-centeredness. It is not unusual for young women to actually get into trouble because they put themselves at risk for the sake of others, or to please others, or to meet others' needs. This motivation is true from her own point of view even when her actions may seem selfish or self-centered from the outside. For young women, "other (centered) ness fosters a strong need for approval from others, holding oneself entirely responsible for the success or failure of relationships, and the creation of artificial dependencies". (Sturdivant, 1980) In fact, serving others is so much a part of the natural process of female socialization, that treatment with young women must actually include a re-socialization process to counter the excessive tendency in girls to put other's needs before their own.

2. At most programs, PPC is used primarily to maintain order and to create a positive youth subculture by mobilizing the power of the peer group in a positive manner. However, the peer-based treatment models of the 1970's, including PPC, are based on assumptions of human and group behavior that come primarily from studies of young males.

The most current studies and evaluations are challenging the traditional use of such models in modern treatment programs, serving males or females. Most recently, this can be found in the *Guide for Implementing the Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders* published by the Federal Office of Juvenile Justice and Delinquency Prevention. In this document it clearly lists the following program models as among the services that are inappropriate, and thus presumably not helpful to youth in custody.

- a. "Nondirective relationship-dependent and/or unstructured psychodynamic counseling.
- b. All milieu and group approaches that emphasized within-group communication but lack a clear plan for gaining control over the procriminal modeling and reinforcement" (pp. 139).

While in some cases it does appear that control is maintained using the model, in the absence of strong gender awareness and a female responsive culture, the group processes used actually reinforce some of the behaviors that are counter-productive for girls.

3. In most PPC group settings, the group structure does not allow for a thorough examination of the issues presented.

In many cases, the discussions in the group center around behaviors or issues which may be more appropriately addressed in more comprehensive treatment settings. Further, it is usually evident that any issue presented for discussion is one which the young women have discussed in some length among themselves without resolution. Without appropriate adult staff interaction, the typical PPC group session does not shed new light on the connection between female behavior and socialization, even when the issues presented by the young women involve very traditional concepts of male-female relationships and female empowerment.

The problems and issues in young women's lives are rooted in the day-to-day realities of their lives, the ongoing process of their socialization, and the way the culture shapes and defines both. Therefore, most recommendations about treatment with women and girls discuss the need for girls' to see their individual lives as a metaphor for the lives of adult women and other girls in the culture (Kasl, 1992).

Because of this truth, all programs must intervene on three levels as opposed to one. They must contain models and processes which allow intercession in a girl's individual life, in her relational existence, and on a community level which challenges the negative socialization process. (Valentine Foundation, 1990, pp. 3). This exploration is not found in a traditional PPC group setting.

Further, all of the literature about treatment with women and girls suggests the use of group work which contains a strong awareness of and emphasis on this theme of social context. In order for this to exist within the PPC model, it would be necessary for the facilitator to be acutely aware of the implications of this social context and to be able to assist girls in identifying these overlaps. This understanding is critical, and it is important to recognize that relying on the traditional view of women and girls' behaviors or on one's own experience and experiences working with girls over time, does not automatically or adequately create this knowledge base.

It has been suggested that women socialized in the traditional culture, even if informed in an academic manner about gender issues, must still work through the implications of these issues in their own lives (Taylor, Gilligan, and Sullivan, 1995). This includes examining their relationships with girls and in the work place, usually in the context of a supportive but sometimes confrontative process with other women.

4. One of the key factors contributing to a strong self esteem in young women, especially during adolescence, is connection to at least one adult in a non-exploitive relationship. However, in most PPC groups, the young women control the process. Therefore, other than scattered adult comments, when a girl is selected for group focus, it is entirely up to

the other members of the peer group to give her feedback and suggestions for altering her behavior or solving her presenting problem. This reliance on the experience of the group members to appropriately interpret behavior and its causes as well as to develop alternatives to problem behavior is extremely limiting.

The theme of female empowerment often involves breaking out of the traditional, expected patterns of behavior and living new patterns created out of the process of resocialization. Therefore, girls must rely on adult women, who have gone through the process described above, to provide them with these new concepts and patterns of living. In that way, resocialization allows women and girls to break out of the harmful life patterns that are derived from their status in the culture and from the negative impact of traditional gender role stereotyping.

5. While the model sometimes does seem to maintain control in some day-to-day living aspects of programs, there are concerns about its ability to transfer to outside settings.

In fact, sometimes the concepts are only used in certain parts of a treatment program itself. For instance, on occasion, young women will be expected to use PPC language and norms in the treatment program but not during school classes. In these cases, the young women must adopt other, non-PPC conflict resolution skills even within the program setting. In light of this inconsistency, it might be more useful to teach and hold the young women to general principles of respect, honesty, etc. without forcing the specific PPC language and norm requirements.

In most PPC programs we have observed, the model itself evolves into a culture of artificial rules and norms which take on a life of their own. The very structure of the group process becomes a series of rules by which the group interacts both within a session and outside it, and that structure seems to be counter-productive or at least counter-indicated by recommendations of what a girls' treatment group should look like, particularly since it often doesn't even happen consistently throughout the program.

6. A final concern about the typical PPC model and its formulated procedures, which may be relatively harmless or not even present in a boys' group, is the degree to which the unique characteristics of girl peer dynamics can undermine and take over the process.

The ability of girls to attend to, interpret, and imagine the nuances of behavior, their tendency to form cliques and create inclusion/exclusion games, and their tendencies toward pettiness and vengeance all bring an added element of "danger" to the very process that is supposed to help them make better choices.

Specific Recommendations Regarding the Group Process

There are some general characteristics of a women's treatment or therapy group that we offer for consideration (Sturdivant, 1980, pp. 162). The overall process is called resocialization, and includes positive role models, experiential learning, practicing of new behaviors and validation of feelings and perceptions by other girls and women.

1. The girls should be working toward optimal functioning.

This includes the rejection of the social conformity goals (not those related to legal matters obviously) adopted by the adjustment models of mental health, in favor of goals of personal self-definition and self-determination. It also refer to the girl's ability to relate to self, others and environment, including the development of a set of attitudes and behaviors that are a function of personality and situation by which the individual may move further toward her own potential development.

