

PENNSYLVANIA

Commonwealth of Pennsylvania,
Tom Wolf, Governor



Juvenile Justice

THE NEWSLETTER OF THE PENNSYLVANIA JUVENILE COURT JUDGES' COMMISSION

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January 2016

Gillingham Offers Insights Into New Disciplinary Program

Printed with permission by: Stephen J. Pytak, The Republican-Herald

For more than a year, the first charter school in Schuylkill County, Gillingham Charter School in Pottsville, has been working to implement a method of student discipline which is not traditionally used in public schools.

"It's called restorative practices," Nicolle M. Hutchinson, the school's CEO and director of education, said Wednesday.

"These practices consist of relationship building and student problem solving, while encouraging students to hold each other accountable for their actions and take responsibility to fix problems," Storm Hutchinson III, a student coach at Gillingham and the school's restorative practices coach, said, and he said it's an effort to get away from conventional detentions or in and out of school suspensions.

"Restorative practices is an item which the Pennsylvania Juvenile Court Judges Commission promotes, offers and provides to schools throughout the state. There are other schools that have had the training but the state Department of Education does not maintain any data on the number or which ones. There is information on restorative practices in Section 1302-A of the PA School Code," Nicole Reigelman, press secretary for the state Department of Education, Harrisburg, said Wednesday.

"Any step that can be taken to help build a better school community is a positive step," Jeffrey S. Zwiebel, superintendent of the Pottsville Area School District (PASD), said when asked about restorative practices Wednesday.

"This year, PASD has implemented Positive Behavioral Interventions and Supports (PBIS), and we have seen a significant decline in the number of discipline referrals sent to the school offices. The PASD staff works with students who have a difficult time following the mission and rules of the district. Through PBIS in all district buildings, social workers, school psychologists and school counselors' interventions, and the mentoring program at PAHS, staff are involved in creating encouraging environments and positive relationships in which our students can learn and grow. So while PASD feels that creating that comfort zone for students is important, there are times when a discipline measure is warranted," Zwiebel said.

On Wednesday, the Hutchinsons and Katelyn Grumblin, an elementary school teacher at the school at 915 Howard Ave., discussed the efforts Gillingham has made to bring restorative practices to its 252 students in the 2015-16 school year.

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The Hutchinsons would not provide past or current statistics to show how well the system has worked so far.

“With restorative practices, our goal is to move away from suspensions. It’s difficult to give numbers on that because you have to look at percentages and have to consider that some students will have more suspensions than others. And last year we had a different system. That’s why it’s difficult for me to even make that comparison between last year and this year,” Nicolle Hutchinson said.

“Schools have seen disciplinary referrals drop from between 50 to 95 percent after implementing restorative practices. In the time since the program has been implemented, we have seen a 92 percent drop in suspensions, and hope that number will continue to improve,” Storm Hutchinson said.

“With restorative practices, what we have seen is the need to have them has gone down,” Nicolle Hutchinson said.

Earlier this year, Storm Hutchinson and Grumbling completed more than 120 hours of coursework at the International Institute for Restorative Practices (IIRP) Graduate School in Bethlehem to become licensed restorative practitioners.

“We’re now licensed trainers,” Storm Hutchinson said. The IIRP website includes a history of restorative practices.

“Restorative practices has its roots in restorative justice, a way of looking at criminal justice that emphasizes repairing the harm done to people and relationships rather than only punishing offenders.

In the modern context, restorative justice originated in the 1970s as mediation or reconciliation between victims and offenders,” according to www.iirp.edu.

It involves conferences which bring educators and students together to discuss problems.

“A restorative conference is a specific process, with defined protocols, that brings together those who have caused harm through their wrongdoing with those they have directly or indirectly harmed,” according to the site.

Gillingham’s 2014-15 student handbook dedicated four pages to its “Behavior Philosophy and Code of Conduct.”

By adopting restorative practices in the 2015-16 school year, Gillingham dedicated more than nine pages to that section. And they included information on new measures, including the use of “reflection” to deal with infractions:

“In response to violations of the code of conduct, students may be required to step out of the school community for a time of reflection. This reflection is never in isolation. Rather the students given this assignment sit in a circle and answer some form of the following questions: What happened? What were you thinking at the time? What have you thought about since? Who has been affected by what you have done? In what way? What do you need to do to make things right?” according to Gillingham’s 2015-16 student handbook.

