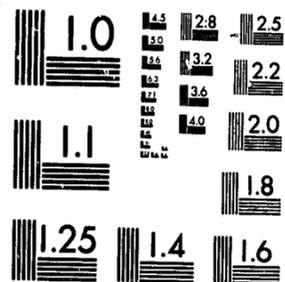


National Criminal Justice Reference Service



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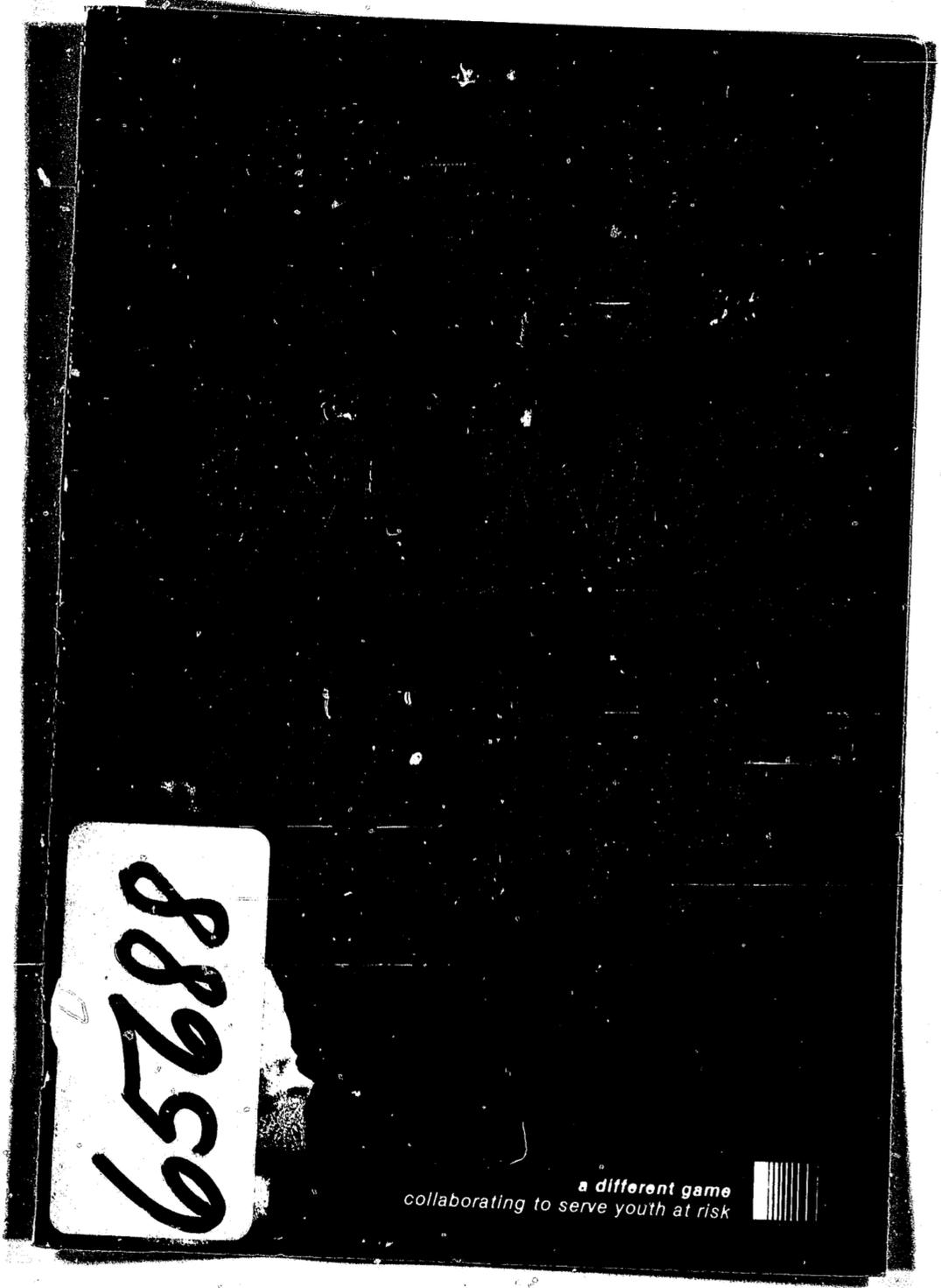
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National Institute of Justice
United States Department of Justice
Washington, D. C. 20531