2. Symptom removal is an important goal of therapy with girls/women.

This is not simply the elimination of those behaviors that relate to delinquency. Rather, it is the reinterpretation of behaviors in the social context of the girls' own situation. For example, appropriate work with a girl around anger about abuse might be to help her disperse her anger globally (i.e. working with others who have been abused or developing an appropriate sexual harassment policy) rather than the more traditional anger control techniques. This might include an examination of alcoholism in Native American culture as a means of assisting a girl to understand and make decisions about alcohol rather than just the traditional therapeutic approaches.

3. Work on self-esteem is an essential part of girls'/women's groups.

This involves a re-examination of sex-role stereotypes and the redefinition of the ideal self rather than a redefinition of the individual girl's self image. It includes helping girls shift from reliance on external sources of self-esteem to more autonomous, self-defined ones, free from stereotypes.

4. Improved relationships are also an important goal of girl's treatment.

This does not necessarily just mean getting along better with other people, since, in most cases, for girls, that may mean more conformance to role expectation as passive, subordinate, and self-sacrificing. Instead, assertiveness training is an essential part of this process (focused training and specific skill development rather than just requiring them to be assertive enough to get their groups as in the current process). Achievement of goals in this area may, in fact, cause separation from old, unhealthy relationships, and this process requires planning and various kinds of emotional support.

Also, treatment with women and girls must be concerned about the quality of their relationships with other women and girls, rather than only the traditional concern about their relationships with males. The importance of women learning to seek nurturance and support from other women, learning to emulate, trust and respect other women, and learning to place an equal value on these relationships with other girls and women is stressed as part of coming to terms with one's own gender.

5. Competence in a wider range of roles than the traditional roles ascribed to females.

This may involve a change in the reference group through which a girl validates her self-image or a reinterpretation of the characteristics of the reference group (See Kathleen

Noble's *Sound of the Silver Horn*). It would be facilitated by a women's studies or women's history program and an understanding of the social context of women's lives in a male-based society.

6. Solution of specific problems, especially as they are intertwined with social and economic positions in society.

One of the most important outcomes of girls' treatment is a means for problem solving and decision making that is based on her own skills and abilities rather than in accepting other's decisions. This takes a great deal of work and practice and requires an understanding of all the factors that go into a girls' development of an identity. Additionally it should be recognized that most problem-solving models are based on linear thinking which is usually characterized as male-oriented. The identification of and practice with models that account for girls' tendency toward circular thinking, for their responsibility- and relationship-oriented sense of justice, and for their lack of experience in self-determination, are essential.

7. Body image and sexuality are primary and on-going topics for women's and girls' groups. The domination of self-esteem and self-image by external messages and cultural themes is one of the overriding factors in girls' lives. "The extent to which a woman knows and accepts her body and takes responsibility for knowing and managing her sexual and reproductive processes is also a criterion for a successful treatment" (Sturdivant, 1980, pp. 171).
8. Political awareness and social action are at the core of effective work with girls and women.

The ability to interpret one's own life experience through political awareness, especially through women's studies and/or feminist thought, is essential to the ability of girls to develop objectivity in their lives. Political action, even with regard to one's own life, is necessary to prevent social awareness from simply becoming over-identification with victim status.

Specific Recommendations for Programs Using PPC

Recognizing that often the entire institutional operation is based on the PPC model as it currently exists, we offer the following suggestions in an effort to identify specific strategies that could sustain the positive aspects of the institutional culture while creating an environment that is more conducive to optimal treatment for girls.

1. To reduce the manipulation of the group process and the resulting victimization of weaker girls, consider the development of social skills training groups to work on the communication and personal skills that are required to function in therapy groups. Specifically, consider using Skillstreaming the Adolescent by Goldstein or a more gender-specific skill-based model. Such skills groups have the effect of elevating the informal group norms to the level of the skills.

2. Ensure that the group facilitators are aware and articulate in the dynamics of girls' development. Perhaps have them read Mary Pipher's *Reviving Ophelia* and discuss the concepts in this book with other staff or even with the girls.
3. Gradually replace the PPC groups with more content-focused groups, like gender role development, assertiveness training, groups about addiction (love, sex, drugs, alcohol, food, shopping, self-mutilation, etc.) which discuss these issues within the social context.
4. Bring journaling into the group process, from a content point of view, to encourage the on-going examination of one's own life and experience in the social context.
5. Look for ways to turn behavioral problems into mediated learning experiences.
6. Consider the use of the Jesness Treatment Classification system (or another appropriate classification system) as an additional or alternative means of interpreting behavior (for the staff). Even though it is an old system (an updated version is being created which will have weighted consideration for gender and other differences), it still fits appropriately for girls. Try to use an instrument that is developmentally based while still being grounded in the subject's view of the world. There are clear prescriptions about the types or styles of staff-to-client relationship, so it's ideal if the instrument offers some context for the relational emphasis we have recommended throughout this report – something other than individual assumptions or definitions.

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Restorative Justice Resources

Minnesota DOC Restorative Justice Web site:
www.corr.state.mn.us/restorativejustice.htm

AMICUS, Inc.: Louise Wolfgramm, Restorative Justice programs for Juveniles, (612) 348-8570 Email: louise@amicususa.org

MN Dept. of Children, Families & Learning: Nancy Riestenberg , Restorative Justice in School settings. PH: (651) 582-8433 email: nancy.riestenberg@state.mn.us

Victim Empathy Curriculum for Juveniles, California Youth Authority, call Shelly Wood
(562) 698-6781, ext. 2516 or email: sdeewoo@aol.com

Balanced And Restorative Justice Project, (BARJ) Florida Atlantic University:
Gordon Bazemore (954) 762-5668 web site: www.barjproject.org

Kaleidoscope of Justice: Highlighting Restorative Juvenile Justice Newsletter
A publication of the Balanced and Restorative Justice Project, Florida Atlantic University
email: evelynhrj@aol.com

Center for Restorative Justice & Peacekeeping:
PH: 612-624-4923 Website: ssw.che.umn.edu/ctr4rjm

Office of Juvenile Justice and Delinquency Prevention (OJJDP):
Juvenile Justice Clearinghouse on research, curriculums: 1-800-638-8736
Web site: www.ojjdp.ncjrs.org

National Institute of Corrections Academy, Longmont CO. Training Programs on Restorative Justice and on Juvenile Females. Call to get Adult and Juvenile Training Schedules: 1-800-995-6429 or download schedule off the internet: www.nicic.org

Books

Women Circling the Earth: A Guide to Fostering Community, Healing and Empowerment by Beverly Engel

Calling the Circle: The First and Future Culture by Christina Baldwin

Passages: Growing Home Great book for youth in transition. Human Services Associate, Books for Youth and Providers. To order call: (651) 224-8967

NATIONAL INSTITUTE OF CORRECTIONS
ACADEMY DIVISION

MEETING THE NEEDS OF JUVENILE FEMALE OFFENDERS

Section Five

Identifying Risk Factors In Your Programming and Service World

PERFORMANCE OBJECTIVES

After completing this section, participants will be able to:

- Assess current programs and services for their responsiveness to the needs and risk factors of juvenile female offenders in their service delivery area;
- Create a female-responsive environment to address juvenile female risk factors in their service delivery areas;
- Assess the environmental safety of their overall organization/facility through the five female-responsive services values.