“These questions seek to elicit the story of the actions and events, the thoughts and feelings associated with those actions and events, and solutions for making things right, rather than assigning blame and seeking justifications for behavior. The questions create a feedback loop, so that students can hear how their actions have affected others, and encourage them to take responsibility for those actions. They also pave the way for solutions to problems to be found,” according to the handbook.

While the school is seeking new ways to promote student behavior, Gillingham’s code of conduct still includes measures for suspension and expulsion.

“By teaching our students how to restore the relationships that have been broken after harm has been caused, we are changing their cognitive perception of their actions,” Storm Hutchinson said.

“Instead of conventional detentions or in and out-of-school suspensions, Gillingham students are taught alternative methods of understanding the repercussions their choices may have on the school community,” he said.

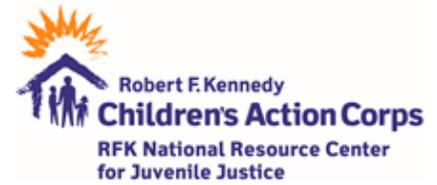
“As an example, a reflection hour takes the place of detention. Instead of a place where students are forced to sit in silence as punishment, it is a place where they can step away from the school community and discuss with other students and teachers how their actions affected others and what steps they need to take to repair any harm that was done. RP is designed so that any conflict is addressed as an opportunity to learn. Students are able to return to class after repairing harm without holding onto to the negative emotions that would normally serve as a distraction if conflict was left unresolved,” Storm Hutchinson said.

He said the Gillingham “Reflection Room” is on the second floor of 912 Howard Ave., where the school has its administrative offices.

Inaugural Probation System Reform Symposium

Hosted by Robert F. Kennedy National Resource Center for Juvenile Justice

On April 7-8, 2016 the RFK National Resource Center will host its inaugural Probation System Reform Symposium: Advancing Practice, Changing Lives. Juvenile justice system professionals from around the country are invited to attend this special event focusing on improving probation system performance and youth and family outcomes for those youth managed and overseen by our juvenile probation departments and court systems. The symposium will provide dynamic networking and interactive opportunities to learn from experienced colleagues about frameworks for effective probation practice, as well as challenges that confront practitioners and policymakers engaged in probation system reform.



Space is limited – please register soon!

<http://rfknrcjj.org/events/psr-symposium-april2016/>

Audience: Probation and Court Service Directors, Judges, Probation Officers and Managers, Prosecuting Attorneys, Public Defenders, Educational Staff and School Resource Officers, Behavioral Health Providers and Clinicians, Federal, State and Local Policy Makers and Advocates

Featured Topics: Reducing Recidivism and Improving Youth Outcomes, Positive Youth Development, Probation System Review Process, Risk Needs Responsivity, Managing and Sustaining Departmental Change, Trauma Screening and How the Results Matter, Selecting and Evaluating Sustainable Evidence Based Practices, and many more!

2014 Pennsylvania Juvenile Court Disposition Report Released

Dispositions, Secure Detention and Placements Continue to Decline

The 2014 Pennsylvania Juvenile Court Dispositions Report has been published and is available to download from the JCJC website. This report is a compilation of the data collected from the juvenile probation departments throughout the Commonwealth of Pennsylvania. Statewide and county-specific data on delinquency dispositions, secure detention admissions, and delinquency placements, as well as various demographic variables, are highlighted in this report. Of particular interest in the 2014 report are data that show a continued downward trend in dispositions, detention admissions, and placements over recent years, declining both year-by-year and overall since 2009.



We draw your attention to the following statistical highlights of 2014:

- There were 25,568 delinquency-related dispositions in Pennsylvania during 2014. This represents an 11.7% decrease from 2013 and a 30.2% decrease since 2010.
- Statewide, secure detention admissions have declined 12.8% since 2013 and 39.2% since 2010.
- Statewide, delinquency placements have declined each year since 2010 and have decreased by 33.9% since 2010.
- Seventeen-year-olds accounted for the most dispositions of any age group in 2014, representing 26.2% of all dispositions, followed in descending order by sixteen-year-olds (21.4%) and fifteen-year-olds (16.9%).
- Youth whose biological parents were reported as “never married” represented more than 49% of all delinquency dispositions, while youth whose parents were reported as “married” represented 16%.
- Statewide, 47.2% of youth were reported as residing only with their mother, while 17.1% of youth resided with both biological parents.
- The majority of all delinquency dispositions involved White Non-Hispanic youth (44.6%), followed in descending order by Black Non-Hispanic youth (38.3%) and Hispanic youth (12.8%).