Date Filmed

4/03/81



65688

a different game
collaborating to serve youth at risk



NCJRS

JAN 17 1980

ACQUISITIONS

A Guide

by

William Crawford

and

Bonnie Stretch

to accompany the film

"See Jane Run"

THE NATIONAL JUVENILE JUSTICE PROGRAM COLLABORATION

a Task Force of

The National Assembly of National Voluntary
Health and Social Welfare Organizations, Inc.
291 Broadway, N.Y., N.Y. 10007

c 1979

The National Assembly

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Introduction

What The Film Is About

"SEE JANE RUN" is a 50 minute three-part film drama about a 13 year-old girl troubled by family problems and difficulties in school, who feels driven to run away from home and gradually falls into deeper trouble with the law. It is the story, too, of missed opportunities on the part of the school, the juvenile justice system and the community-at-large which because of a lack of viable alternatives and sensitive response, fail to meet the needs of Jane and her family.

Early Adolescence

Many of Jane's problems are typical of the early adolescent years (10-15 years old) when physical, psychological and social development are often rapid and confusing. It is a critical and fragile time of life, a time of testing new half-formed powers and rebelling against old limits; a time that requires patience, understanding and caring support from adults and institutions with responsibilities for young people.

Young People And The Law

The early adolescent years are a time when many youngsters first get into trouble with the law -- usually for minor infractions known as status offenses that are punishable by law only because they were committed by minors, such as truancy, running away, being disobedient to parents or other adult authorities, using obscene language in public, being in possession of alcohol or tobacco, engaging in active sexual behavior, etc. The majority of runaways today are girls. Jane's story is similar to that of 180,000 other girls and boys, more than one-third of the youngsters handled by the juvenile courts each year.

Although these young people are not delinquents, they have traditionally received much the same treatment as juveniles imprisoned for more serious crimes such as stealing, assault, rape, arson and murder. Jane's experience is an accurate representation of the juvenile court procedures in at least one state. The result of such incarceration is often to start an adolescent who was simply angry and confused on a life of delinquency and crime.

The Need For Change

The need is to reach these young people before they become too deeply entrenched in the juvenile justice system and to open up acceptable and rewarding alternatives for them. In 1974 Congress passed the National Juvenile Justice and Delinquency Prevention Act, whose basic purposes were to prevent delinquency and deinstitutionalize status offenders. A major strategy specified by the Act was to involve the private non-profit agencies in working with young people at risk and to assist communities in establishing non-institutional facilities and services that are supportive rather than correctional in approach.

The Role Of The National Juvenile Justice Program Collaboration

In 1975, the federal Law Enforcement Assistance Administration (LEAA) funded a two-year grant of \$1,431,481 to develop, through a collaboration of national voluntary organizations and their local affiliates, an expanded capacity to serve status offenders through community-based services as alternatives to detention. The grant, awarded to a collaboration of 16 youth-serving organizations, was channeled through The National Assembly of National Voluntary Health and Social Welfare Organizations, Inc. The Collaboration became known as the National Juvenile Justice Program Collaboration (NJJPC).

From 1975 to 1977 collaborative programs involving public as well as private agencies were developed at five different sites -- Tucson, Arizona; Spokane, Washington; Oakland, California; Spartanburg, South Carolina; and the State of Connecticut where a regional program collaboration in the northwest area encompassed Waterbury, Torrington and Danbury.

The efforts were highly successful and the NJJPC received a continuation grant for two more years to consolidate the established projects and to develop initiatives in ten new communities. Currently the Collaboration has expanded to involve 22 national private organizations and numerous local private and public agencies.

"SEE JANE RUN" is a product of this phase of the NJJPC's work. The Collaboration has developed many information and action resources for communities working with young people

like Jane. For other resources and assistance available from the NJJPC, see Appendix E. at the end of this handbook.