Identifying Risk Factors In Your Programming and Service World

NOTE-TAKING GUIDE

Impressions from the video that I want to remember...

What are the common themes in the life experiences of the women in the film?

What do the women say they want and/or need?

Identifying Risk Factors In Your Programming and Service World

ACTIVITY CHART

RISK FACTORS

Risk Factors for your girls	What ways does your program address this risk factor?	What are the gaps in programming to address this risk factor?

Developed by Rebecca Maniglia, NIC Technical Resource Provider, for use in **Meeting the Needs of Juvenile Female Offenders**, FY2003, 2004.

Identifying Risk Factors In Your Programming and Service World

GROUP ACTIVITY CHART SAFETY

Issue: Girls who are from a minority ethnic/racial group within residential care

Female-Responsive Values	How does this value effect emotional safety in a program?	How does this value effect physical safety in a program?
Inclusiveness		
Relational		
Restorative		

Pays attention to societal influences		
Multi-Leveled		

Developed by Rebecca Maniglia, NIC Technical Resource Provider, for use in **Meeting the Needs of Juvenile Female Offenders**, FY2003, 2004.

Identifying Risk Factors In Your Programming and Service World

ACTION PLANNING CHART

Risk factors found in the girls in your program.	Ways in which this risk factor effects a girl's emotional or physical safety.

Developed by Rebecca Maniglia, NIC Technical Resource Provider, for use in **Meeting the Needs of Juvenile Female Offenders**, FY2003, 2004.

NATIONAL INSTITUTE OF CORRECTIONS
ACADEMY DIVISION

MEETING THE NEEDS OF JUVENILE FEMALE OFFENDERS

Section Six

How Do We Address Major Risk Factors In Our Service Delivery Area?

PERFORMANCE OBJECTIVES

After completing this section, participants will be able to:

- Apply a framework / process for addressing identified major risk factors through a programming and/or service strategy in their discipline group / service delivery area;
- Using the framework / process, create an intervention strategy to address a specific risk factor identified in their service delivery area;
- Action plan potential responses to risk factors present in their home organization's current structure, functions and practices with juvenile female offenders.

How Do We Address Major Risk Factors In Our Service Delivery Area?

What follows is a framework for addressing your identified major risk factors through programming and services for juvenile female offenders . . .

STEP ONE

- A. What are the risk factors?** Identify, assess and prioritize the risk factors you wish to address for the girls in your service area.
- What is a priority risk factor?
 - How does it impact individual girls emotionally and behaviorally?
 - How does it impact the group of girls as a whole?
 - How does it impact your service area environment?
- B. Assess the risk factor through the five female - responsive services values and how they are addressed in your service delivery area:**
1. Along with gender, how is this risk factor impacted by race/ethnicity, class, sexual orientation, and other factors?
 2. How does this risk factor impact girls' relationships?
 3. How might you be able to restore important relationships for girls related to this risk factor?
 4. How do societal influences impact this risk factor?
 5. How is this risk factor connected to other social justice issues for girls:

STEP TWO

- A. Creating A Strategic Plan for Your Response:** Once you have decided on a priority risk factor to address, create a plan for how your organization will design an intervention and/or program project to address this risk factor.
- What do we want to accomplish and why?

How Do We Address Major Risk Factors In Our Service Delivery Area?

- B. Create a team to develop plan:** Include staff from each effected program area – do not forget education staff. Ensure that girls have input formally and informally.
- Identify a staff member to lead the coordination of the project and keep administration and the rest of staff informed on an ongoing basis of project progress.
- C. Decide what you can reasonably do,** given your service area, to address the issue through the five female- responsive services values:
1. How will you address gender, race/ethnicity, class, sexual orientation related to this risk factor?
 2. How will support healthy relationships for girls related to this risk factor?
 3. How might you help girls restore important relationships that have been negatively impacted by this risk factor?
 4. How will you mitigate negative societal influences related to this risk factor?
 5. How will you assist girls to create a social justice advocacy project related to this risk factor?
- D. Safety Issues:** Discuss the potential safety issues for girls related to addressing the risk factor.
- What are the emotional, physical, and cultural safety issues related to addressing this risk factor?
- E. Resources:** What internal and external resources you need and/or have? What resources can you tap into to implement project?
- *Staff:* internal; community?
 - *Funding:* internal budget; grants; funding from community resources?

How Do We Address Major Risk Factors In Our Service Delivery Area?

E. Resources – Continued:

- *Other Resources:* e.g.: space needed, scheduling, books, brochures, curricula, videos, arts and crafts supplies, music

F. Training Needs: Develop a process plan for staff training needs related to the risk factor project.

- Who will provide the training, who will be trained, resources needed for the training?
- *Staff Directly Involved:* What minimum training is needed for the staff involved in implementing the intervention/program project.?
- *All Agency/Facility Staff:* Before you implement program/intervention project be sure to inform agency/facility staff of what you are doing: the “who, what, where, when” of your plan, as well as the potential impact on girls, staff and agency/facility.
- Anticipate what could happen (both positive and negative) when you begin to address the identified risk factor. Ask for questions, concerns or feedback on plan.
- *PR Plan:* Plan for getting the word out to girls, families, PO’s, judges, etc.
- How will you involve and interest the girls?
- How will you inform other stakeholders of the project? When do you inform them?

G. Evaluation of the Intervention Project: Develop plan for how you will evaluate the project given the resources and other variable that you have to accomplish it.

- How will you evaluate the impact and effectiveness of the project for the girls who experience the intervention/program?
- How you will ask for and receive feedback from girls and staff on what is working and what is not working in the intervention/program?