Pennsylvania 2016 Family Group Decision Making Statewide Conference “Coloring Outside the Lines...”

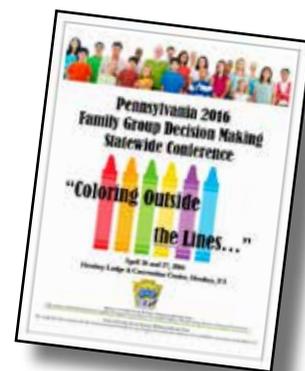
Tuesday, April 26, 2016

- 1:00 – 1:30 Welcome, Opening Remarks
Honorable Max Baer, Justice,
Pennsylvania Supreme Court;
Cathy Utz, Deputy Secretary,
Office of Children, Youth and
Families
- 1:30 – 3:00 Keynote Presentation
Michael Nerney
- 3:00 – 3:15 Break
- 3:15 – 4:45 Keynote Presentation (continued)
- 6:30 – until Dinner
Honorable William A. Thorne, Jr.
(ret.)

Wednesday, April 27, 2016

- 7:30 –8:45 Breakfast (continental)
- 9:00 – 10:30 Breakout Session A
- 10:45 – 12:15 Breakout Session B
- 12:15 – 1:15 Lunch
- 1:15 – 2:45 Breakout Session C
- 3:00 – 4:15 Family Panel
Moderator: Keith Snyder,
Executive Director,
Pennsylvania Juvenile Court
Judges’ Commission

**Click here to
download the
full brochure!**



Workshop Session A 9:00 AM – 10:30 AM

- FGDM & Family Finding - Making the Connection
- Domestic Violence Part I: The Positive Impact of FGDM for Families Experiencing Domestic Violence
- The Adolescent Brain and the Role of Trust in Planning and Decision Making
- Engaging Individuals with Mental Health Concerns in the FGDM Process
- Merging FGDM and Juvenile Justice in Restorative Reporting Centers: A Creative Approach to Engaging Families
- Leadership and the Parallel Process: Using FGDM to Engage Staff in Decision Making
- Creating a Trauma Informed Court through Servant Leadership: The Role of the Judge in Fostering FGDM and Other Family Driven Practices

Workshop Session B 10:45 AM – 12:15 PM

- Using the FGDM Model to Decrease and Eliminate Truancy
- Completing the Circle: Concurrent Planning Using Family Finding, Blended Perspectives Meetings and FGDM as Best Practice
- Domestic Violence Part II: Planning for a Safe Conference
- The Use of Motivational Interviewing to Improve Engagement and Outcomes
- Values, Roles and Responsibilities that Impact Father Engagement in FGDM
- Reducing Implicit Bias: Improving Family Engagement
- Family Engagement...What Have We Learned?

Workshop Session C 1:15 PM – 2:45 PM

- Using FGDM Model to Enhance Youth Transition Plans
- FGDM’s Positive Effects on Kinship Care
- Engaging Families in their Work Using the 3-5-7 Model© Guided Practice Approach
- Supervision and Making FGDM the Way We Do Business
- The Role of FGDM in Successful Recovery Planning
- Overview of Data from the Statewide FGDM Evaluation
- FGDM and the Court: A Diverse Role Perspective

Register now at <http://www.cvent.com/d/3rqb21>

2016 System of Care Learning Institute: Youth and Families on the M.O.V.E.* . . . All Voices Matter

*Motivating Others through Voices Of Experience

Call for Presentations

June 20 – 22, 2016
State College, PA

Deadline for Submissions: February 12, 2016

Our 2016 theme **Youth and Families on the M.O.V.E.* . . . All Voices Matter**

***Motivating Others through Voices Of Experience** builds upon the 2015 focus of the PA System of Care Partnership. Youth and family partners in Pennsylvania's Systems of Care continue to actively seek partnerships in all areas of their lives – career, social, academic, health and fitness – to achieve overall well being in their communities. Youth, family and system partners can establish a powerful momentum for change by working together to realize mutual goals and lasting outcomes for lives and practice. Opportunities for youth and family partners to lead and learn along side system partners are highly valued in our Systems of Care. Lastly, a significant benefit of cross-system collaboration is that all partners share personal responsibility with youth and families in recognizing that all voices matter for sustainable change.