How To Use This Film

The purpose of SEE JANE RUN is to bring together various agencies and individuals in a community to collaborate on issues of juvenile justice, especially as they affect status offenders. The aim is to stimulate the audience to respond to the problems of runaways and status offenders and to decide what they can do to help.

The film should be followed by a well planned small-group or panel discussion program. To facilitate this, SEE JANE RUN is presented in three acts which can be presented in succession at one event or over time (perhaps once weekly), depending on your group's desired approach toward understanding and action.

The audiences for this film include:

- A. Staff and volunteers in agencies dealing with children, youth and families.
- B. Other professionals, including probation officers, corrections officers, social workers, teachers, judges, attorneys, police, school officials, clergy, etc.
- C. The community at large, including parents, youth, service clubs, and community leaders.

The primary goal of the film and subsequent discussion programs is to promote action on behalf of status offenders. This action might take several forms:

Advocacy: Speaking for and with youth, especially status offenders; recognizing their problems and needs; calling into question those situations which do not meet those needs and calling for services and legislation which do.

More Effective Services: Developing, within agencies and organizations which serve youth with problems, clear goals, adequate resources, and effective cooperation with other agencies in the community in order to serve runaways and other status offenders.

Improved Legislation: Working with the legislative and governmental processes for statutes, laws and policies which prevent youth, especially status offenders, from institutionalization and from being regarded as criminals; pursuing those statutes and related services which are supportive, not punitive, to young people in need.

SEE JANE RUN can be used effectively to achieve these goals in your community --provided there is careful prior planning and follow-up after the event featuring the film.

SYNOPSIS

"See Jane Run" is not that familiar story we all read in grade school.

ACT I Jane Thompson's story begins in this drama with a classroom situation and her sixth grade teacher, Mrs. Neilson. We learn that when Jane was twelve her grandfather died--Jane felt he was the only grown-up she could ever talk to. She ran away from home just after his death, but the police found her and brought her back home. Mrs. Neilson tells us that she was Jane's language arts teacher and that even though Jane displayed a normal intelligence level, she was reading at a third grade level. Jane needed help.

Jane is called on to read aloud in Mrs. Neilson's class. It is a frustrating experience for her. She cannot answer Mrs. Neilson's questions. She cries out: "I hate readin! I don't wanna read an I'm not goin' to, an you can't make me. Everybody here's laughin' at me and you're pickin' on me. I hate school. I hate school. I hate you."

The scene changes. Mr. Mortin, the school principal, has called Jane's mother in for a conference about Jane. She has been truant and her grades have dropped considerably over the past year. Mr. Mortin reiterates the state law: all children must be in school every day except for only approved reasons. It is impossible for Mrs. Thompson to get Jane to school; she must be at her waitress-ing job by 7 a.m. We learn that Mrs. Thompson is divorced from a man who now lives in Lubbock; he left her with four children. Mrs. Thompson leaves the meeting with Mr. Mortin promising to do "what she can" to encourage Jane to attend school.

We then find Jane at home watching T.V. Her mother comes home late from work because she had to make up time lost in her visit to the school. She wants to know why Jane has been "layin' out of school." Jane replies that she needs some clothes, especially a bra. Mrs. Thompson scoffs and tells Jane that she has no need for a bra. Jane bites back: "If that's so why won't Harry (her mother's boyfriend) leave me be?" The conversation changes. Mrs. Thompson has Jane prepare a grocery list. She is aghast when she sees Jane's spelling b-r-e-d and b-u-l-o-n-i. She finally gives Jane the money for groceries and tells her to hurry back because Harry will be stopping by that evening. Jane threaten's, "If he's here, I won't be. I don't want his hands on me."

ACT II This scene begins with Mrs. Thompson telling us that Jane never went to the grocery store. "She ran... ran past the store and ran downtown to the bus depot... where she caught a Trailways for Lubbock."

We then learn in a monologue from Jane that her daddy was not there. At least the woman who answered the phone said that he wasn't.