How Do We Address Major Risk Factors In Our Service Delivery Area?

G. Evaluation of the Intervention Project – Continued:

- How you will incorporate the feedback you receive into program improvement/enhancement?

H. Finalize Project Implementation Plan:

- What is the final plan for the project?
- Who will be involved?
- How will they be notified and trained?
- Who will keep pilot evaluation data? What data will be collected?
- What are the pilot project timelines?
- Who will lead and coordinate the implementation of the project?

STEP THREE

A. Implementation: begin with a “pilot” project.

- Test the intervention/program project for a set period of time, keeping data for evaluation purposes.
- Use project management tools to coordinate the process – regular meetings, checking in with girls and staff members, observing project processes, etc.

B. Evaluation of Pilot Project: Evaluate the impact and effectiveness of the pilot project.

- Convene the planning team to assess and evaluate the pilot project period.

How Do We Address Major Risk Factors In Our Service Delivery Area?

B. Evaluation of Pilot Project – Continued:

- What worked from the project plans and accomplished the goal of the intervention?
- What might you want to structure or do differently?
- Is this an intervention to build in as a regular and ongoing part of programming?
- What is the feedback from the girls?
- Create a new project plan for implementation

Framework and Process developed by Paula Schaefer, NIC Technical Resource Provider for **Meeting the Needs of Juvenile Female Offenders**, FY2003.

How Do We Address Major Risk Factors In Our Service Delivery Area?

Working Effectively with Girls Who Have Been Sexually Abused or Exploited

Let's start by defining sexual abuse and sexual exploitation . . .

What is it? A range of sexual activity that a person is forced, bribed, tricked or threatened into participating in.

Who are the victims of sexual abuse?

- ❑ Babies, children, teens, adults of all ages - girls, boys, men and women
- ❑ People who are less powerful emotionally, mentally, and/or physically than the offender

Who are the offenders of sexual abuse?

- ❑ Someone who uses their power and authority to trick, bribe, force, or threaten their victim into sexual activity
- ❑ Offenders of sexual abuse are young or old, boys or girls, men or women
- ❑ Acquaintances, strangers, family members, friends, respected citizens within the community

What are some examples of sexual abuse and exploitation?

- ❑ Touching, fondling, penetration of the mouth, anus, or vagina with fingers, objects, or the penis
- ❑ Making someone view sexual acts, movies, or pictures
- ❑ Making someone pose for sexual acts, movies, pictures (pornography)
- ❑ Making someone prostitute themselves for money, drugs, or survival (food, clothing, shelter, love, protection from others)
- ❑ Sexual activity with other victims or animals
- ❑ Satanic cult activity and rituals
- ❑ Nude dancing
- ❑ Date rape
- ❑ Being forced into sexual activity when drunk or high on drugs
- ❑ Sexual activity performed on someone who is passed out from alcohol or drugs

How Do We Address Major Risk Factors In Our Service Delivery Area?

Perpetrators of Abuse will . . .

- Blame the victim
- Trick, bribe, entice, manipulate, threaten, use force/weapons, intimidate the victim into sexual abuse
- Use whatever means necessary to scare the victim into not telling (i.e. threaten the victims safety, the safety of people the victim cares about or her/his pets, tells the victim that horrible things will happen to her/him if they tell (i.e. you'll be taken from your family or nobody will believe you and they will hate you
- Tell the victim that this is normal, or "I'm doing this for your own good" or "You're *making* me do this to you"
- Use their power and greater resources (intellect, physical size, maturity) to get victims to do what they want

What is the potential impact of sexual abuse?

Potential Behavioral Effects:

- Overly compliant behavior
- Aggressive behavior
- Pseudo-mature behavior
- Persistent and inappropriate play with peers, toys, themselves ~ sexually aggressive behavior
- Detailed and inappropriate understanding of sexual behavior
- Lack of trust, particularly with significant others
- Extraordinary fear of males or females; or seductive behavior with males or females
- Sleep disturbances - nightmares
- Regressive behavior
- Self-abusive behaviors
- Suicidal behaviors
- Eating disturbances
- Bed wetting or other bowel or bladder disturbances
- Poor social skills

How Do We Address Major Risk Factors In Our Service Delivery Area?

Possible Emotional Effects:

- Feelings of being “damaged goods”
- Guilt and shame
- Fear
- Depression: isolation and/or withdrawal
- Low self-esteem, distorted body image
- Repressed anger and hostility
- Blurred boundaries, role confusion
- Failure to accomplish developmental tasks and to develop self-mastery skills
- Power and control issues

Short and long term effects depend on a number of factors:

- Prior emotional stability of the child & family
- Intensity, duration, frequency, and the nature of the abuse, number of incidents
- Child’s age and developmental stage at time of abuse
- Closeness and type of relationship between the abuser and the child
- Reactions of family members, friends and the community to the disclosure of the abuse

What Might You See From Girls Who Are Survivors Of Sexual Abuse And/Or Sexual Assault?

- Fear of and/or anger toward men (may act out around men)
- Fear of and/or anger toward women (may act out around women)
- Tells you that “he or she reminds me of my abuser” or “you remind me of my abuser”
- Disruptive behavior before or at bedtime
- Fear of going to sleep
- Nightmares/night terrors
- Poor personal hygiene
- Extremely timid
- Bed wetting
- Sexually provocative behavior
- Cutting/self mutilation
- Flashbacks
- Dissociation ~ (“checking out” of their body)
- Concern for safety of self and/or the safety of siblings/other relatives at home (some of these concerns may be valid)

How Do We Address Major Risk Factors In Our Service Delivery Area?

- ❑ Fear of certain family members visiting ~ they act out before the visit so they don't have to have it or they act out after a visit
- ❑ Wearing lots of big, baggy clothes no matter what the temperature
- ❑ Overeats to maintain being overweight for "self protection"
- ❑ Lacks boundaries with others
- ❑ Hyper vigilant behavior
- ❑ Lots of medical complaints
- ❑ Not wanting to be touched or having people come too close
- ❑ Major power struggles
- ❑ Will "set up" restraint situations
- ❑ Will go "ballistic" in a restraint situation
- ❑ Shuts down or starts to act out when subject of abuse comes up, or is seen on t.v./movie video
- ❑ Fear of dressing/undressing in front of others
- ❑ Extreme fear of medical procedures, particularly gynecological exams/treatments

Survivors Need Assistance With . . .