We invite representatives from all child-serving systems, behavioral health organizations, family organizations, community organizations, youth and family groups, and service providers to submit a presentation proposal for this statewide learning event. Child-serving system partners include but not limited to: Child Welfare, Drug & Alcohol, Education, Juvenile Justice, Behavioral Health and Mental Health, CASSP, Individuals with Intellectual and Developmental Disabilities. Submitted presentation proposals should demonstrate how aspects of the System of Care Standards are integral to the work and success of your system, agency or organization.

System of Care Standards:

- Equal partnership on leadership teams
- Youth Driven
- Family Driven
- Integration of child-serving systems
- Valuing natural and community supports
- Assuring cultural and linguistic competence
- Youth and Family Services and Supports Planning Process
- Evaluation and continuous quality improvement

Presentations may include, but are not limited to: *Youth and Family Engagement, Integration of Services, Evaluation of Services, Trauma Informed Care, Drug and Alcohol issues, First Episode Psychosis (FEP), Improving inter-agency meetings, County Leadership Team highlights, Transition age Youth (on the Autism Spectrum ensuring appropriate supports and resources- including the overarching plan for the Commonwealth and/or independence and independent living skills), Early Childhood Mental Health, Adoption Issues (including disrupted adoptions), Creating and Maintaining an Agency Culture that Supports Youth and Family as Equal Workforce Members, Youth and Family Planning Model Approaches, Experiences with integration of categorical systems: challenges and successes, Engagement and Relationship building on teams, Nuances in working with youth and families on boards, Using data to make decisions, and Cultural Competency 101.*

Audience:

County and state level youth, family, and system partners. **OPEN TO ALL.**

Contact:
Jill Santiago
Pennsylvania System of
Care Partnership

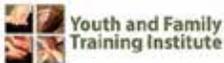
santiago@upmc.edu

Partnering Organizations

BHARP
System of Care
Project
www.bharp.org



**Youth & Family
Training Institute**
www.yftipa.org



2016 System of Care Learning Institute: Youth and Families on the M.O.V.E.* . . . All voices matter

*Motivating Others through Voices Of Experience

Presenter benefits:

Conference registration fee waived. All presenters will receive access to all SOC Learning Institute activities including scheduled meals. System partner presenters' travel and hotel accommodations will be the responsibility of the presenters. Hotel reservations for one night will only be arranged and paid for directly by the PA SOC Partnership for up to two, either youth or family partner presenters.

To arrange for hotel accommodations, please contact the Penn Stater directly and request the room rate for the 2016 System of Care Learning Institute using Group Code: SYSF16A. Please note: room rate will be \$119.00, plus tax until May 20th. Reservations made after this date will be accepted at the higher standard rate and on an "if available" basis.

Penn Stater Hotel and Conference Center
215 Innovation Blvd.
State College, PA 16803
800-233-7505

Who Should Submit?

Submission is open to anyone interested in sharing their knowledge and experiences.

Proposal submission guidelines:

- ▶ Completed Presentation Proposal form
- ▶ List of the measurable learning objectives and how you will engage participants in the learning. Describe the engagement strategies to be used (ex. multi-media, small groups, round table, discussion, etc.)
- ▶ Brief biography (no more than 100 words) for **each presenter**

Decision

You will be notified regarding acceptance of your proposal in mid-March 2016.

Selection criteria:

- ▶ Relevance to SOC Standards and institute theme
- ▶ Workshops that include youth and/or family members as co-presenters
- ▶ Opportunities for participants to develop new skills and/or replicate successful outcomes
- ▶ Clear presentation outline and learning objectives
- ▶ Use of interactive presentation techniques to engage youth, family and system partners

Submitting Your Proposal

Please use the attached form to submit proposals to santiago@upmc.edu. If additional pages are required, please attach them.

If you have additional questions, please contact Jill Santiago, PA System of Care Partnership, santiago@upmc.edu.

Court of Common Pleas, Northumberland County, Pennsylvania

Position Description

DEPARTMENT: Northumberland County Adult/Juvenile Probation

TITLE: Deputy Chief Juvenile Probation Officer

DATE: January 11, 2016

OPEN UNTIL FILLED

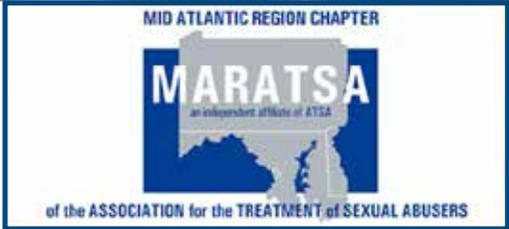
SUMMARY:

The Northumberland County Deputy Chief Juvenile Probation Officer assumes full authority of the Juvenile Probation Department in the absence of the Chief Adult/Juvenile Probation Officer. Work is accomplished in coordination with the leadership of the Chief Probation Officer. The duties of the Deputy Chief Juvenile Probation Officer are performed under the direction of the Chief Probation Officer and may receive directions or instructions from the Court.

The Deputy Chief Probation Officer is responsible for direct supervision of all Juvenile Probation Officers. To achieve proper supervision of the department, the Deputy Chief Probation Officer must meet and discuss cases with staff on a daily basis, including after hours during emergency situations. The Deputy Chief must be able to make critical decisions in order to meet the Department's mission.

The Deputy Chief Probation Officer assists the Chief Probation Officer in all operations related to managing the department. This position also coordinates all trainings specific to the department and helps assists with oversight of programs/services such as electronic monitoring, community service, drug testing, and re-entry services.

Please send resumes to Chief Probation Officer Jim Cortelyou at jimcortelyou@norrycopa.net



For more info: www.maratsa.org

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RESEARCH IN BRIEF

Part 23 in a series

Source Document: Trotter, C., P. Evans, et al. (2015). "The Effectiveness of Challenging Skills in Work With Young Offenders." *International Journal of Offender Therapy and Comparative Criminology*: 16.

The body of scientific knowledge related to the field of juvenile justice is growing at an exponential rate. With this knowledge, new processes leading to improved outcomes are routinely generated. The need to have access to understand scientific information is critical. Unfortunately, practitioners often do not have the time to sort through the literature. With this issue in mind, in 2006, *the Colorado Division of Probation Services* began to publish **Research in Briefs (RIB's)**. These documents are intended to summarize potentially helpful research related to effective practices, as well as provide ideas for practical applications of the information. More information on **RIB's** can be found here: http://www.courts.state.co.us/userfiles/file/Administration/Probation/ResearchInBriefs/RIB_Summary1213.pdf

Pennsylvania's Juvenile Justice System Enhancement Strategy (JJSES) rests on two interlinked foundations: the best empirical research available in the field of juvenile justice and a set of core beliefs about how to integrate this research into practice. With this in mind, as an ongoing feature of *Pennsylvania Juvenile Justice*, "**Research In Brief (RIBs)**" will provide summaries of published research related to various aspects of the JJSES. The **RIBs** will convey how various scientific studies support the JJSES Statement of Purpose.

Try Challenging Instead of Confrontation

Reprinted with Permission from: Colorado Division of Probation Services.

(January, 2016). The Effectiveness of Challenging Skills in Work With Young Offenders.

Retrieved from: https://www.courts.state.co.us/userfiles/file/Administration/Probation/ResearchInBriefs/RIB_Effective_Challenge-Jan_16.pdf

This article examines the effects of probation officers challenging anti-social attitudes and statements. Researchers observed 116 client/worker interactions by 46 youth justice workers. The interactions were coded for the number of times workers challenged their clients on anti-social views. The researchers also rated how the clients responded to the challenge. Researchers discovered that in 43% of the interactions, workers did not use skills to challenge thinking. When workers challenged anti-social views there was a positive response from the youth.

The present study out of New South Wales, Australia seeks to uncover the frequency, quality, and effects of challenging youth's anti-social views. In order to accomplish this, research workers observed 116 individual interviews between youth and 46 youth justice workers. Research officers observed interviews in order to determine the workers responses to anti-social attitudes. Workers were rated on a 5-point scale that ranged from 1, "not present" to 5, "present/worker intentionally uses

the skill". Interviews were also tape recorded and scored by another research officer to ensure an acceptable level of inter-rater reliability. Researchers defined challenging skills as non-blaming, positive, and considerate of other's feelings. If a justice worker confronted a youth (e.g. blamed, shamed, exhibited hostility), the interaction would be coded as 1.

In 43% (50 of 116) of interactions between youth and workers, there were not challenging skills observed. In 19% of interviews, challenging was frequently or always present. Surprisingly, youths' responses to challenges were positive. According to the study, youth were more engaged when the youth worker asked about anti-social views, reframed anti-social statements into positive ones, or explored the thoughts behind a statement or behavior. The positive response also impacted overall interview engagement. When justice workers challenged anti-social views, the clients were observed to be more engaged throughout the entire interview. Researchers also noted that when there was no challenge

or workers confronted the youth, engagement after and throughout the interview was also rated lower.

Practical Applications

- ✓ Don't ignore anti-social views. Respond to them by seeking to understand or reframe.
- ✓ Separate the behavior from the youth. Address poor choices, thoughts and behaviors. Do not label the youth as being negative or unable to change.
- ✓ When challenging a youth's negative behavior or choices, remain neutral and take judgment out of the equation. Utilize MI skills to elicit change talk and praise actions/statements that move the youth forward.
- ✓ Instead of confronting behaviors or statements, try asking what led up to the situation.
- ✓ Utilize thinking reports, Carey Guides, BITS and referral to CBT-based programs to decrease anti-social thinking and attitudes.
- ✓ Allow supervisors to observe your interactions with youth for coaching and professional development. Staff cases when looking for suggestions on how to engage resistant clients.

Limitations of Information

The study used engagement as the outcome measure. It is unknown if the increased engagement led to increased outcomes. The study was performed in Australia. Cultural, demographic, and other population difference may produce different outcomes. Interviews were observed within the first three months of supervision. It is unclear how the results would change if researchers examined later interviews.

***Caveat:** The information presented here is intended to summarize and inform readers of research and information relevant to probation work. It can provide a framework for carrying out the business of probation as well as suggestions for practical application of the material. While it may, in some instances, lead to further exploration and result in future decisions, it is not intended to prescribe policy and is not necessarily conclusive in its findings. Some of its limitations are described above.*

JJSES Statement of Purpose

We dedicate ourselves to working in partnership to enhance the capacity of Pennsylvania's juvenile justice system to achieve its balanced and restorative justice mission by: employing evidence-based practices, with fidelity, at every stage of the juvenile justice process; collecting and analyzing the data necessary to measure the results of these efforts; and, with this knowledge, striving to continuously improve the quality of our decisions, services and programs.

Readers are encouraged to submit ideas and suggestions related to the JJSES they would like to have addressed. Ideas and suggestions may be submitted to: Leo J. Lutz at LeLutz@pa.gov.



National Juvenile Justice Announcements

The following announcements are reprinted from JUVJUST, an OJJDP news service:

Register To Attend Blueprints Conference for Healthy Youth Development

[The Center for the Study and Prevention of Violence](#) at the University of Colorado Boulder will host the 2016 [Blueprints Conference](#) on April 11–13, 2016, in Denver, CO. This conference will allow professionals in youth-serving fields to discuss progress, address challenges, network with peers, and learn more about implementing the Blueprints programs for at-risk youth and their families.



Resources:

[Register](#) online to attend the conference.

Learn more about OJJDP's [Model Programs Guide](#).

Publication Highlights Recommendations for Youth Justice Reform

The [Youth Transition Funders Group](#) (YTFG) has released an updated version of "[A Blueprint for Youth Justice Reform](#)." This publication outlines 10 state and national policy recommendations to improve responses to youth and young adults who are involved in or at risk of entering the juvenile and criminal justice systems. It also offers an overview of the role that philanthropy plays in youth justice reform at the local, state, and national levels.



Resources:

[View and download](#) the publication.

The Blueprint aligns with YTFG's recent publication "[Investing to Improve the Well-Being of Vulnerable Youth and Young Adults: Recommendations for Policy and Practice](#)."

National Institute of Justice Announces Teen Dating Violence Funding Opportunity

The [National Institute of Justice](#) (NIJ) has announced the following fiscal year 2016 funding opportunity:

[Research on Measurement of Teen Dating Violence](#). NIJ is seeking proposals related to teen dating violence or adolescent relationship abuse that advance the accurate and developmentally appropriate measurement of dating violence perpetration and victimization among adolescents and young adults. Applications are due by March 9, 2016.

Resources:

View NIJ's [funding](#) page.

OJJDP Updates FAQs to Statistical Briefing Book

OJJDP has updated its [Statistical Briefing Book](#) (SBB) to include:

FAQs on the characteristics of [children living in poverty](#) (2014) and [child living arrangements](#) (2015).

FAQs describing [juvenile arrests](#) and [juvenile arrest rate trends](#), including preliminary estimates for 2013 and 2014.

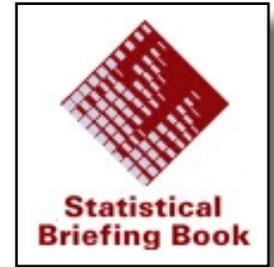
New FAQs describing [treatment service availability](#) in juvenile residential facilities.

New FAQs about [juveniles in adult prisons and jails](#).

Developed by the [National Center for Juvenile Justice](#), the research division of the [National Council of Juvenile and Family Court Judges](#), SBB offers easy online access to statistics on a variety of juvenile justice topics.

Resources:

Access the [OJJDP Statistical Briefing Book](#).



Centers for Disease Control Announces Violence and Injury Prevention Program Funding Opportunity

The [Centers for Disease Control and Prevention's](#) (CDC) [National Center for Injury Prevention and Control \(Injury Center\)](#) has announced the following fiscal year 2016 funding opportunity:

[Core State Violence and Injury Prevention Program](#). This funding will provide resources and support to focus on implementation, evaluation, and dissemination of injury and violence prevention programs, practices, and policies. [The program](#) will build on the capacity that states established through previous iterations of the program. Applications are due April 8, 2016, with a letter of intent due March 1, 2016.

Resources:

For more information, [email](#) Ted Castellanos.

OJJDP Announces Funding Opportunities

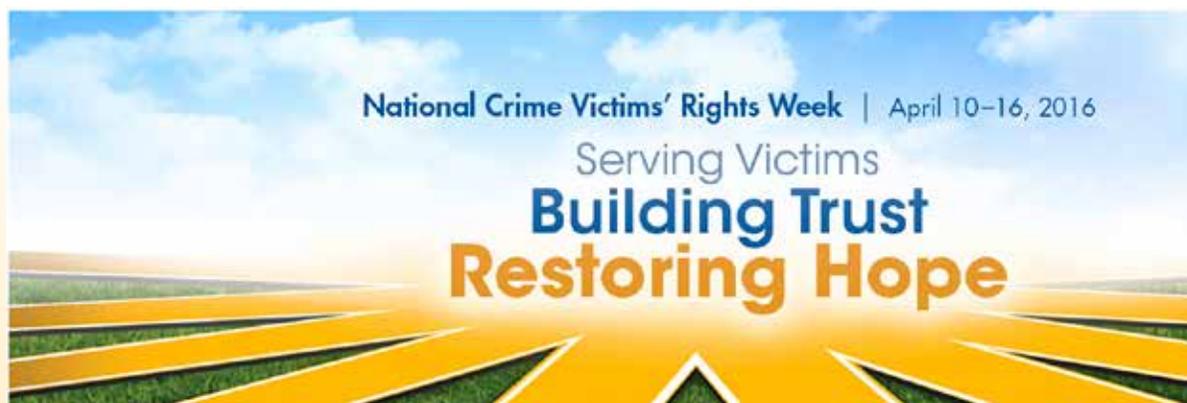


OJJDP has announced the following fiscal year 2016 funding opportunities:

- [Victims of Child Abuse Regional Children’s Advocacy Centers Program](#). This program will support four regional children’s advocacy centers that will deliver training and technical assistance to multi-disciplinary teams, programs, and organizations to improve the investigation and prosecution of child abuse and neglect. Applications are due by March 7, 2016.
- [National Girls Initiative](#). This program provides training, technical assistance, and resources to state, tribal, community, and private organizations that serve at-risk and justice system-involved girls. The selected applicant will serve as OJJDP’s principal technical assistance provider addressing girls and their involvement with the juvenile justice system. Applications are due by March 8, 2016.
- [Second Chance Act: Implementing Statewide Plans To Improve Outcomes for Youth in the Juvenile Justice System](#). This program will support the implementation of statewide policy, practice, and resource allocation changes to reduce recidivism and improve outcomes for youth in contact with the juvenile justice system. Applications are due by March 8, 2016.
- [Mentoring for Child Victims of Commercial Sexual Exploitation and Domestic Sex Trafficking Initiative](#). This initiative will support OJJDP’s efforts to provide mentoring services for child victims of commercial sexual exploitation and domestic sex trafficking, including lesbian, gay, bisexual, transgender, and questioning (LGBTQ) youth. Applications are due by March 7, 2016.
- [Internet Crimes Against Children Task Force National Training Program](#). This program provides training and support to enhance the effectiveness of law enforcement, prosecutors, and other professionals involved in investigating and prosecuting technology-facilitated child sexual exploitation. Applications are due by March 1, 2016.
- [Alaska Native Youth Training and Technical Assistance Project](#). The successful applicant will serve as the primary training and technical assistance provider for all OJJDP-funded tribal programs for youth in Alaska. Applications are due by March 1, 2016.

Resources:

Visit [OJJDP’s funding](#) page for more information about these funding opportunities.



24th Annual Crime Victims’ Rights Rally

Crime Victims’ Rights Week is being honored April 10–16, 2016. This year’s theme is “*Serving Victims. Building Trust. Restoring Hope.*” The Crime Victims Alliance of PA will be honoring victims and raising awareness of the rights and interests of crime victims on Monday, April 11th, at the Harrisburg State Capitol. This event will be held at 11AM in the Capitol Rotunda. You will hear from victims, survivors, a District Attorney, Pennsylvania’s Victim Advocate and others. All are welcome to attend.

There will also be tables set up with information from state agencies that provide assistance to victims. If you are an agency that works with victims and would like a table at this year’s Rally, please contact Monica Iskric at msiskr@ship.edu by March 25th.

Upcoming Staff Development Opportunities:

Be sure to check out the JCJC/CJJT&R Staff Development schedule each month as it will be updated with workshops.

ORIENTATION FOR THE NEW JUVENILE PROBATION PROFESSIONAL SESSION I

Best Western Premier
JCJC Staff and Adjunct Trainers
3/7-11

YOUTH MENTAL HEALTH FIRST AID

Pennsylvania Child Welfare Resource Center
Patricia Cambri
3/15-16

ULTIMATE EDUCATOR

Best Western Premier
Anne Seymour
3/29-30

MI COACHES FORUM

Days Inn State College
MI Committee Members
4/6-7

ADDICTION AND TRAUMA

Days Inn State College
Marilyn Stein
4/13-14

ORIENTATION FOR THE NEW JUVENILE PROBATION PROFESSIONAL SESSION II

Best Western Premier
JCJC Staff and Adjunct Trainers
4/18-22

HOW ADDICTIVE DRUGS CHANGE THE ADOLESCENT BRAIN

Pennsylvania Child Welfare Resource Center
Michael Nerney
4/28

LOSS, GRIEF, DYING, DEATH AND CHILDHOOD/ADOLESCENCE

Pennsylvania Child Welfare Resource Center
Bruce Schaffer
5/19-20

ADVANCED READING WORKSHOP

Shippensburg University
Doug McGuire
6/23-24

MOTIVATIONAL INTERVIEWING 101

Days Inn State College
Barbara Orr
6/28-29/2016

MOOD DISORDERS

Days Inn State College
Amy Swigart
9/7-8

REFUSAL SKILLS IN A RELAPSE PERSPECTIVE

Pennsylvania Child Welfare Resource Center
Bruce Schaffer
9/28-29

SEXTING AND THE DANGERS OF TECHNOLOGY

Pennsylvania Child Welfare Resource Center
James Dill & Susan Blackburn
10/4-5

YOUTH LEVEL OF SERVICE (YLS) MASTER TRAINER CERTIFICATION

Days Inn State College
To Be Announced
10/12-13

TAKING CARE OF YOURSELF

Pennsylvania Child Welfare Resource Center
Barbara Orr
10/19



All the details on these and other sponsored workshops may be reviewed at any time by visiting www.jcjcems.state.pa.us for regular updates to the schedule.

Hosting a training you would like to see listed here? E-mail us the details and we'll list it in our next issue.

This publication is produced monthly at the Center for Juvenile Justice Training and Research at Shippensburg University. Guest articles are always welcome; please submit them by e-mail to rtomassini@pa.gov.

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