The story moves to a judge's chambers. Jane is cited by the judge "you did voluntarily absent yourself from your home at 2303 Prairie, without intent to return on three successive occasions. She is deemed by the court to be "a child in need of supervision."

Jane returns home, but she runs away when she finds out that her mother has married Harry (Hopper). She is held at a detention facility. While Jane is there, Mrs. Thompson tells Jane's social worker that she and Harry decided they cannot have Jane living with them; "she's nothin' but trouble."

Jane is now thirteen. She has run away from Whitlock (a residential facility) and after that a foster home, and then from another residential facility. Another courtroom scene follows. The judge cites Jane three more times for running away from various "facilities." Jane has no defense; she does say that she would like to live with her father. The social worker informs the judge that that is impossible since her father is a long distance truck driver. The father has remarried and his new wife refuses to see his children of the first marriage. He feels that trying to force the children on him would jeopardize his current marriage and that, regardless, Jane belongs with her mother and brothers.

The probation officer's recommendation to the Judge is that she be placed in a foster home. There is no foster home available at the present time; the probation officer has no options to offer. Jane pleads against that. The judge orders her to go home with her mother; her mother balks at that idea. Mrs. Thompson, now Mrs. Hopper, is informed by the judge of her responsibility for the "proper supervision" of Jane. She is also notified of the \$100.00 lawyer fee.

Outside the courtroom, Jane and her mother wait for Harry to arrive. Jane's mother considers having Jane sleep on the floor when they get home. Jane says she wants her grandfather's old room so that she can lock the door against Harry. Mrs. Hopper snaps at Jane and threatens to have the judge send her to the

"loony bin." Jane runs away, again. Her mother shouts after her, "Run Jane, Run!"

ACT III Jane is in a Dallas "testing and placement" center, from which she writes her father. From there she is moved to Fort Worth, where she again writes her father. She meets Trudy who is far more experienced with crime and the courts. Jane talks with Trudy about why Isabel, her father's present wife, "hates me so much." Trudy and Jane imagine that they can "kick the hell out of everyone who's ever been mean to them" ...the juvenile judge, Harry Hopper, Isabel, the probation officer, and her mother. It's just like they were kicking a can.

Trudy tells Jane about her friends, Ted and Joe, in San Antonio. "They know their business. Sometimes they even get a real big score." She suggests that they run away and join them, but Jane prefers to use a week-end pass to visit her brothers back home.

Jane's mother, however, calls the social worker to report that she and Harry do not want Jane to come home, even for a week-end. "The State took her over, and now she is the State's responsibility."

Jane and Trudy run away to San Antonio to join Ted and Joe. From there they all went to Dallas after a while. For six months they "had a ball." Now we see Jane and Trudy in the Dallas pad, where Jane is looking for some food and smashing bugs. She's pregnant--"I guess I was stoned." She wants a chili dog and a malt. When she goes to turn on the TV set to watch Gilligan's Island - a program she always watched with her grandfather - she finds the TV gone. And so are Ted and Joe, who took it with them when they went after their "big deal."

Without food or money, Jane wonders how they'll get "some green." "You know damn well how we'll get it," Trudy says. "No I won't. I'm pregnant," is Jane's response. The girls then set out on a "shopping trip."

The final scene shows Trudy and Jane in a department store, where, in the spite of Trudy's warnings that they've been spotted, Jane continues stuffing sweaters under her own sweater. When she is caught by the clerk, she snaps, "I have my rights." "I'm sure the police will tell you your rights, young lady. You're not going to run anywhere." the clerk responds.

Preparation for the Event

A steering committee should be formed of representatives from community groups interested in collaborating on issues affecting status offenders. The National Juvenile Program Collaboration is comprised of 22 national organizations (see p. 27 for complete list), many of which may have local offices in your community. Contact these groups, and other public or private agencies concerned with youth, to invite their participation in the planning process.