- ❑ Knowing *they* are in charge of their healing process (i.e., whether or not to talk about the abuse, how and to whom...)
- ❑ Overcoming self blame and shame from abuse
- ❑ Learning who to trust and who *not* to trust
- ❑ Dealing with grief and loss issues (i.e. loss of innocence, relationships, control over their own body, feeling safe...)
- ❑ Learning new survival skills and reframing old ones ("honoring what they did to survive")
- ❑ Feeling safe ~ having a safety net, finding safe people to talk to, overcoming fears
- ❑ Validating their experience and feelings (knowing what is "normal" in reaction to abuse and that they are *not* crazy)
- ❑ Learning what is "normal" and what isn't
- ❑ Intense feelings of being alone and feeling "crazy"
- ❑ Re-designing their "world view" and belief systems that influence their behavior (i.e. "all men are abusers" to "most men don't abuse")
- ❑ Moving from victim to survivor to "thrivers" (they can heal, they are not "damaged goods", and they can make a good life for themselves)
- ❑ Gaining (or regaining) sense of control and personal power (managing the impact of their abuse rather than the abuse managing them)

How Do We Address Major Risk Factors In Our Service Delivery Area?

Guidelines for Counseling and Working with Survivors:

- Believe the survivor
 - Join with the survivor in validating the harm and damage caused by abuse
 - Be clear that abuse is never the girl's fault
 - Educate yourself about abuse and the healing process
 - Don't sympathize with the abuser
 - Express your compassion
 - Respect the time and space it takes to heal
 - Encourage the survivor to get support
 - Get help if the survivor is suicidal
 - Accept that there will very likely be major changes in your relationship with the survivor as she heals
 - Resist seeing the survivor as a victim
-

Things to Do When Working with Survivors of Sexual Abuse and Exploitation . . .

- Learn what you can about sexual abuse and the impact on survivors
- Learn about self-abusive behaviors as a coping skill and teach new ways to cope
- Be prepared to listen to the survivor's experiences and feelings
- Be prepared to handle their fear of going to sleep, nightmares, flashbacks, and their ability to "dissociate"
- Examine your own belief system about victims and abuse
- Know the girls' social histories ~ from birth on
- Deal with your own victimization issues if you have any ~ this will impact your ability to help girls
- Facilitate good communication between other service providers regarding girls' victimization issues
- Inform girl/girls of mandatory reporting laws; give survivors choices in how to deal with abuse reporting if they disclose
- Be aware that what survivors report may only be a small part of what they have experienced
- Know when you are in over your head and need help ~ refer to a person for expert help, but stay connected
- Let them know you care about them no matter what has happened to them
- Teach girls new coping skills to manage the effects and impact of abuse
- Assist girls in repairing the important relationships in their lives that have been impacted by the abuse (girls choose which relationships they wish to work on)
- Partner with community sexual assault and domestic violence programs

- If you are a survivor, and feel comfortable with sharing this, let her know that you know what it's like and that you are there to tell her that she can heal from the abuse with help and support.
 - Do this only if you have a good connection with the girl.
 - Set boundaries and only share this information if it will benefit the girl
 - Do not personally disclose if it's for your own benefit and especially if you have not dealt with your own victimization
- Provide girls with readily accessible resource books, information and people

Things NOT to Do . . .

- Tell girls they have to talk about their abuse with you or anyone else
- Wait until after a survivor discloses abuse to you and then tell them "Oh by the way, I am mandated by law to report this..."
- Blame survivors for the abuse they have experienced
- Feel sorry for victims and look upon them as helpless, hopeless and "damaged" for life...
- React with disgust, revulsion and anger at what girls might tell you about their experiences
- Be judgmental about the ways in which girls coped with their abuse
- Turn away from girls because you can't handle their victimization
- Assume girls you work with are victims
- Assume girls you work with are not victims
- Tell girls details about your own victimization

Handbook of Clinical Intervention in Child Sexual Abuse, Edited By: Suzanne M. Sgroi, M.D.

Courage to Heal: A Guide for Women Survivors of Child Sexual Abuse, by Ellen Bass & Laura Davis

RESOURCES FOR GIRLS AND SERVICE PROVIDERS

2004

Sexual Abuse and Exploitation

COURAGE TO HEAL: A Guide For Women Survivors Of Child Sexual Abuse

Ellen Bass & Laura Davis Good education tool for teens and providers, and to help older teen survivor's of abuse.

I Never Told Anyone: Writings by Women Survivors of Child Sexual Abuse

Edited by Ellen Bass and Louise Thornton

Broken Feather: A Journey to Healing

Suzanne Stutman 1996, Manor House Publishing.

"Through the enchanted world of poetry and prose, Dr. Stutman takes us on a spine-chilling personal journey from the buried depths of child abuse through the labyrinth of remembrance to the dawn of healing".

BEGINNING TO HEAL: A First Book for Survivors of Child Sexual Abuse

Ellen Bass Companion book to Courage to Heal - geared much more for teens.

WHY ME?

Lynn B. Daugherty Help for children who are victims of sexual abuse.

Excellent resource for children, preteens, teenagers who have are developmentally delayed.

In Their Own Words: A sexual abuse workbook for teenage girls

Lulie Munson and Karen Riskin, 1995, Child Welfare League of America

How Long Does It Hurt: A Guide to Recovering From Incest and Sexual Abuse for Teenagers, Their Friends and Their Families

Cynthia Mather with Kristina Debye, 1994, Jossey Bass Publishers

Shining through: Pulling It All Together After Sexual Abuse (for girls ages 10 & up)

Mondy Loiselle and Leslie Bailey Wright, 1992 Safer Society Press

Outgrowing the Pain: A Book for and About Adults Abused as Children

Eliana Gil, 1983, Dell

Legacy of the Heart: The Spiritual Advantages of A Painful Childhood

Wayne Muller, 1992, Simon and Schuster

RESOURCES AND BOOK LIST FOR ADOLESCENT GIRLS, PARENTS, & SERVICE PROVIDERS

BOOKS/CURRICULA FOR GIRLS

AM I BLUE?: Coming Out From the Silence

Edited by Marion Dane Bauer

Very good book that addresses teens' struggling with their sexual identity and how this effects their lives and relationships, provides support for teens.

BEGINNING TO HEAL: A First Book for Survivors of Child Sexual Abuse

Ellen Bass Companion book to Courage to Heal - geared much more to teens.

Girls' Circle: Promoting Resiliency and Self-Esteem in Adolescent Girls Curriculum

www.girlscircle.com Phone: (415) 883-8580

BOY V. GIRL: How Gender Shapes Who We Are, What We Want, and How We Get Along

George Abrahams and Sheila Ahlbrand

Examines gender stereotypes, a fun book for teens

BROKEN FEATHER: A Journey to Healing

Suzanne Stutman Poetry and prose on one woman's path of healing from abuse.

CHOICES: A TEEN WOMAN'S JOURNAL FOR SELF-AWARENESS AND PERSONAL PLANNING

Mindy Bingham, Judy Edmondson, Sandy Stryker

Helps girls recognize their future need to be independent, self-reliant and productive human beings, and convince them that they can control their future options.

COOL WOMEN: The Thinking Girl's Guide to the Hippest Women in History:

Edited by Pam Nelson, written by Dawn Chipman

"Imagine fifty stories of the bravest, wildest, most glamorous women in history, all told in a way that every girls can understand... Girls today need books just as strong as they are."

COURAGE TO HEAL: A guide for women survivors of child sexual abuse.

Ellen Bass & Laura Davis

DEAL WITH IT! A Whole New Approach to Your Body, Brain, and Life as a Gurl

Esther Drill, Heather McDonald, and Rebecca Odes

Based on issues posted by girls on the popular www.gurl.com website, this book serves as a resource guide for girls on all types of issues including sexuality, puberty, hormones, and relationships.

DOMESTIC VIOLENCE FOR BEGINNERS

Alisa Deltufo

Unique feminist picture book that offers a variety of perspectives on domestic abuse, including historical examples and attitudes about abuse, as well as resource information.

ERICA'S CHOICES: Alternatives to Running Away A workbook for teens.

To obtain a copy call: Missing Children Minnesota (612) 521-1188.

FIGHTING INVISIBLE TIGERS: A Stress Management Guide For Teens

Earl Hipp

FINDING OUR WAY: The Teen Girls' Survival Guide

Allison Abner & Linda Villarson

Excellent book for teen girls talks about their lives and gives them really good resource info and support.

FROM DARKNESS TO LIGHT Teens Write About How they Triumphed Over Trouble

Edited by Julie Lansmen published by Fairview Press

GIRL POWER: Young Women Speak Out! Personal Writing from Teenage Girls

Hillary Carlip

"GIRL POWER is an extraordinary collection of writing by teenage girls from every part of American society. At a time when the lives of girls and young women are so often ignored, reduced to statistics, or turned into political footballs. Hillary Carlip brings us the powerful voices of teenage girls themselves." Marie C. Wilson, President, Ms. Foundation for Women.

GIRLS & YOUNG WOMEN INVENTING

Frances Karnes & Susan Bean 20 true stories about inventors and their inventions.

GIRLS AND YOUNG WOMEN LEADING THE WAY

Frances A. Karnes and Susan M. Bean --- Twenty true stories about leadership.

GIRLS SPEAK OUT: Finding Your True Self

Andrea Johnson "... takes girls on a rare and positive journey where they discover strength in being female and understanding how they can stay powerful."

IN LOVE AND IN DANGER

Barie Levy

A teen's guide to breaking free of abusive relationships/dating violence.

INSPIRATION SANDWICH Stories to Inspire Our Creative Freedom

SARK

"This book is food for your soul, and a bubble bath for your spirit! It is a guide to keeping your creativity alive."

OPHELIA SPEAKS: Adolescent Girls Write about Their Search for Self

Sara Shandler

"Ophelia Speaks culls writings from the hearts of girls nationwide, of various races, religions, and socioeconomic backgrounds."

OUTGROWING THE PAIN:A Book by and for Adults Abused as Children

Eliana Gil

Discusses patterns and behaviors common in adults who were abused. Gentle, lighthearted book aims to help survivors break habits and patterns. For adults, but could be used by older girls.

RESPECTING OUR DIFFERENCES: A Guide to Getting Along in a Changing World

Lynn Duvall "Encourages young people to become more tolerant of others and savor the rich diversity of America's changing culture."

SHINING THROUGH: Pulling it Together After Sexual Abuse

Mindy B Loiselle and Leslie Bailey Wright

For girls 10 and up, this book includes activities and checklists to assist younger girls in understanding and healing from sexual abuse.

SPEAKING OUT

Susan KuKlin

Teenagers talk about race, sex and identity.

STORIES FROM MY LIFE: Cassandra Walker Talks To Teens about Growing Up

Cassandra Walker

"Full of wisdom tempered by humor, this book encourages young people to believe in themselves.

SUGAR IN THE RAW: Voices of Young Black Girls in America

Rebecca Carroll

"...chorus of voices from black girls between the ages of 11 and 20. The 15 interviews are meditations on what affect black 'girlchildren' today.

TAKING CHARGE OF MY MIND AND BODY: A Girls' Guide to Outsmarting Alcohol, Drug, Smoking, and Eating Problems

Gladys Folkers, M.A. and Jeanne Engelman

This book tells the truth about addictions, sheds light on mistaken beliefs, and gives girls the skills and knowledge they need to take good care of themselves, overcome life's obstacles, safeguard their futures, reach their goals and be the capable, self-assured, successful young women they're meant to be. For ages 11-18.

THE FAMILIES BOOK: True Stories about Real Kids and The People They Live With & Love

Arlene Erlbach

Very good book for kids to explore families.

THE KID'S GUIDE TO SERVICE PROJECTS

Barbara A. Lewis

Over 500 ideas for young people who want to make a difference.

THE MAID OF THE NORTH Feminist Folk Tales From Around the World

Ethel Johnston Phelps

"21 folk and fairy tales featuring women as heroic, clever figures rather than the usual roles of docile maiden in distress or villainous ogre causing distress. They are delightful tales from a variety of ethnic and cultural backgrounds."

THE POWER TO PREVENT SUICIDE: A Guide for teens Helping Teens

Richard E. Nelson and Judith Galas Free Spirit Press

TOTALLY PRIVATE AND PERSONAL: Journaling Ideas for Girls and Young Women

Jessica Wilber

Jessica, who is 14 yrs. old, encourages girls to "keep a journal to celebrate life, understand themselves and discover the power of their own voices." Includes advice on puberty and growing up, inspiring quotes and activities.