With representatives from these community groups on a steering committee, actual planning can begin. Preparation should start at least one month prior to the showing of SEE JANE RUN. The following steps are suggested to guide your own planning:

1. The steering committee should review this handbook and organize itself to accomplish the required tasks. Familiarity with the film synopsis will be helpful.
2. Select dates and location for the event. Make sure that a good 16mm projector and screen are available. A 2,000-foot take-up reel is required.
3. Establish an agenda for the event, perhaps to include:
 - a. Opening remarks
 - b. Showing of the film
 - c. Small group discussion, either after each Act or after the entire film
 - d. A panel discussion on community issues relative to runaways and status offenders
 - e. Projection of future collaboration, action, and/or organization
 - f. Enlistment of volunteers
 - g. Evaluation of the film program

4. Select discussion leaders.
5. Preview the film with both the Committee and the discussion leaders present. Discussion following the preview can provide effective training for the discussion leaders.
6. Develop expectations for the discussion leaders.

Leaders should be prepared to:

- a. Recruit a recorder from the discussion group to report back during the general discussion period. (See Appendix A for sample report form.)
 - b. Stimulate discussion through provocative questions. Familiarity with the discussion-starting questions on page 11 ff will help the leader.
 - c. Identify the agreements and differences in the group's responses.
 - d. Focus the discussion on questions of advocacy, more effective services and improved public policy and legislation. Discussion leaders should be aware that some members of the group may focus on specific differences between what has happened in the film and the procedures prevalent in your community. Such discussion is profitable only to the degree that it helps develop action goals.
 - e. Develop an action plan with goals, target dates and an evaluative procedure.
7. Obtain supplementary resource materials on such subjects as early adolescent development, girls and the law, the needs of status offenders, juvenile justice procedures and legislation in your state, alternative programs for status offenders in your own and other communities.
 8. Provide sufficient evaluation and sign-up forms for each participant. (See Appendix B for possible format for these forms.)

9. Prepare and distribute material to the media and to interested community agencies, organizations and churches. Be sure to include notices to all elected officials. Such information procedures should include:
 - a. Compile lists of community organizations and their services, which can be used not only for advance publicity but in the follow-up stages as well.
 - b. Follow up written notices with telephone calls. This is especially true of contacts with radio, television and newspaper personnel.
 - c. Provide representatives of the media with relevant local information regarding runaways, status offenders, community activities to meet these problems, etc.
10. Issue invitations to key community leaders and experienced professionals who are influential in effecting public policy.
11. Where possible, tie the event into any current local, national or international themes and issues, such as the International Year of the Child, youth week, family weeks, etc.

The goal of the film-discussion event is to stimulate action on behalf of status offenders. If the planning of this event has been a collaborative effort among various groups and agencies, that in itself is a beginning for continuing collaborative activity.

The Discussion Program

The aim of the discussion segment of this occasion is two-fold: (1) to increase the participants' knowledge about the needs of young adolescents like Jane who became status offenders, and (2) to develop specific strategies for action in the areas of public advocacy, improved services, and more appropriate public policies and legislation.

To develop an understanding of your community in relation to runaways and other status offenders, the following areas of discussion are offered for consideration.

*These questions may be used by group leaders to start discussion about the events and issues dramatized in the film:

SCENE ONE "Out of School"

1. What are the problems faced by Jane?
2. How are these problems similar to the needs of all young adolescents?
3. What factors make Jane's position particularly vulnerable?
4. What problems does Mrs. Thompson face?
5. What are Jane's rights as a child? Do they conflict with Mrs. Thompson's rights?
6. What realities do the principal and Jane's teacher have to deal with?
7. Who, or what organizations or agencies, can properly intervene in the family situation at this point?
8. How can these agencies or people best help Jane and her family?
9. What makes Jane's situation real for you? Is this a truthful story? How? Why? What new understanding did you receive from this episode?
10. In your present role (of parent, teacher, judge, social worker, etc.) what would you do for Jane and her family now?
11. What other questions would you ask?

SCENE TWO "On the Run"

1. What new problems does Jane face?
2. What factors are shaping Jane's relationship with her mother?
3. What does her mother really mean when she says Jane is "nothin' but trouble?"

4. Does going through the court system help or hurt Jane? What realities does the judge have to deal with?
5. Should Jane be placed in a foster home? Where should Jane live?
6. Should she receive counseling? What should counseling achieve?
7. Would Jane be treated differently if her family had more money or status?
8. What are some of the "possible options" which are not available to the probation officer?
9. What new insights do you have on problems like Jane's as a result of this episode?
10. In your present role what would you do for Jane now?
11. What further questions would you ask?

SCENE THREE "Dallas and Beyond"

1. What problems does Jane face now?
2. What kinds of help does Jane need now?
3. Are the rights of delinquents more easily defended than those of a troubled child?
4. Would changes in the status offender laws benefit Jane? How? How would such changes affect the court and youth detention centers?
5. What services exist in your community to help Jane now? If certain services don't exist, what would you recommend?
6. In the context of your present role, if you could do anything you choose, what would you do for Jane right now?
7. What additional questions would you ask in preparation for response to the issues and problems presented in the episode?

*As preparation for future collaborative action, the following questions can be addressed by all community members, volunteers and professionals:

1. How many youth in your community run away each year? What is their average age? Racial breakdown? How many are boys? How many are girls?
2. What relationship exists between the number of runaways in your community and divorce rates? Families in which both parents work? Socio-economic status?
3. How many runaways arrive in your community each year?
4. What is the police procedure for picking up youth from out of town? Out of state?
5. What is the court procedure in dealing with runaways in your locale? (Source for this information: local police department, school board, 1970 census. See also "Manual for Action," National Council of Jewish Women.)
6. What services exist for youth, especially runaways, in your community? What is the procedure for getting these services?
7. What services deal with family problems?
8. How many students drop out of your area high school(s) on a yearly basis? What is their average age? What are the reasons for dropping out? Who follows up on dropouts? How?
9. What groups in your community deal with the issues of runaways and truant youth?
10. What is the cost-efficiency of community-based services for youth in comparison to that of institutionalization?

* Agencies and organizations can capitalize on SEE JANE RUN as a training and organizing effort. Questions such as the following can help such groups develop strategies for effective understanding and action:

1. What kinds of responses to the personal and institutional issues of SEE JANE RUN can our agency make?
2. What prevents our agency from making those responses?
3. What is needed to sustain those responses over time?
4. What resources are needed to make those responses?
5. What specific actions can be taken over the next 30 days? The next six months? The next year?
6. What resources can be given to any community collaboration?
7. How can community collaboration help us deal with our agency's problems?
8. How can we make use of the State Planning Agency? The State Commission on Juvenile Justice? The National Juvenile Justice Program Collaboration?

* In order to arrive at action recommendations at the conclusion of the program, the following questions may stimulate group decision-making:

1. What issues, goals, and resources has the discussion focused? (See Appendix E and the NJJPC for further resources.)
2. What collaborative steps can begin in the next thirty days?
3. Who will be responsible for next steps? (To facilitate follow-up as well as evaluation of the session, each person should fill out the evaluation and sign-up form. See Appendix B for sample form.)

Follow-Up and Collaboration

The following actions are suggested for follow-up to this event, leading to further collaboration:

1. A press release summarizing the event, the responses of those attending, and the recommended steps for community action should be issued immediately to the news media.

2. Those who volunteered to participate in community collaborative efforts should be brought together as soon as possible after the event to form a specific plan of action. Although many broader problems (family subsistence levels, education, etc.) will be cited in any community collaboration, a desired focus is on "youth at risk." Five likely areas are:
 - A) Research
 - B) Community education
 - C) Advocacy, including administrative persuasion, legislative action and litigation
 - D) Provision of services
 - E) Monitoring existing programs and services
3. A summary of the reports and recommendations of the event should be sent to all participants, accompanied by any follow-up information, current issues, new legislation, forthcoming meetings and other events, and other pertinent information.
4. Each community collaboration will benefit by contact with:
 - * The State Planning Agency (SPA) that deals with juvenile justice issues, programs and services;
 - * The State Advisory Commission on Juvenile Justice

These agencies can provide pertinent information on issues, legislation, services, resources, etc. See Appendix C for key contact persons for your SPA and state advisory group.

Jane is running. What will you do?

Your involvement as an individual, group or agency can make a difference for the "Janets" in your area. It can help to:

- * Spread and sharpen the understanding of the community.

- * Work toward advocacy for all youth, but especially those who live with Jane's realities.
- * Explore more effective procedures for service within and among agencies dealing with Jane's problems.
- * Work for action on matters of legislation and public policy for status offenders and troubled youth.
- * Use and support the creative effort of a community collaboration to address the problems --- in ways you might not have considered.

Collaborations are contagious. There is one ready to assist you:

National Juvenile Justice
Program Collaboration

The National Assembly
291 Broadway
New York, N.Y. 10007
(212) 267-1700

"See Jane Run" Feedback Report Form

APPENDIX A

Leader: _____

Reporter: _____

<u>Problems Needing Attention</u>	<u>Comments; Differing Opinions</u>	<u>Recommendations for Action</u>

APPENDIX B

"SEE JANE RUN"

Evaluation and Sign-Up Form

Two key things which I learned from the "See Jane Run" film and discussion were:

I would like to be further involved in the community collaboration on juvenile justice in the area of (check one):

- research (investigation and study on legislation services, case studies, etc.)
- community education (providing educational forums and statements to the community at large)
- advocacy, including administrative persuasion, legislative action and litigation
- provision of services (direct volunteer work with youth and various staff people)
- other (youth own special interest or skill, if not mentioned above)

Name _____ Age _____

Address _____

Telephone _____

Appendix C

Persons to Contact in Your State for Information on Juvenile Justice Legislation, Services, and Planning

Under the Omnibus Crime Control and Safe Streets Act of 1968, each state is encouraged to establish a "state planning agency" (S.P.A.) to coordinate planning and funding of local and state-wide projects in the broad areas of criminal justice, law enforcement, probation, corrections, prevention, etc. The S.P.A. in your jurisdiction is therefore an important source of information about what is being done and/or planned in areas related to your juvenile justice concerns.

Under the Juvenile Justice and Delinquency Prevention Act of 1974, each state is encouraged to establish a "state advisory group" to be responsible for review of over-all juvenile justice planning and funding and to advise the state planning agency on all matters related to the implementation of the JJDP Act. By law, these advisory groups are to include, among others, persons representative of voluntary, community-based agencies and persons under the age of 26. The advisory group in your jurisdiction is therefore an important source of support for any effort to undergird the role of voluntary agencies on behalf of community-based services for youth-at-risk.

The Key contact persons for your S.P.A. and state advisory group are listed below.

State Planning Agencies

State Advisory Groups

Robert G. Davis, Director
Alabama Law Enforcement
Planning Agency
2863 Fairland Drive
Building F, Suite 49
Executive Park
Montgomery, AL 36111
205/277-5440

State Planning Agencies (Cont.)

Charles Adams, Jr., Exec. Dir.
Alaska Criminal Justice
Planning Agency
Pouch AJ
Juneau, AK 99801
907/465-3535

Ernesto Munoz, Exec. Director
Arizona State Justice
Planning Agency
Continental Plaza Building,
Suite M
5119 North 19th Avenue
Phoenix, AZ 85051
602/271-5466

Gerald Johnson, Exec. Director
Governor's Commission on Crime
and Law Enforcement
1000 University Tower
12th at University
Little Rock, AR 72204
501/371-1350

Douglas Cunningham, Exec. Dir.
Office of Criminal Justice
Planning
7171 Bowling Drive
Sacramento, CA 95823
916/445-9156

Paul G. Quinn, Director
Division of Criminal Justice
Department of Local Affairs
1313 Sherman Street, RM 419
Denver, CO 80203
303/892-3331

William Carbone, Exec. Dir.
CT Justice Commission
75 Elm Street
Hartford, CT 06115

State Advisory Groups (Cont.)

Ms. Gail Rowland
State Advisory Group
2300 Lord Baronoff Drive
Anchorage, AK 99503

Terry Slagle
State Advisory Group
Northern Arizona COG
P.O. Box 57
Flagstaff, AZ 86001

Winthrop Rockefeller
State Advisory Group
1590 Union National Plaza
Little Rock, AR 72201

Ms. Judith Rosen
State Advisory Group
5235-4 White Oak Avenue
Encino, CA 97316

James Oleson
State Advisory Group
Box 345
8405 W. 100th Avenue
Broomfield, CO 80021

Dr. Albert Reiss
State Advisory Group
Department of Sociology
Yale University
New Haven, CT 06520

State Planning Agencies (Cont.)

Ms. Christine Harker, Exec. Dir.
Delaware Agency to Reduce Crime
1228 Scott Street
Wilmington, DE 19806
203/571-3431

August Milton, Act. Exec. Dir.
Office of Criminal Justice
Plans and Analysis
Munsey Building, RM 200
1329 E Street, NW
Washington, DC 20004
202/629-5063

Charles R. Davoli, Chief
Bureau of Criminal Justice
Planning and Assistance
620 S. Meridian
Tallahassee, FL 32304
904/488-6001

Jim Higdon, Administrator
Office of the State Crime
Commission
1430 West Peachtree Street,
NW, Suite 306
Atlanta, GA 30309
404/656-3825

Dr. Irwin Tanaka, Director
State Law Enforcement and
Juvenile Delinquency Plan-
ning Agency
1010 Richards Street
Kamamaly Building, RM 412
Honolulu, HI 96800
808/548-3800

Robert Arneson, Chief
Bureau of Law Enforcement
Planning Commission
700 West State Street
Boise, ID 83707
208/964-2364

State Advisory Groups (Cont.)

B. Wilson Redfearn, Esq.
State Advisory Group
300 Delaware Avenue
Wilmington, DE 19801

Ms. Audrey Rowe
State Advisory Group
1111 16th Street, NW
Washington, DC 20006

Ms. Marlon Rogers
State Advisory Group
2629 Prospect Road
Tampa, FL 33609

Ms. Patricia Bass
State Advisory Group
4739 Rivoli Drive
Macon, GA 31204

Myron Thompson
c/o Bishop Estalt
P.O. Box 3406
Honolulu, HI 96813

Honorable William Murphy
Lieutenant Governor of Idaho
State Advisory Group
State House
Boise, ID 83720

State Planning Agencies (Cont.)

James Zagel, Exec. Director
IL Law Enforcement Commission
120 South Riverside Plaza
Chicago, IL 60606
312/454-1560

Frank Jessup, Exec. Dir.
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Planning Agency
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Indianapolis, IN 46202
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Allen Robert Way, Exec. Dir.
Iowa Crime Commission
3125 Douglas Avenue
Des Moines, IA 50310
515/281-3241

Thomas Kelley, Exec. Dir.
Governor's Committee on
Criminal Administration
503 Kansas Avenue, 2nd Floor
Topeka, KS 66603
913/296-3066

Ronald J. McQueen, Administrator
Executive Office of Staff Svcs.
Kentucky Department of Justice
209 St. Clair Street
Frankfort, KY 40601
502/564-3253

Colonel Wingate White, Dir.
LA Commission on Law Enforcement
& Administration of Criminal
Justice
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Ted T. Trott, Exec. Director
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Appendix E

The National Juvenile Justice Program Collaboration has the following materials available:

- A. Descriptive Project Flyer -- "*A Different Game*" -- A brief over-view of the first two years of effort and an outline of directions for the next two years.
- B. Project Report -- "*A Reasonable Alternative -- Community-Based Service for Status Offenders Through Voluntary Agency Collaboration*" -- Kathryn Burkhardt's 60 page Report on the first two years of the NJJPC, with suggestions for forming program collaborations.
- C. Evaluation/Substantive Summary -- "*Working Together....Making It Work*" -- A brief summary of the formal Project Evaluation highlighting "learnings."
- D. Evaluation Report The formal, detailed, independent Project Evaluation from the Center for Applied Urban Research, University of Nebraska at Omaha.
- E. Program Models Out of the 115 separate program elements mounted in the NJJPC demonstration sites, 20 have been selected as "models."

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Points of view or opinions in the Film and/or supporting materials are those of the authors and do not necessarily represent the official position or policies of the U.S. Department of Justice.

END