WHEN A FRIEND DIES

Marilyn Gootman

Good book on grief and loss for teens.

WHY ME?

Lynn B. Daugherty

Help for children who are victims of sexual abuse.

Excellent resource for children, preteens.

YOUR BODY, YOURSELF

Alison Bell & Lisa Rooney, M.D.

A guide to your changing body.

MAGAZINES FOR GIRLS AND YOUNG WOMEN

TEEN VOICES: A Magazine By, For And About Teenage And Young Adult Women

Call (888) 882-8336 **NOT** like "Seventeen" magazine – teens talk about real life and promote the value of females.

THE NEW MOON MAGAZINE

Written by and for girls ages 8 to 14. Call 1-800-381-4743.

BOOKS FOR PARENTS AND SERVICE PROVIDERS

A WOMAN'S BOOK OF LIFE: The Biology, Psychology and Spirituality of the Feminine Lifecycle

Joan Borysenko

BLUES LEGACIES AND BLACK FEMINISM

Angela Davis

"Bessie Smith and Billie Holiday weren't just singing the blues, they were giving working class black women advice on topics from love to law ~ and laying the foundation for a feminist awakening."

BOYS AND GIRLS LEARN DIFFERENTLY! A Guide for Teachers and Parents

Michael Gurian

Based on brain research, explains differences in how boys and girls learn and offers tips on reaching both boys and girls.

BRAVE NEW GIRLS: Creative Ideas to Help Girls Be Confident, Healthy, and Happy

Jeanette Gadeberg

CIRCLE OF STONES:Womans Journey To Herself

Judith Duerk

Thought provoking, & healing guide journal for women.

CREATIVE THERAPY: 52 Exercises for Groups

Jane Dossick & Eugene Shea

There are 3 different volumes of Creative Therapy. Workbook of structured group exercises to use with teens in a group setting or individually.

FEMININE LIFECYCLE

Joan Borysenko

Gives general background for raising girls, preparing them well for educational opportunities and adult work, and giving them appropriate messages to become mastery oriented learners, and to reduce the effects of sex-stereotyping socialization. To order contact Girls Count at (303) 832-6600

Girls' RAP: Program Implementation Manual by the YWCA of Minneapolis
Curriculum from the YWCA's program for girls, 12-18, who are first time juvenile offenders. This curriculum is adaptable for a variety of programs. To order contact C'ana Petrich 651-632-5071 or Gwen Wilson 612-215-4121

HELPING CHILDREN COPE WITH THE LOSS OF A LOVED ONE: A Guide For Grownups

William C. Kroen

HOLDING OUR OWN: A handbook for Girls and Women Exploring Leadership
A Collaboration of Girls Incorporated and the YWCA of Minneapolis Phone (612) 332-0501

IMAGES: A Workbook for Enhancing Self-Esteem and Promoting Career Preparation Especially for Black Girls

Mattie Evans Gray To order: California Dept. of Education: (916) 445-1260.

INSPIRATION SANDWICH: Stories To Inspire Our Creative Freedom

SARK

This book is food for your soul, and a bubble bath for your spirit! It is a guide to keeping your creativity alive."

MANY ROADS, ONE JOURNEY Moving Beyond the 12 Steps

Charlotte Davis Kasl

"Dynamically moving beyond learned helplessness and the marketplace of fear, Dr. Kasl's courageous new book offers readers (women) real choices – diverse empowerment alternatives for achieving and maintaining a high quality of life in recovery.

NO MORE FROGS TO KISS: 99 Ways to give Economic Power to Girls

Joline Godfrey

"Shows how to help girls discover the self-respect that comes only from developing their own talents and finding their own independence." Teaches girls how to move toward economic equality.

OFTEN INVISIBLE: COUNSELING GAY & LESBIAN YOUTH

Central Toronto Youth Services

Excellent Resource information for parents and service providers on understanding and counseling gay and lesbian youth. Copies can be ordered from: Central Toronto Youth services 27 Carlton Street, Toronto, Ontario M5B 1L2, Phone (416) 924-2100.

PARENTING OUR DAUGHTERS (not for parents only), by Girls Count Gives general background for raising girls, preparing them well for educational opportunities and adult work, and giving them appropriate messages to become mastery oriented learners, and to reduce the effects of sex – stereotyping socialization. To order contact Girls Count at (303) 832-6600.

RAISING STRONG DAUGHTERS

Jeanette Gadeberg

“The definitive guide for adults to help girls grow up to be confident, healthy, and competent. Provides a variety of creative ideas to teach girls of any age the inner confidence, strength, and know-how needed to get ready for life.

S.E.E.K. * (Self-Esteem Enhancement Kit)

Stephanie Roth-Nelson

Activity based resource workbook for teenagers that guides them through beliefs & values, peer pressure, making choices, taking risks, and improving their self-esteem.

A SOCIOLOGY OF WOMEN: The Intersection of Patriarchy, Capitalism, and Colonization

Jane Ollenburger and Helen A. Moore

SMART GIRLS: A New Psychology of Girls, Women, and Giftedness

Barbara A. Kerr, Ph.D

THE BEAUTY MYTH: How Images of Beauty Are Used Against Women

by Naomi Wolf

THE HUNGRY SELF: Women, Eating and Identity

Kim Chernin

THERAPEUTIC EXERCISES FOR VICTIMIZED & NEGLECTED GIRLS: Applications for Individual, Family, & Group Psychotherapy

Pearl Berman Available through Professional Resources Press 1-800-443-3364
There are 3 different volumes of Creative Therapy. Workbook of structured group exercises to use with teens in a group setting or individually. Thought provoking, & healing guide journal for women.

UNAFRAID OF THE DARK

Rosemary L. Bray

" 'I am living proof of the 78% of African- American women who are raised on welfare but never return to the system.' Bray deftly adds hard data to her personal memories and makes an affecting call for compassionate social policy."

WE ARE NOT ALONE: A Guidebook for Helping Professionals and Parents Supporting Adolescent Victims of Sexual Abuse

Jade Christine Angelica

This guidebook has a two-fold purpose, it explains the legal process for sexual abuse victims as well as providing information on common emotional reactions by survivors of abuse.

WOMEN, GIRLS, & PSYCHOTHERAPY: Reframing Resistance

Edited by Carol Gilligan, Annie Rogers, and Deborah Tolman

Various essays about girls and women on topics ranging from culture to health issues. Written for people who care about girls and women, from parents to therapists.

WOMEN'S GROWTH IN CONNECTION by the Stone Center

Comprehensive reading on women's psychology, relational theory, and women's lives from a variety of service providers.

WOMEN HELPING GIRLS WITH CHOICES: A HANDBOOK FOR COMMUNITY ORGANIZATIONS

Bingham and Stryker To order contact: California Department of Education: (916) 445-1260

WOMEN IN THERAPY

Harriet Lerner Ph.D.

Pro-female views and perspectives on psychotherapy

WOMEN WHO HURT THEMSELVES: A Book of Hope And Understanding

Dusty Mills

WOMEN'S WAYS OF KNOWING: The Development of Self, Voice, and Mind,

Mary Field Belenky, Blythe McVicker Clinchy, Nancy Rule Goldenberger, Jill Mattuck Tarule

YOU JUST DON'T UNDERSTAND

Deborah Tannen

Excellent book on the cultural differences in men and women's communication. Easy to read and informative on how boys and girls are socialized.

OTHER RESOURCES FOR GIRLS AND WOMEN

AAUW: "Ten Tips To Build Gender Fair Schools"

To receive info call: 1-800-326-2289

FREE SPIRIT PUBLISHING CATALOG - a catalog of books, posters and other creative learning materials that enrich the lives of children and teens. Call 1-800-735-7323

**To order Ann Reed "HEROES" song contact TurtleCub Productions
(612) 822-5102**

WOMEN'S HISTORY CATALOG, Windsor California - multicultural books, poster, videos, classroom materials, display materials, women's history supplies.
To order catalog call (707) 838-6000

Resource Lists Compiled by Paula Schaefer, NIC Technical Resource Provider for **Meeting the Needs of Juvenile Female Offenders**, FY2003.

NATIONAL INSTITUTE OF CORRECTIONS
ACADEMY DIVISION

MEETING THE NEEDS OF JUVENILE FEMALE OFFENDERS

Section Seven

How Do We Evaluate Our Program and Services?

PERFORMANCE OBJECTIVES

After completing this section, participants will be able to:

- Formulate goals and objectives for female responsive services in their service delivery area;
- Identify meaningful female responsive performance measures for their service delivery area;
- Develop methods of collecting and reporting measures;
- Utilize performance information to describe outcomes related to female responsive services provided in their service delivery area, and to recommend modifications to existing services / programs; and
- Design strategies within uses and limitations of non-scientific methods of evaluating female responsive programs and services in their service delivery area.

How Do We Evaluate Our Program and Services?

NOTE-TAKING GUIDE

What are some of the reasons for evaluating our programs and services to girls in our systems...

What options are available for evaluating programs and services?; what are the benefits and drawbacks of these options?

Setting goals for female responsive services in my service delivery area ...

How Do We Evaluate Our Program and Services?

Choosing an appropriate program/service...

Creating objectives for your girls programs, services and system...

Characteristics and uses of process evaluations...

How Do We Evaluate Our Program and Services?

Characteristics and uses of performance evaluations...

Determining outcome measures...

Charting and interpreting program trends...

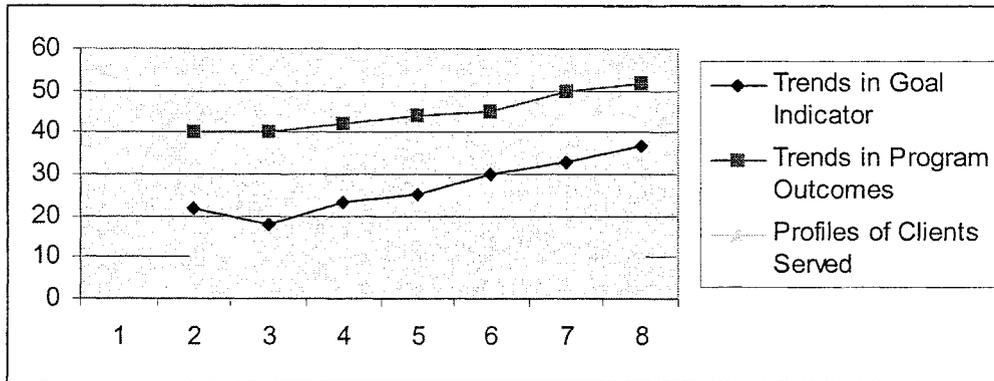
Other things I want to remember about program evaluation...

EVALUATION PRACTICE: HOW DO WE INTERPRET TRENDS?

Part Two

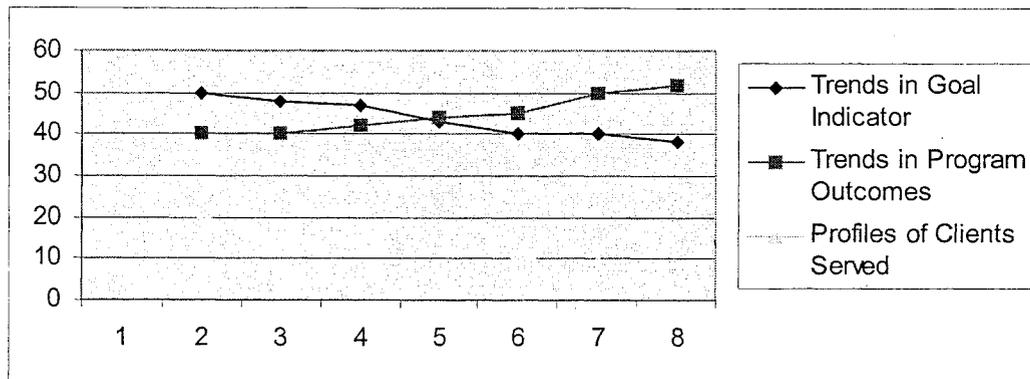
In your group, write a few sentences describing possible implications of the trends shown in the next two graphs:

1. (Assume that for the goal indicators and program outcomes, higher is better).



Possible statements related to Graph 1:

2. Assume that for the goal indicators and program outcomes, higher is better. Assume that for profiles of clients served, higher is higher risk or more serious problems).



Possible statements related to Graph 2: