

# ADVANCING COMPETENCY DEVELOPMENT:

## A Resource Guide for Pennsylvania

**NCJJ**



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# PRO-SOCIAL SKILLS

## OVERVIEW

### DEFINITION

Pro-social skills help adolescents get along with others and navigate difficult social situations in positive ways.

### RELEVANCE

Youth in contact with the juvenile justice system often display difficulties in regulating and controlling impulsive behavior and solving problems. Improving pro-social skills will help them to more appropriately manage themselves and their environment.

### GOALS

Better social interactions, self-control, and problem solving.

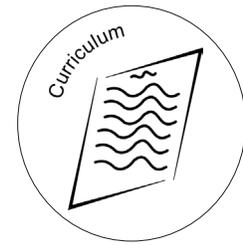
### PRO-SOCIAL SKILL SET

- ✓ Social Interaction Skills
- ✓ Self Control/Anger Management Skills
- ✓ Problem Solving/Conflict Resolution Skills



## AGGRESSION REPLACEMENT TRAINING (ART)

Skill-training curriculum for youth ages 12-18 who display chronically aggressive and anti-social behaviors.



- ✓ PRO-SOCIAL SKILL SET
- ✓ MORAL REASONING SKILL SET

### INTERESTING FACTS

*Aggression Replacement Training (ART)* was developed for delinquent youth in correctional facilities by Arnold Goldstein and Barry Glick in 1987 (and later in 1998 in collaboration with John Gibbs).

### ABSTRACT:

*Aggression Replacement Training (ART)*<sup>1</sup> is designed to alter the behaviors of chronically aggressive youth, reduce anti-social behaviors, and offer alternatives of pro-social skills. The curriculum consists of three interventions: skillstreaming (pro-social behavioral skills training), anger control training, and moral reasoning training.

*ART* consists of 30 hours of coursework designed to be taught in 10 weeks, during which participants attend three 1-hour sessions per week, one session for each of the three interventions.

*ART* may be conducted in a small group setting in probation departments, community-based programs, and residential facilities. Skillstreaming uses several learning techniques to teach pro-social skills, including modeling, role-playing, performance feedback, and transfer training; anger control training uses a five-step sequence of behaviors to teach anger replacement skills; and moral reasoning training uses guided group discussions and debates of moral dilemmas to facilitate mature moral reasoning and correct antisocial thinking.

Training is offered but not required to facilitate *ART* groups or purchase materials. Curriculum materials include facilitator manuals/books; student manual, handouts, cue cards, and skillstreaming training video; and a facilitator training video. Assessments for aggressive tendencies and thinking errors are also available.

The *ART* curriculum is listed in two registries, as specified in Appendix A. *ART* has been found to reduce felony recidivism when delivered competently,<sup>2</sup> improve anger control, reduce the frequency of acting-out behaviors, and increase the frequency of constructive, pro-social behaviors.<sup>3</sup>

**OBJECTIVES:**

Participants will:

- ✓ Improve social skills competence,
- ✓ Become empowered to modify anger responsiveness,
- ✓ Increase moral reasoning maturity, and
- ✓ Use their *ART* skills in the real world.

**COMPONENTS:**

*ART* interventions include:

- 1) **Skillstreaming** – Teaches youth 50 pro-social behavioral skills in six skill groups:
  1. Beginning social skills
  2. Advanced social skills
  3. Skills for dealing with feelings
  4. Alternatives to aggression
  5. Skills for dealing with stress
  6. Planning skills
- 2) **Anger Control Training** – Designed to help youth identify the causes, cues, and consequences of anger and aggression responses, and teaches them pro-social alternatives through the following sequence:
  1. Identifying triggers
  2. Identifying cues
  3. Using reminders
  4. Using reducers
  5. Using self-evaluation
- 3) **Moral Reasoning Training** – Designed to help youth correct thinking errors and learn alternative ways of acting in different situations through group discussions and debates about moral dilemmas, and helps motivate youth to want to use the interpersonal and anger management skills learned in *ART*.

**TRAINING AND MATERIALS:**

Training is offered but not required to facilitate *ART* groups or purchase materials. See Appendix B for more information about training, a list of materials, and associated costs.

**CONTACT INFORMATION:**

**The United States Center for Aggression Replacement Training (USCART):**

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 1511 Peach Street  
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 Email: mamendola@uscart.org  
 Website: www.uscart.org

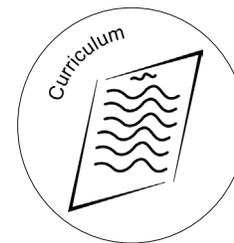
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## ARISE ANGER MANAGEMENT LESSONS

Skill-training curriculum for youth ages 14-19 who display aggressive behaviors and anger.



### PRO-SOCIAL SKILL SET

### INTERESTING FACTS

The *ARISE Anger Management Lessons* curriculum is included in Book 1 of a four-book series, *Work in Progress*, which is part of the *ARISE Independent Living Curriculum* (also included in this Guide).

### ABSTRACT:

The *ARISE Anger Management Lessons*<sup>4</sup> curriculum is designed to provide youth with the tools they need to manage aggressive behavior and anger.

*ARISE Anger Management Lessons* consists of nine lessons designed to be taught in nine sessions of approximately 30-60 minutes each. The lessons are flexible to allow facilitators to plan individualized courses of study depending on youths' ages and needs.

*ARISE Anger Management Lessons* may be taught in probation departments, community-based programs, and residential facilities. The curriculum is designed to be presented using an interactive group process format that includes role-playing, modeling, written assignments, group discussion, and assessment.

Training is offered but not required to facilitate *ARISE Anger Management Lessons* groups or purchase materials. Curriculum materials include an instructor manual, student workbook, and quizzes to evaluate learning.

The *ARISE Anger Management Lessons* curriculum has been evaluated but not listed in a registry. Internal evaluations have concluded that *ARISE* instructor training and youth curricula are effective. The evaluations assessed multiple dimensions, including *ARISE*'s training practices and effectiveness, the competency of *ARISE* certified instructors, and the satisfaction of youth participants and instructors.<sup>5</sup>

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**OBJECTIVES:**

Participants will learn to:

- ✓ Recognize impulses that lead to aggressive behavior and anger,
- ✓ Control impulses and manage aggressive behavior and anger, and
- ✓ Handle peer pressure.

**COMPONENTS:**

*ARISE Anger Management Lessons* include:

1. Aggressiveness
2. Peer Pressure
3. Types of Anger
4. Avoiding Fights
5. Body Language
6. Bullies
7. Respect
8. Communication and Listening
9. Mediation

**TRAINING AND MATERIALS:**

Training is offered but not required to facilitate *ARISE Anger Management Lessons* groups or purchase materials. See Appendix B for more information about training, a list of materials, and associated costs.

**CONTACT INFORMATION:****ARISE Foundation**

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North Palm Beach, FL 33408

Phone: (888) 680-6100

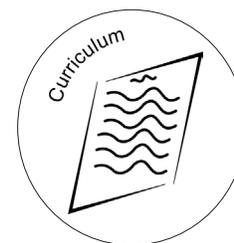
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Website: [www.ariselife-skills.org](http://www.ariselife-skills.org)

## CROSSROADS ANGER MANAGEMENT

Skill-training curriculum for youth ages 14-21 who have difficulty controlling their behavior.



### PRO-SOCIAL SKILL SET

### INTERESTING FACTS

Since 1981, National Curriculum & Training Institute, Inc. (NCTI) has been developing criminogenic-specific offender education curricula and staff development training for use in the criminal justice system, including juvenile courts.

### ABSTRACT:

The *Crossroads Anger Management*<sup>6</sup> curriculum is designed to teach youth pro-social skills to deal responsibly with stress and frustration and provides opportunities for participants to learn and practice skills that allow them to control their behavior.

The *Crossroads Anger Management* curriculum offers two coursework levels: Level I includes 8 hours of classroom material designed to be taught in two 2-hour sessions per week for 2 weeks (four sessions total) and Level II includes 12 hours of classroom material designed to be taught in two 2-hour sessions per week for 3 weeks (six sessions total). Level II includes all Level I material plus additional components.

*Crossroads Anger Management* may be taught in probation departments, community-based programs, and residential facilities. The curriculum is designed to be presented using an interactive group process that addresses different learning styles. The learning process is designed to foster the practice of new skills, and provide support and feedback from peers and facilitator. The lessons are dynamic in nature and the facilitator can change activities to fit the specific needs of each group.

Training, which is accredited by the American Probation and Parole Association (APPA), is required to facilitate *Crossroads Anger Management* groups and purchase materials. In addition to training, the National Curriculum & Training Institute (NCTI) provides facilitators with access to online support resources, teaching aids, technical assistance, and implementation consultation. Curriculum materials include a facilitator guide, student workbook (including a journal), and pre- and post-tests to assess participant learning.

*Crossroads* juvenile offender curricula have been internally evaluated tracking course completion rates and recidivism rates 12 months following completion of the course, and also meet NCJJ's criteria for inclusion.

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**OBJECTIVES:**

Participants will:

- ✓ Understand the influence that strong emotions have on their behavior,
- ✓ Improve interpersonal communication skills,
- ✓ Gain better self-control, and
- ✓ Make a commitment to avoid the use of anger or violence to solve personal problems.

**COMPONENTS:**

*Crossroads Anger Management* includes:

**Level I:**

- ✓ Introduction; Agreements
- ✓ Who are you? Why are you here?
- ✓ Values, Attitudes, Behaviors
- ✓ What is Violence?
- ✓ Victimization
- ✓ Stay in Control
- ✓ Managing Emotions
- ✓ Alcohol & Drugs
- ✓ Time Out
- ✓ Communication
- ✓ Goals

**Level II** – includes Level I components plus the following:

- ✓ Who is a Criminal?
- ✓ Real Colors® Personality Instrument (Designed to teach participants to identify their own temperament or “color” and that of others, and develop more effective communication skills.)
- ✓ Stress Test; Coping with Stress
- ✓ Alcohol & Drugs (expanded in Level II)
- ✓ Consequences
- ✓ Problem Solving & Conflict Management
- ✓ Muscle Relaxation
- ✓ Expressing My Feelings

**TRAINING AND MATERIALS:**

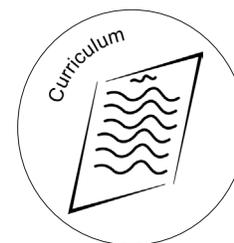
Training is required to facilitate *Crossroads Anger Management* groups and purchase materials. See Appendix B for more information about training, a list of materials, and associated costs.

**CONTACT INFORMATION:**

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**National Curriculum & Training Institute, Inc.**  
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 Website: www.ncti.org

## CROSSROADS COGNITIVE LIFE SKILLS

Skill-training curriculum for youth ages 14-21 who display negative behaviors.



- ✓ PRO-SOCIAL SKILL SET
- ✓ MORAL REASONING SKILL SET
- ✓ WORKFORCE DEVELOPMENT SKILL SET
- ✓ INDEPENDENT LIVING SKILL SET

### INTERESTING FACTS

Crossroads® consists of a variety of cognitive-based offender curricula directed toward changing behavior. The two Crossroads curricula most relevant to the Pro-Social domain are included in this section.

### ABSTRACT:

The *Crossroads Cognitive Life Skills*<sup>7</sup> curriculum is designed to help offenders learn competencies that enable them to function better within their environments. Participants are taught essential skills and alternative coping mechanisms that they can incorporate into their lives to help them achieve positive behavior changes that lead to pro-social, productive lives.

The *Crossroads Cognitive Life Skills* curriculum contains 50 hours of classroom material designed to be taught in two 2-hour sessions per week, for 12 to 13 weeks (25 sessions total).

*Crossroads Cognitive Life Skills* may be taught in probation departments, community-based programs, and residential facilities. The curriculum is designed to be presented using an interactive group process that addresses different learning styles. The learning process is designed to foster the practice of new skills, and provide support and feedback from peers and facilitator. The lessons are dynamic in nature, and the facilitator can change activities to fit the specific needs of each group.

Training, which is accredited by the American Probation and Parole Association (APPA), is required to facilitate *Crossroads Cognitive Life Skills* groups and purchase materials. In addition to training, the National Curriculum & Training Institute (NCTI) provides facilitators with access to online support resources, teaching aids, technical assistance, and implementation consultation. Curriculum materials include a facilitator guide, student workbook (including a journal), and pre- and post-tests to assess participant learning.

*Crossroads* juvenile offender curricula have been internally evaluated tracking course completion rates and recidivism rates 12 months following completion of the course, and also meet NCJJ's criteria for inclusion.

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**OBJECTIVES:**

Participants will:

- ✓ Realistically examine their positions in life,
- ✓ Discover how their attitudes affect their behavior,
- ✓ Understand the process that is necessary to change negative behavior,
- ✓ Gain better self-control,
- ✓ Establish goal-directed behavior patterns,
- ✓ Practice and gain new life skills,
- ✓ Make a personal commitment to be a law-abiding citizen, and
- ✓ Gain critical cognitive thinking skills.

**COMPONENTS:**

*Crossroads Cognitive Life Skills* includes:

- ✓ Introduction; Agreements and Objectives; Tell Your Story
- ✓ What Has it Cost?; Contributing Factors; Thinking Report
- ✓ Values, Attitudes, and Behavior; Trust; Who is a Criminal?
- ✓ Alcohol & Drugs; Addiction; Substance Use/Abuse and Sexually Transmitted Diseases; Consequences of Substance Abuse
- ✓ Effects on the Family; Choices; Staying in Control; Responsibility; Freedom
- ✓ Victimization; Good Communication; Conflict
- ✓ Control and Success in Your Life; Real Colors® (Personality instrument designed to teach participants to identify their own temperament or “color” and that of others, and develop more effective communication skills.)
- ✓ Upset/Angry; Goals; Accepting Yourself and Others; Accepting Your Mistakes
- ✓ Personal Consequences; Relationships; Living in a Family; Discipline
- ✓ Jealousy; Real Colors® Activity/Baffles, Admires, and Advertisement
- ✓ What is Violence?; Time to Stop; Building Good Friendships
- ✓ Wants vs Needs; Earning an Income; Financial Matters; Budgeting
- ✓ Manners; Personal Appearance; Job Readiness Test; Job Interviews
- ✓ Balancing Your Life; Time Management; The Future; A Five Year Plan

**TRAINING AND MATERIALS:**

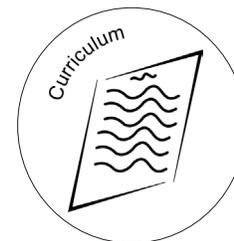
Training is required to facilitate *Crossroads Cognitive Life Skills* groups and purchase materials. See Appendix B for more information about training, a list of materials, and associated costs.

**CONTACT INFORMATION:**

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## THINKING FOR A CHANGE (T4C)

Skill-training curriculum for youthful offenders ages 10-18 who display criminogenic behaviors.



- ✓ PRO-SOCIAL SKILL SET
- ✓ MORAL REASONING SKILL SET

### INTERESTING FACTS

*Thinking for a Change (T4C)* was developed in the late 1990's by Barry Glick, Jack Bush, and Juliana Taymans in cooperation with the National Institute of Corrections (NIC), specifically for use by corrections agency staff. Since its introduction in 1997, *T4C* has been implemented with both juvenile and adult offender populations.

### ABSTRACT:

The core of the *Thinking for a Change (T4C)*<sup>8</sup> curriculum is a problem-solving component embellished by cognitive restructuring and social skills interventions. The three components are blended together in 22 weekly lessons of approximately two hours duration each. *T4C* is designed to be a close-ended group in which the lessons are sequential and all participants begin with Lesson 1 and proceed in order. In high turnover situations or situations where participants are moved to different facilities, they could enter a group in Lesson 10 or Lesson 16.

*T4C* may be conducted in probation departments, community-based programs, and residential facilities. The curriculum is taught in a small group setting and is designed to be flexible and meet individual program needs. Lessons include role-plays, problem scenario group discussions, reviews of previous lessons, and homework assignments that provide self-assessment information on each participant's ability to problem solve. Participants practice applying problem-solving steps to problems in their own lives, both in class and as homework.

Training is offered but not required to facilitate *T4C* groups or acquire materials. All training and materials are available free of charge from the National Institute of Corrections (NIC). In addition, training programs throughout the United States offer fee-based training. Curriculum materials include lesson plans, participant handouts, and participant self-assessments. NIC also provides an online forum for discussing *T4C*.

The *T4C* curriculum has been evaluated with adults and meets NCJJ's criteria for inclusion. Results of an evaluation with adults on probation show that new criminal offense rates for those who completed *T4C* were 33% lower than for the comparison group at three months or one year following completion.<sup>9</sup>

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**OBJECTIVES:**

The goal of *T4C* is to address diverse and multiple cognitive, social, and emotional needs to effect change in thinking so that behavior is positively impacted and the offender can then take charge of his/her life.

**COMPONENTS:**

*T4C* is designed to continue after Lesson 21, if needed and time permits.

- 1) **Cognitive Restructuring (Lessons 1-9)** – Focuses on self-evaluation and self-correction, and teaches offenders to self-reflect, to recognize underlying attitudes, beliefs, and feelings, and to change them when they are maladaptive.
  - ✓ Active Listening; Asking a Question; Giving Feedback
  - ✓ Our Thinking Controls How We Act; Paying Attention to Our Thinking
  - ✓ Recognizing the Thinking that Leads to Trouble
  - ✓ Finding New Thinking; Using Thinking Check-Ins
  
- 2) **Social Skills Training (Lessons 10-15)** – Focuses on building social skills while continuing to strengthen and reinforce cognitive restructuring.
  - ✓ Knowing Your Feelings; Understanding the Feelings of Others
  - ✓ Responding to the Feelings of Others
  - ✓ Preparing for a Stressful Conversation; Responding to Anger
  - ✓ Dealing with an Accusation
  
- 3) **Problem Solving (Lessons 16-22)** – Provides participants with tools they can use to more effectively “navigate their world” and avoid trouble. Concepts from Lessons 1-15 continue to be practiced, integrated, and reinforced.
  - ✓ Introduction to Problem Solving
  - ✓ Step 1—Stop and Think; Step 2—Problem Description; Step 3—Getting Information to Set a Goal; Step 4—Choices and Consequences; Step 5—Choose, Plan, Do; Step 6—Evaluate
  - ✓ Self-Evaluation: What Else Do I Need

**TRAINING AND MATERIALS:**

Training is offered but not required to facilitate *T4C* groups or access materials. See Appendix B for more information about training and a list of materials.

**CONTACT INFORMATION:**

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Website: [www.nicic.org](http://www.nicic.org)

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**ENDNOTES:**

- <sup>1</sup> Material in the *Aggression Replacement Training (ART)* profile was derived from three sources:  
 G&G Consultants, LLC website [www.g-gconsultants.org](http://www.g-gconsultants.org). (Information acquired October 29, 2007.)  
 Goldstein, A.P. and Glick, B. (1994). "Aggression Replacement Training: Curriculum and Evaluation." *Simulation and Gaming*, 25 (1), 9-26.  
 The United States Center for Aggression Replacement Training (USCART) website [www.uscart.org](http://www.uscart.org). (Information acquired October 29, 2007.)
- <sup>2</sup> Barnoski, R. (2004). *Outcome Evaluation of Washington State's Research-Based Programs for Juveniles*. Olympia, WA: Washington State Institute for Public Policy.
- <sup>3</sup> Goldstein, A.P. and Glick, B. (1994). "Aggression Replacement Training: Curriculum and Evaluation." *Simulation and Gaming*, 25 (1), 9-26.
- <sup>4</sup> Material in the *ARISE Anger Management Lessons* profile was derived from the ARISE website [www.ariselife-skills.org](http://www.ariselife-skills.org). (Information acquired October 31, 2007.)
- <sup>5</sup> BMR Consulting, LLC. (2007). *ARISE Life Management Skills Instructor Training for Intervention/Re-entry Programs for High-Risk Youth*. OJJDP Grant #2005 JLFX 0013: Final Report. Arise Foundation. Retrieved January 3, 2008 from [www.ariselife-skills.org/Home/JuvenileJustice.aspx](http://www.ariselife-skills.org/Home/JuvenileJustice.aspx).  
 Carocco, N. (2007). *Evaluation of the ARISE Foundation Life Management Skills Program Targeting High-Risk Youth in the District of Columbia*. ARISE Foundation. Retrieved January 3, 2008 from [www.ariselife-skills.org/Home/JuvenileJustice.aspx](http://www.ariselife-skills.org/Home/JuvenileJustice.aspx).
- <sup>6</sup> Material in the *Crossroads Anger Management* profile was derived from two sources:  
 National Curriculum & Training Institute, Inc. (NCTI) website [www.ncti.org](http://www.ncti.org). (Information acquired October 31, 2007.)  
*NCTI Crossroads Youth Programs Catalog*. (2006). Phoenix, AZ: National Curriculum & Training Institute, Inc.
- <sup>7</sup> Material in the *Crossroads Cognitive Life Skills* profile was derived from two sources:  
 National Curriculum & Training Institute, Inc. (NCTI) website [www.ncti.org](http://www.ncti.org). (Information acquired October 31, 2007.)  
*NCTI Crossroads Youth Programs Catalog*. (2006). Phoenix, AZ: National Curriculum & Training Institute, Inc.
- <sup>8</sup> Material in the *Thinking for a Change (T4C)* profile was derived from three sources:  
 The National Institute of Corrections website [www.nicic.org/Library/016672](http://www.nicic.org/Library/016672). (Information acquired November 7, 2007.)  
 Bush, J., Glick, B., and Taymans, J. (2002). *Thinking for a Change: Integrated Cognitive Behavior Program*. Washington, DC: The National Institute of Corrections.  
 Florida Department of Juvenile Justice website [www.djj.state.fl.us/faith/Cognitive-Behavioral\\_Therapy.html](http://www.djj.state.fl.us/faith/Cognitive-Behavioral_Therapy.html). (Information acquired November 7, 2007.)
- <sup>9</sup> Golden, L. (2002) *Evaluation of the Efficacy of a Cognitive Behavioral Program for Offenders on Probation: Thinking for a Change*. Dissertation: University of Texas Southwestern Medical Center at Dallas.



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# MORAL REASONING SKILLS

## OVERVIEW

### DEFINITION

Moral reasoning skills help adolescents recognize thought processes that rationalize negative behaviors and understand how their thinking, values, and choices affect their behaviors.

### RELEVANCE

Anti-social attitudes, values, and beliefs are directly related to criminal behavior. Teaching juvenile offenders to identify and replace pro-criminal thinking and behavior with pro-social thinking and behavior has been shown to reduce criminal behavior.

### GOAL

Making the right decisions for the right reasons.

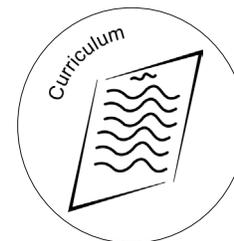
### MORAL REASONING SKILL SET

- ✓ Connecting Thoughts and Actions
- ✓ Pro-Social Ways of Thinking and Behaving



## CORRECTIVE ACTIONS JOURNAL SYSTEM

Skill-training interactive journal system for youth ages 16 and older who display criminogenic thinking, values, and behaviors.



✓ MORAL REASONING SKILL SET

### INTERESTING FACTS

The Change Companies started in 1988 in Madison, Wisconsin and by 1991 they had developed the concept of Interactive Journaling, an experiential writing process designed to guide and motivate juveniles and adults toward positive lifestyle changes using strategies from change and motivation research.

### ABSTRACT:

The *Corrective Actions Journal System*<sup>1</sup> is designed to expose the self-destructive “con game” that encourages criminogenic thinking and behaviors, and encourage participants to develop a system of pro-social values and strategies that lead to responsible thinking and behaviors. The Interactive Journal System is a structured and experiential process designed to motivate and guide participants toward positive life changes and divert them from a criminogenic lifestyle. The *Corrective Actions Journal System* includes four Student Journals: *The Con Game*, *Values for Responsible Living*, *Thinking Errors*, and *My Change Plan*.

The *Corrective Actions Journal System* supports a wide range of treatment programs and behavior modification modalities, and provides opportunities for youth to identify their readiness to change and develop personally relevant goals. The Interactive Journal System offers providers the flexibility to select Journals that best fit their programs’ parameters and participants’ needs.

The *Corrective Actions Journal System* may be implemented in probation departments, community-based programs, and residential facilities within existing programming, and may be introduced in either one-on-one counseling sessions or group settings. Participants are assigned Journal segments as homework and encouraged to write about their honest feelings, opinions, experiences, and hopes. Participants are then encouraged to share responses and feedback during one-on-one counseling sessions or with their peers in structured and informal group settings. The *Corrective Actions Journal System* may also be utilized as a self-directed study tool.

Training is offered but not required to facilitate the *Corrective Actions Journal System* or purchase materials. Optional free telephone training is also offered to help implement the Journal System and provide ongoing technical support. Curriculum materials include a general orientation guide and student journals with corresponding facilitator guides.

The *Corrective Actions Journal System* has not been evaluated or listed in a registry, but meets NCJJ’s criteria for inclusion.

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**OBJECTIVES:**

Participants will:

- ✓ Have an organized format for self-exploration and change,
- ✓ Be better equipped to apply program concepts to their individual life experiences,
- ✓ Experience increased motivation to change,
- ✓ Be provided a “roadmap” for successful change,
- ✓ Be provided with strategies and coping mechanisms for continuing the change process,
- ✓ Learn strategies to decrease high-risk behaviors and harm associated with these behaviors,
- ✓ Build confidence in their abilities to make positive behavior changes, and
- ✓ Increase their abilities to maintain their new behaviors.

**COMPONENTS:**

The *Corrective Actions Journal System* includes:

- 1) **The Con Game** – Helps participants look at some of the faulty beliefs and behaviors that may keep them trapped in criminal thinking and behavior, and guides them toward self-responsibility and positive life change.
- 2) **Values for Responsible Living** – Guides participants through an evaluation of the criminal values that have influenced their lives, explores values that support a responsible lifestyle, and shows participants how to incorporate these values into their lives.
- 3) **Thinking Errors** – Examines eight faulty thinking patterns that may lead to criminal behavior and stresses that changing the way they think is the key to changing their feelings and behavior.
- 4) **My Change Plan** – Explores how people make positive changes in their lives by looking at the stages and processes they go through, and assists participants through the appropriate processes for positive change.

**TRAINING AND MATERIALS:**

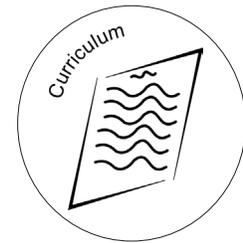
Training is offered but not required to facilitate the *Corrective Actions Journal System* or purchase materials. See Appendix B for more information about training, a list of materials, and associated costs.

**CONTACT INFORMATION:**

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Phone: (888) 889-8866 or (775) 885-2610  
Fax (775) 885-0643  
Email: [mjudnick@changecompanies.net](mailto:mjudnick@changecompanies.net)  
Website: [www.changecompanies.net](http://www.changecompanies.net)

## COURAGE TO TAKE ACTION: A COGNITIVE-BEHAVIORAL SYSTEM FOR YOUTHFUL OFFENDERS

Skill-training interactive journal system for youth ages 14 and older who display negative, anti-social, and destructive behaviors.



### ✓ MORAL REASONING SKILL SET

### INTERESTING FACTS

The Change Companies collaborated with the California Department of Corrections Youth Division to develop the *COURAGE To Take Action* Journal System.

MORAL  
REASONING

### ABSTRACT:

The *COURAGE To Take Action*<sup>2</sup> Interactive Journal System addresses cognitive skill building, criminal thinking, and behavior change. The Interactive Journal System is a structured and experiential process designed to motivate and guide participants to develop a personalized plan for realistic change and avoid behavior that got them in trouble. *COURAGE* includes three Student Journals: *What Got Me Here?*, *Responsible Thinking*, and *My Individual Change Plan*.

The *COURAGE* Interactive Journal System supports a wide range of treatment programs and behavior modification modalities, and provides opportunities for youth to identify their readiness to change and develop personally relevant goals. The *COURAGE* Journal System is designed to be utilized in its entirety to guide participants in the development of an individualized plan that supports positive life changes.

The *COURAGE* Interactive Journal System may be implemented in probation departments, community-based programs, and residential facilities within existing programming, and may be introduced in either one-on-one counseling sessions or group settings. Participants are assigned Journal segments as homework and encouraged to write about their honest feelings, opinions, experiences, and hopes. Participants are then encouraged to share responses and feedback during one-on-one counseling sessions or with their peers in structured and informal group settings.

Training is offered but not required to facilitate the *COURAGE* Interactive Journal System or purchase materials. Optional free telephone training is also offered to help implement the Journal System and provide ongoing technical support. Curriculum materials include a general orientation guide and student journals with corresponding facilitator guides.

The *COURAGE* Interactive Journal System has not been evaluated or listed in a registry, but meets NCJJ's criteria for inclusion.

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**OBJECTIVES:**

Participants will:

- ✓ Have an organized format for self-exploration and change,
- ✓ Be better equipped to apply program concepts to their individual life experiences,
- ✓ Experience increased motivation to change,
- ✓ Be provided a "roadmap" for successful change,
- ✓ Be provided with strategies and coping mechanisms for continuing the change process,
- ✓ Learn strategies to decrease high-risk behaviors and harm associated with these behaviors,
- ✓ Build confidence in their abilities to make positive behavior changes, and
- ✓ Increase their abilities to maintain their new behaviors.

**COMPONENTS:**

*COURAGE To Take Action* includes:

- 1) ***What Got Me Here?***
  - ✓ Examining the personal consequences of their involvement in the juvenile justice system; Describing the person they see in the mirror
  - ✓ Exploring facts about their past; Identifying their top three problems
  - ✓ Barriers to changing behavior; Positive attitudes that can help them be successful
  - ✓ Writing a Readiness Statement for change
- 2) ***Responsible Thinking***
  - ✓ Why they feel and act the way they do; Experiencing through their five senses
  - ✓ Connections between self-talk, feelings and actions; Personal responses to self-talk; Evaluating the way they think
  - ✓ Eight thinking error filters and eight responsible thinking filters; Applying new thinking skills to their top three problems.
- 3) ***My Individual Change Plan***
  - ✓ Changing high-risk behaviors can be a positive experience; Change happens in five distinct stages
  - ✓ The stages of change can be applied to any behavior they wish to change
  - ✓ Applying the stages of change to the three problems they identified in my *What Got Me Here?* Journal

**TRAINING AND MATERIALS:**

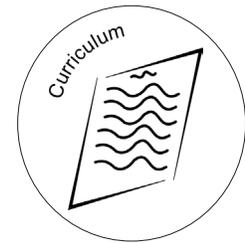
Training is offered but not required to facilitate the *COURAGE To Take Action* Interactive Journal System or purchase materials. See Appendix B for more information about training, a list of materials, and associated costs.

**CONTACT INFORMATION:**

Mike Judnick  
**The Change Companies**  
5221 Sigstrom Drive  
Carson City, NV 89706  
Phone: (888) 889-8866 or (775) 885-2610  
Fax (775) 885-0643  
Email: mjudnick@changecompanies.net  
Website: www.changecompanies.net

## THE FACTS OF LIFE SEMINAR

Skill-training curriculum for youth ages 13 and older who display negative behaviors.



### ✓ MORAL REASONING SKILL SET

### INTERESTING FACTS

*The Facts of Life Seminar* was developed in 2002 to teach adolescents about the relationship between happiness and pro-social human behavior. The curriculum is currently implemented as a mandated intervention for all youth going through juvenile probation in Westmoreland County, Pennsylvania.

### ABSTRACT:

*The Facts of Life Seminar*<sup>3</sup> is a character development curriculum designed to provide juvenile offenders with a method of decision-making that maximizes their potential to make positive, pro-social contributions to society. *The Facts of Life Seminar* is based on a secular system of moral reasoning designed to encourage right behavior and motivate youth to make responsible choices because they understand why it is in their best interest to act on ideas about what's right and wrong.

*The Facts of Life Seminar* curriculum consists of eight lessons designed to be completed in 12 hours, either through twelve 1-hour sessions over 12 consecutive weeks or eight 1 ½-hour sessions over eight consecutive weeks.

*The Facts of Life Seminar* may be conducted in probation departments, community-based programs, and residential facilities. *The Facts of Life Seminar* is presented in an interactive manner utilizing positive group dynamics. Key concepts are reinforced by a multi-sensorial integration learning process, including oral repetition and auditory processing, which is designed to facilitate the restructuring of participants' thoughts. In addition, participants are required to take notes to reinforce learning.

Training is required to facilitate *The Facts of Life Seminar* and acquire materials. Curriculum materials include a facilitator manual and pre- and post-tests to evaluate learning. Facilitators provide participants with notebooks for note taking.

*The Facts of Life Seminar* has been evaluated but not listed in a registry. Internal evaluation indicates that for juvenile offenders who completed *The Facts of Life Seminar* there was a 123% increase in the number likely to refrain from violence, a 90% increase in the number likely to refrain from theft, a 178% increase in the number likely to keep their promises, and a 160% increase in the number likely to tell the truth.<sup>4</sup>

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**OBJECTIVES:**

Participants will:

- ✓ Understand how they are situated with respect to a set of core values that have natural, inherent, or intrinsic worth,
- ✓ Recognize that whether they are able to acquire and maintain these values is a matter of choices they make in daily living,
- ✓ Be equipped with a set of principles—ideas about right and wrong—that enable them to get and keep core values,
- ✓ Be motivated to act on the principles, and
- ✓ Develop a sense of mastery over their own destiny, have an approach to living that will instill an optimistic attitude toward the future, and have a method for living that will enhance their self-esteem.

**COMPONENTS:**

*The Facts of Life Seminar* includes:

1. Quality of Life
2. Emotions, Happiness, and Values
3. Core Values, Things, and Relationships
4. Conditions and the Matrix of Core Values
5. Happiness and Self-Defeating Behavior
6. More Self-Defeating Behavior
7. Choices, Principles, and Happiness
8. The Formula for Happiness

**TRAINING AND MATERIALS:**

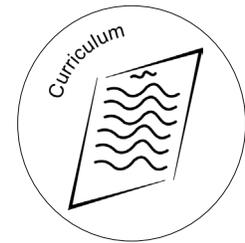
Training is required to facilitate *The Facts of Life Seminar* and acquire materials. See Appendix B for more information about training, a list of materials, and associated costs.

**CONTACT INFORMATION:**

Dr. Douglas R. Ramm  
**Psychological Services, Inc.**  
225 Humphrey Road  
Greensburg, PA 15601  
Phone (724) 832-9096  
Fax: (724) 832-2249  
Email: [info@factsoflifeprograms.com](mailto:info@factsoflifeprograms.com)  
Website: [www.factsoflifeprograms.com](http://www.factsoflifeprograms.com)

## MORAL RECONATION THERAPY (MRT)

Skill-training curriculum for youthful offenders ages 13-18 who display criminogenic attitudes and behaviors.



### MORAL REASONING SKILL SET

### INTERESTING FACTS

*Moral Reconciliation Therapy (MRT)* was developed in a prison-based adult drug offender therapeutic community in 1985 in Memphis, Tennessee. The curriculum has been used with at-risk youth and juvenile offenders since 1989.

### ABSTRACT:

*Moral Reconciliation Therapy (MRT)*<sup>5</sup> addresses criminogenic attitudes and behaviors by emphasizing the development of moral reasoning skills that reduce future problem behaviors and increase the likelihood of exhibiting pro-social behaviors. *MRT* is designed to enhance social, moral, and positive behavioral growth in a progressive, step-by-step approach that promotes development of a strong sense of personal identity with behavior and relationships based on higher levels of moral judgment. Reconciliation is the conscious decision to change.

*MRT* can be completed in either 12 or 16 steps that correlate with consecutive stages of moral development and progress toward other treatment goals. Most juvenile offenders complete all *MRT* steps in 20 - 32 group sessions. *MRT* groups are open-ended, and new participants can enter a group at any time.

*MRT* groups may be conducted in probation departments, community-based programs, and residential facilities. *MRT* is organized into a continuum from low to higher levels of moral development delivered through group sessions held at regular intervals. During the group discussion sessions, clients share their exercises and homework assignments from their *MRT* workbooks.

Training is required to facilitate *MRT* groups and purchase materials. CEU credits are offered to those who complete training. Curriculum materials include a facilitator manual and student workbook.

*MRT* is listed in one registry, as specified in Appendix A. Evaluations show that when conducted in juvenile "therapeutic community" programs *MRT* leads to lower recidivism, less severe offenses in those who did reoffend, higher levels of moral reasoning, and improved school performance.<sup>6</sup>

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**OBJECTIVES:**

Participants will develop moral reasoning skills through:

- ✓ Confrontation and assessment of self,
- ✓ Assessment of current relationships,
- ✓ Reinforcement of positive behavior and habits,
- ✓ Positive identity formation,
- ✓ Enhancement of self-concept,
- ✓ Decrease in hedonism, and
- ✓ Development of higher stages of moral reasoning.

**COMPONENTS:**

Participants begin with Step 1 and progress to completion of either Step 12 or Step 16.

1. Honesty
2. Trust
3. Acceptance
4. Awareness
5. Healing damaged relationships
6. Helping others
7. Long term goals and identity
8. Short term goals and consistency
9. Commitment to change
10. Maintaining positive change
11. Keeping moral commitments
12. Choosing moral goals (Note: Most clients complete *MRT* with this step.)
- 13-16. Evaluating the relationship between inner self and personality

**TRAINING AND MATERIALS:**

Training is required to facilitate *MRT* groups and purchase materials. See Appendix B for more information about training, a list of materials, and associated costs.

**CONTACT INFORMATION:**

Kenneth Robinson, Ed.D.  
**Correctional Counseling, Inc.**  
2028 Exeter Road  
Germantown, TN 38138  
Phone (901) 360-1564  
Fax: (901) 757-1995  
Email: ccimrt@aol.com  
Website: www.moral-reconciliation-therapy.com

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## ENDNOTES:

- <sup>1</sup> Material in the *Corrective Actions Journal System* profile was derived from three sources:  
The Change Companies website [www.changecompanies.net](http://www.changecompanies.net). (Information acquired April 11, 2008.)  
*The Change Companies Resource Guide, 2007-2008*. Carson City, NV: The Change Companies.  
*General Orientation Guide*. (2007). Carson City, NV: The Change Companies.
- <sup>2</sup> Material in the *COURAGE To Take Action* profile was derived from three sources:  
The Change Companies website [www.changecompanies.net](http://www.changecompanies.net). (Information acquired November 2, 2007.)  
*The Change Companies Resource Guide, 2007-2008*. Carson City, NV: The Change Companies.  
*General Orientation Guide*. (2007). Carson City, NV: The Change Companies.
- <sup>3</sup> Material in *The Facts of Life Seminar* profile was derived from two sources:  
Facts of Life Programs website [www.factsoflifeprograms.com](http://www.factsoflifeprograms.com). (Information acquired December 3, 2007.)  
Ramm, D.R. (2004). *Overview of The Facts of Life Seminar: Handout for Developing Decision-Making Competencies in Delinquent Youth*. 2004 Pennsylvania Conference on Juvenile Justice.
- <sup>4</sup> Ramm, D.R., Driscoll, J.D., Beighley, A., and Ramm, J.K. (2009.) "Motivating Juvenile Offenders Toward Making Responsible Choices in Daily Life." *Juvenile and Family Court Journal*, No. 1, Winter.
- <sup>5</sup> Material in the *Moral Reconciliation Therapy (MRT)* profile was derived from three sources:  
Correctional Counseling, Inc. website [www.ccmrt.com](http://www.ccmrt.com). (Information acquired October 30, 2007.)  
Moral Reconciliation Therapy website <http://moral-reconciliation-therapy.com>. (Information acquired October 30, 2007.)  
Carr, T.R., Thies, J., and Penelton, R.A. (2004). *An Evaluation of the Moral Reconciliation Therapy of the Franklin/Jefferson County Evening Reporting Center Program*. Edwardsville, IL: Southern Illinois University.
- <sup>6</sup> Burnette, K.D., Swan, E. S., Robinson, K.D., Woods-Robinson, M., and Little, G.L. (2003). "Effects of MRT® on Male Juvenile Offenders Participating in a Therapeutic Community Program." *Cognitive-Behavioral Treatment Review*, 12 (2), 2-5.  
Burnette, K.D., Swan, E. S., Robinson, K.D., Woods-Robinson, M., and Little, G.L. (2004). "Treating Youthful Offenders with Moral Reconciliation Therapy: A Recidivism and Pre- Posttest Analysis." *Cognitive-Behavioral Treatment Review*, 3 (4), 14-15.



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# ACADEMIC SKILLS

## OVERVIEW

### DEFINITION

Academic skills help adolescents improve their chances of having successful educational experiences.

### RELEVANCE

Improving academic performance and reducing school behavior problems have been shown to reduce delinquency. Advocating on a youth's behalf to address education gaps is a legitimate role for juvenile probation officers.

### GOALS

Catching up in school and advancing to the highest possible academic level.

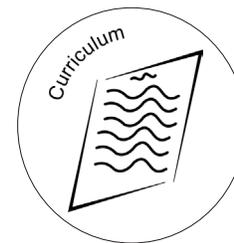
### ACADEMIC SKILL SET

- ✓ Basic Reading Skills
- ✓ Basic Writing Skills
- ✓ Basic Math Skills
- ✓ Study and Learning Skills



## ARISE LEARNING STRATEGIES AND TIME MANAGEMENT

Skill-training curriculum for youth ages 14-19 who need to develop study and time management skills.



### ACADEMIC SKILL

— STUDY AND LEARNING SKILLS

### INTERESTING FACTS

The *ARISE Learning Strategies and Time Management* curriculum is included in Book 2 of a three-book series, *Four-Wheel Drive for the Mind*, which is part of the *ARISE Independent Living Curriculum* (also included in this Guide).

### ABSTRACT:

The *ARISE Learning Strategies and Time Management*<sup>1</sup> curriculum is designed to teach youth how to study effectively, set goals, and develop their own time management schedules.

The *ARISE Learning Strategies and Time Management* curriculum consists of seven lessons designed to be taught in seven sessions of approximately 30-60 minutes each. The lessons are flexible to allow facilitators to plan individualized courses of study depending on youths' ages and needs.

*ARISE Learning Strategies and Time Management* can be taught in probation departments, community-based programs, residential facilities, and schools. The curriculum is designed to be presented in an interactive group process format that includes written assignments, dynamic group discussion, and assessment.

Training is offered but not required to facilitate *ARISE Learning Strategies and Time Management* groups or purchase materials. Curriculum materials include a facilitator manual, student workbook, and quizzes to evaluate learning.

The *ARISE Learning Strategies and Time Management* curriculum has been evaluated but not listed in a registry. Internal evaluations have concluded that ARISE instructor training and youth curricula are effective. The evaluations assessed multiple dimensions, including ARISE's training practices and effectiveness, the competency of ARISE certified instructors, and the satisfaction of youth participants and instructors.<sup>2</sup>

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**OBJECTIVES:**

Participants will learn to study effectively, gather information, set goals, and develop their own time management schedules.

**COMPONENTS:**

The *ARISE Learning Strategies and Time Management* curriculum includes:

1. The Importance of Reading
2. Gathering Information
3. Thinking Creatively
4. Smart Strategies
5. Getting Organized
6. Time Management
7. Setting Goals

**TRAINING AND MATERIALS:**

Training is offered but not required to facilitate *ARISE Learning Strategies and Time Management* groups or purchase materials. See Appendix B for more information about training, a list of materials, and associated costs.

**CONTACT INFORMATION:**

**ARISE Foundation**  
824 US Highway 1, Suite 240  
North Palm Beach, FL 33408  
Phone: (888) 680-6100  
Fax: (888) 599-3750  
Email: [questions@ariselife-skills.org](mailto:questions@ariselife-skills.org)  
Website: [www.ariselife-skills.org](http://www.ariselife-skills.org)

## BOYS & GIRLS CLUB PROJECT LEARN

Skill-training community resource for youth ages 6-18 who need to improve school performance.



### ACADEMIC SKILL SET

### INTERESTING FACTS

The mission of the Boys & Girls Clubs of America is to enable all young people to reach their full potential as productive, caring, responsible citizens. In 2006, The Chronicle of Philanthropy ranked Boys & Girls Clubs of America number one among youth organizations for the 12th consecutive year. There are currently 75 Club locations in Pennsylvania and 4,000 Clubs nationwide.

### ABSTRACT:

Boys & Girls Clubs Project Learn<sup>3</sup> is a program strategy (not a specific curriculum) designed to enhance academic performance and promote positive school experiences through fun and engaging activities that encourage skill acquisition and information utilization. The idea for Project Learn is founded on research that showed that low-income students who engaged in a variety of high-yield learning activities in their non-school hours had greater academic success than those who did not.<sup>4</sup>

Project Learn activities, with the exception of field trips, take place in local Boys & Girls Clubs, which are open every day, after school, and on weekends. Youth in the Project Learn program spend an average of 10 hours or more weekly in structured educational activities.

Boys & Girls Clubs staff design Project Learn educational enhancement activities based on the needs of the youth in their individual Clubs and their communities. Every Club has full-time, trained youth development professionals to provide youth with positive role models and mentors. Trained volunteers provide key supplementary support to Project Learn and parents are encouraged to become involved with their children's academic development at home and school.

Boys & Girls Clubs Project Learn is listed in two registries, as specified in Appendix A. Evaluation of Project Learn reveals modest educational improvements, including better overall grade averages and school attendance, and significantly more positive reading and writing skills, overall school performance, and interest in class material.<sup>5</sup>

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**OBJECTIVES:**

Participants will improve their school performance by increasing motivation to learn, increasing school attendance, and earning better grades.

**COMPONENTS:**

Project Learn includes:

- 1) **Homework Help and Tutoring**
- 2) **High-Yield Learning/Leisure Activities**  
Includes discussions with knowledgeable adults; leisure reading; journal, poetry, or creative writing; games utilizing cognitive skills (Monopoly, Scrabble); photography; storytelling; and helping other youth with school homework and projects.
- 3) **Parental Involvement**
- 4) **Collaboration with Schools**
- 5) **Incentives**  
May include pizza parties, school supplies, field trips, additional computer time, and book bags.

**COST FOR SERVICES:**

Boys & Girls Club membership, averaging \$10.00 to \$20.00 per year, is required to participate in Club activities.

**CONTACT INFORMATION:**

National:

**Boys & Girls Clubs of America**  
1275 West Peachtree Street NE  
Atlanta, GA 30309  
Phone: (404) 487-5700  
Fax: (404) 487-5789  
Email: Info@bgca.org  
Website: www.bgca.org

Pennsylvania:

See Appendix C for a list of Boys & Girls Clubs in Pennsylvania.

## CAREER ACADEMY

Skill-training community resource for eligible students at risk for dropping out of school.



### INTERESTING FACTS

- ✓ **ACADEMIC SKILL SET**
- ✓ **WORKFORCE DEVELOPMENT SKILL SET**

The career academy concept—small learning communities within larger high schools—was developed in Philadelphia in 1969 by Philadelphia Academies, Inc. to target youth considered most at risk of dropping out of high school. There are currently 61 career academies in Pennsylvania and an estimated 2500 academies nationwide.

### ABSTRACT:

Career academies,<sup>6</sup> small learning communities of 100-300 students located within a larger public high school, focus on dropout prevention in addition to college-preparatory academic coursework integrated with a career-related theme and work experience through partnerships with local employers.

Career academies typically serve students for a two-, three-, or four-year period through 12th grade. The length of the program, the school catchment area, and student eligibility requirements are determined by individual schools/districts.

Career academy classroom learning is enhanced with an individualized mix of the following learning processes: reduced class size; special projects; field trips/job shadowing; mentors/employee volunteers; workplace experiences; college and career counseling; and parental involvement.

Career academy educators and administrators possess the necessary credentials and certifications as required by the school district in which the host school operates. In addition, they participate in trainings about learning strategies associated with career development and receive coaching on how to best support students in small learning environments.

The career academy is listed in two registries, as specified in Appendix A. Career academies have been found to substantially improve high school outcomes among students at high risk of dropping out, including reduced dropout rate, improved attendance, increased academic course-taking, and increased likelihood of earning enough credits to graduate on time.<sup>7</sup> In addition, an ongoing longitudinal random assignment evaluation indicates that career academies produced positive and sustained impacts on a range of labor market outcomes among the young men in the study; however, no positive or negative impacts on labor market outcomes were indicated for young women.<sup>8</sup>

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## OBJECTIVES:

Participants will:

- ✓ Increase engagement and performance in school and earn credentials and skills needed to make successful transition to postsecondary education,
- ✓ Participate in a sequence of career-related courses and educational experiences that support career development and employability skill building, and
- ✓ Develop post-graduate plans with the assistance of college/career counseling.

## COMPONENTS:

Career academies:

- 1) **Are small learning communities.**
  - ✓ Classes are usually blocked back-to-back and students attend them as a group.
  - ✓ Students may participate in required and elective classes, clubs, and sports within the larger host school.
  - ✓ Teachers from academic and technical disciplines work together as a team.
- 2) **Combine college-preparatory academic curriculum with a career theme.**
  - ✓ Academic courses are linked with technical courses.
  - ✓ Work-based learning opportunities tie classroom activities to internships with local employer partners.
  - ✓ Counseling is available to assist students in planning for employment and further education.
- 3) **Embody partnerships with employers, community, and higher education.**
  - ✓ The academy's career theme is selected locally, based on an industry that is healthy and can provide interested partners.
  - ✓ Employer representatives may give advice on curriculum; appear as guest speakers; provide student internships, community service and job shadowing opportunities; and provide financial or in-kind support.
  - ✓ Postsecondary educational institutions often provide concurrent enrollment options.

## COST FOR SERVICES:

No cost for students.

## CONTACT INFORMATION:

National:

**Career Academy Support Network**

Graduate School of Education  
University of California at Berkeley  
Berkeley, CA 94720  
Phone: (510) 643-5748  
Fax: (510) 642-2124  
Email: ask\_casn@berkeley.edu  
Website: <http://casn.berkeley.edu/>

Pennsylvania:

See Appendix C for a list of career academies in Pennsylvania.

## CHARTER SCHOOL

Skill-training community resource for students who need to improve academic achievement.



### ACADEMIC SKILL SET

### INTERESTING FACTS

The charter school movement began in Minnesota in 1991 and today 41 states have charter school laws. Charter schools were established in Pennsylvania by Act 22 of 1997 and are part of the Pennsylvania School Code. Today almost 64,000 Pennsylvania students are served by 127 charter schools, 11 of which are cyber charter schools.

### ABSTRACT:

Charter schools<sup>9</sup> offer alternatives in education using strategies designed to improve student academic achievement, including innovative teaching practices and diversity of school options that are more responsive to students' needs than regular public schools. Charter schools, which operate within the public school system, operate free from many educational mandates except for those concerning nondiscrimination, health and safety, and accountability.

Every charter school must follow the Pennsylvania School Code, which stipulates the course of study for core subject areas and coursework that fulfills graduation requirements. "Bricks and mortar" charter schools are located within the district they serve and cyber charter schools are accessed from home over the Internet, serving students throughout the state.

While charter schools strive to be creative, flexible, and responsive to each student's needs, their actual curricula grow out of their individual missions and target populations. Some of the innovative teaching methods that charter schools utilize include: mixed-grade classrooms; small learning groups; individualized instruction; theme-based, project-based, or interactive learning; interdisciplinary studies; mentoring; community involvement; and hands-on and experiential approaches.

Pennsylvania charter school law requires that at least 75% of a charter school's professional staff must hold appropriate State certification. However, the provisions of the Federal No Child Left Behind Act require that all teachers working in a charter school must hold at least a bachelor's degree and must demonstrate competency in the core academic areas in which they teach. All special education professional staff must hold appropriate State certification.

Charter schools have been evaluated but not listed in a registry. Research has shown that charter school students are more likely to be proficient in math and reading than students in comparable neighboring public schools. The greatest achievement gains can be seen among minority and low-income students.<sup>10</sup>

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## OBJECTIVES:

Pennsylvania's charter schools are intended to:

- ✓ Improve pupil learning,
- ✓ Increase learning opportunities for all pupils,
- ✓ Encourage the use of different and innovative teaching methods,
- ✓ Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site,
- ✓ Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system, and
- ✓ Establish accountability systems and be held accountable for meeting measurable academic standards.

## COMPONENTS:

Charter schools share basic commonalities within which they fulfill their unique missions:

- ✓ **Non-Traditional grade groupings.**
- ✓ **Students from special populations.**
- ✓ **Innovative education.** "Innovative education" is provided within specific topic areas, e.g., character-building, science and technology, architecture and design, performing arts, cultural/bilingual programs, or school-to-work.
- ✓ **Unique in structure and organization.** Charter schools often are smaller, have smaller class sizes, and are more attuned to individual students than their regular public school counterparts.
- ✓ **Non-traditional school calendar.** Charter schools may include extended school year (more days than mandated) and/or extended school days. Some charter schools hold classes at unconventional times or on weekends.

## COST FOR SERVICES:

No cost for eligible students (see sidebar).

## CONTACT INFORMATION:

### **Pennsylvania Department of Education**

Division of Nonpublic, Private & Charter School Services  
333 Market Street, 5th Floor  
Harrisburg, PA 17126  
Phone: (717) 705-8019  
Email: [gspadafore@state.pa.us](mailto:gspadafore@state.pa.us)  
Website: [www.pde.state.pa.us](http://www.pde.state.pa.us)

See Appendix C for a list of charter schools operating in Pennsylvania.

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**ELIGIBILITY:**

All students who are Pennsylvania residents are eligible to enroll in charter schools under the following stipulations:

1. Students may apply to any “bricks and mortar” charter school within their school district; or,
2. They may enroll in any cyber charter school within the State, providing they have a parent or other adult available to supervise instruction.

A charter school may not discriminate in its admission policies or practices on any basis that would be illegal if used by a school district.

However, a charter school may have a mission or focus that addresses a specific population listed in the law as an “at risk student,” or specific grade levels or curricula areas such as mathematics, science, or the arts. These charter schools may limit admission and develop reasonable criteria to evaluate prospective students. Many charter schools have waiting lists and/or fill vacancies by lottery/random process.



ACADEMIC



## COMMUNITIES IN SCHOOLS (CIS)

Skill-training community resource for students at risk for dropping out of school.



### ACADEMIC SKILL SET

### INTERESTING FACTS

Communities In Schools, Inc. (CIS) was founded in New York City in 1977 to help adolescents who were at high risk of dropping out of school. CIS founders realized that troubled young people and their families had difficulty accessing public and private social services and decided to bring these community resources inside public schools where they were accessible, coordinated, and accountable. Today there are 119 CIS sites serving over 18,350 students in Pennsylvania.

### ABSTRACT:

The Communities In Schools (CIS)<sup>11</sup> model assumes that young people in jeopardy of dropping out of school generally have both academic and non-academic problems that need to be addressed, and champions the connection of needed community resources with public schools to help students learn, stay in school, and prepare for life. Community resources, volunteers, and agencies serve in coordinated partnerships, both during the day and after school, within traditional public schools. CIS programs may also be organized as alternative schools – or “schools within schools” – with separate facilities for CIS students.

CIS serves youth at risk for dropping out of school, including students in elementary through high school, and may also provide services to the families of youth in the CIS program. Students may include those with low academic achievement, school attendance problems, attitude and behavioral problems, unresolved social/emotional problems, juvenile court records, and recent school dropouts.

Each local CIS program determines the specific level and types of services provided, taking into account the needs of the youth it serves and existing community resources. All CIS programs abide by the guiding principles of Coordination (enlist and facilitate partnerships), Accountability (measure and track student outcomes), and Personalism (work with youth one-on-one).

CIS staffing teams include a project director and some mix of the following: repositioned local service agency staff (e.g., social workers, case managers, or health care providers), teachers or other school personnel, and local volunteers who typically provide tutoring or mentoring.

CIS is listed in one registry, as specified in Appendix A. CIS has been shown to increase stay-in-school and graduation rates, increase attendance, and improve academic performance.<sup>12</sup>

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## OBJECTIVES:

CIS will decrease participants' risks of dropping out of school by helping fulfill basic needs:

- ✓ One-on-one relationship with a caring adult,
- ✓ Safe place to learn and grow,
- ✓ Healthy start and a healthy future,
- ✓ Marketable skills to use upon graduation, and
- ✓ A chance to give back to peers and the community.

## COMPONENTS:

Each community designs individual solutions with existing resources, using one or more of the following four common CIS program strategies (see sidebar for list of provided services):

- 1) **Whole-School Strategy**  
The CIS site serves the entire school and students are served on an "as-needed" basis, with the intent to improve outcomes for the entire student body. Community resources may be available to students/families through after-school programs.
- 2) **Traditional Strategy**  
The CIS site serves an identified group of "enrolled" students, sometimes in a "CIS" class and sometimes during non-class time, and a one-on-one relationship with the CIS student is maintained.
- 3) **Classroom Strategy**  
CIS students are grouped together for instruction at least twice a week. Provisions are made for academic, behavioral, and attendance improvement, as well as service-learning and workforce development opportunities.
- 4) **Academy Strategy**  
Students are served in a self-contained environment, which is either freestanding or an identified block of space within an existing school. Students are grouped together for instruction for at least two classes per day.

## COST FOR SERVICES:

No cost for students and their families.

## CONTACT INFORMATION:

National:

**Communities In Schools National Office**

2345 Crystal Drive, Suite 801  
Arlington, VA 22202  
Phone: (800) 247-4547, (703) 519-8999  
Fax: (703) 837-4556  
Email: [cis@cisnet.org](mailto:cis@cisnet.org)  
Website: [www.cisnet.org](http://www.cisnet.org)

Pennsylvania:

**Communities In Schools of Pennsylvania State Office**

800 North Third Street, Suite 204  
Harrisburg, PA 17102  
Phone: (717) 233-4330  
Email: [lross@cis-pa.net](mailto:lross@cis-pa.net)  
Website: [www.cis-pa.org](http://www.cis-pa.org)

See Appendix C for a list of Pennsylvania CIS affiliates.

## COMMUNITIES IN SCHOOLS OF PENNSYLVANIA PROGRAMS<sup>1</sup>

After-School/Before-School Programs  
Alternative Education Programs  
Anger Management/Conflict Resolution  
Career Academies  
Career Development, Employment Training  
Case Management  
Childcare/Teen Parenting/Pre-Post Natal Care  
Cognitive, Perceptual Development Programs  
College Exploration, Application, Scholarship or Other Support  
Community Services/Service Learning  
Court Advocacy, Reintegration  
Creative/Performing Arts  
Delinquency/Violence Prevention  
Dropout Prevention  
Dropout Retrieval  
Entrepreneurial Programs  
Family Strengthening, Involvement, Programs, Events  
Gang Intervention/Prevention  
Home Visits, Parent/Contact Conferences  
Homework Assistance  
Individual Student Assessment  
Intergenerational Initiatives  
Leadership Skills/Training  
Linkages to Resources, Food/Shelter Services  
Literacy Training  
Female/Male Initiatives  
Mental Health Services, Counseling  
Mentoring  
Parent/Adult Education Workshops, Events  
Peer Justice Programs  
Personals/Social Life Skills Development  
Physical Health screening, Education/Care  
Pregnant and Parenting Teen Programs  
Recreational/Sports Activities  
School Safety  
Speakers/Workshops/Events/Clubs  
Substance Abuse Prevention, Intervention  
Summer Programs  
Technological Training  
Tutoring/Academic Support  
Youth Empowerment Programs  
Volunteer Initiatives

<sup>1</sup> To find out what programs are available in your local area, see AppendixC for a list of Pennsylvania CIS affiliates.



ACADEMIC



## UPWARD BOUND

Skill-training community resource for students ages 13-19 in need of improving academic skills and motivation to pursue postsecondary education.



### ACADEMIC SKILL SET

### INTERESTING FACTS

Upward Bound began with funding under Title IV of the Higher Education Act of 1965, as part of the War on Poverty. Today Upward Bound is one of seven Federal programs designed to help students overcome class, social, and cultural barriers to higher education by providing the support that gives students the hope and skills needed to complete high school and/or succeed in college. There are currently 800 Upward Bound programs nationwide, including 24 programs in Pennsylvania.

### ABSTRACT:

Upward Bound,<sup>14</sup> which includes Regular Upward Bound and Upward Bound Math and Science, is a year-round program offering a variety of services designed to provide targeted high school students with the academic skills and motivation necessary to complete high school and postsecondary education.

Upward Bound programs do not have a prescribed or set curriculum. All programs provide students with varied opportunities to learn, prepare for high school graduation, and succeed in college, including assessment of academic needs and strengths; academic skills development; tutoring; counseling and support; career exploration; college search and application assistance; cultural enrichment; stimulation of motivation; and appreciation of excellence.

Institutions of higher education, public and private agencies/organizations, or a combination of these operate Upward Bound programs. Students receive program services at the funded entity's campus/site or, in a few programs, in their home high school with Upward Bound staff.

Upward Bound has been evaluated but not listed on a registry. While Upward Bound evaluation results indicate limited effects overall, they also indicate that the program makes a substantial difference in the lives of certain groups of students, especially students entering the program with lower educational expectations, students with serious academic problems, and boys. Results also show that duration of participation is linked to positive program outcomes.<sup>15</sup>

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## OBJECTIVES:

The goal of Upward Bound is to increase the rate at which participants complete a secondary education, and enroll in and graduate from institutions of postsecondary education.

## COMPONENTS:

- 1) **Summer Component** – Begins the program year for Upward Bound students. Most students live on a college campus during the five- to six-week summer session and have access to college facilities to supplement their instruction and simulate the college experience.
- 2) **Academic Year Component** – From September to May, students typically attend Saturday sessions, night classes, or go the Upward Bound office during the week.

## Regular Upward Bound includes:

- ✓ Required instruction in mathematics, laboratory science, composition, literature, and foreign language
- ✓ Instruction in reading, writing, study skills, and other subjects necessary for success in education beyond high school
- ✓ Academic and financial counseling and workshops
- ✓ Standardized tests and college entrance exam preparation
- ✓ Tutorial services
- ✓ Mentoring programs
- ✓ Information about postsecondary education opportunities
- ✓ Assistance in completing college entrance and financial aid applications
- ✓ Work-study/internship positions to explore careers requiring a postsecondary degree
- ✓ Cultural activities and college visits

**Upward Bound Math and Science** programs, which include the above Regular Upward Bound services, are designed to help students recognize and develop their potential to excel in the fields of math and science and encourage them to pursue post-secondary degrees in those fields.

## COST FOR SERVICES:

No cost for eligible students (see sidebar).

## CONTACT INFORMATION:

National:

**Federal TRIO Programs\***

U.S. Department of Education

1990 K Street, NW, 7th Floor

Washington, DC 20006

Phone: (202) 502-7600

Fax: (202) 502-7857

Email: OPE\_TRIO@ed.gov

Website: <http://www.ed.gov/programs/trioupbound/index.html>

- \* Note: "TRIO" refers to the three original Federal educational opportunity programs—Upward Bound, Talent Search, and Student Support Services, all of which still operate.

Pennsylvania:

See Appendix C for a list of Upward Programs in Pennsylvania.

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## ELIGIBILITY:

The U.S. Department of Education guidelines stipulate that all Upward Bound and Upward Bound Math and Science students must:

1. Be from low-income families; and/or
2. Be potentially first-generation college students.

In addition, students must:

1. Have completed the eighth grade;
2. Be between the ages of 13 and 19; and
3. Have a need for academic support in order to pursue a program of postsecondary education.

In addition to the above eligibility guidelines, each Upward Bound program has specific requirements including grade point average and recommendations. Students are recruited in the 8th grade for the 9th grade Upward Bound class. Students are served in 9th through 12th grades, and may enter Upward Bound in 10th and 11th grades if there are available slots. After acceptance, students may participate in the program until they graduate from high school.

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ENDNOTES:

- <sup>1</sup> Material in the *ARISE Learning Strategies and Time Management* profile was derived from the ARISE website [www.ariselife-skills.org](http://www.ariselife-skills.org). (Information acquired October 31, 2007.)
- <sup>2</sup> BMR Consulting, LLC. (2007). *ARISE Life Management Skills Instructor Training for Intervention/Re-entry Programs for High-Risk Youth*. OJJDP Grant #2005 JLFX 0013: Final Report. Arise Foundation. Retrieved January 3, 2008 from [www.ariselife-skills.org/Home/JuvenileJustice.aspx](http://www.ariselife-skills.org/Home/JuvenileJustice.aspx).

Carocco, N. (2007). *Evaluation of the ARISE Foundation Life Management Skills Program Targeting High-Risk Youth in the District of Columbia*. ARISE Foundation. Retrieved January 3, 2008 from [www.ariselife-skills.org/Home/JuvenileJustice.aspx](http://www.ariselife-skills.org/Home/JuvenileJustice.aspx).
- <sup>3</sup> Material in the Boys & Girls Clubs Project Learn profile was derived from two sources:

Boys & Girls Clubs of America website [www.bgca.org](http://www.bgca.org). (Information acquired September 12, 2007.)

National Youth Development Information Center website [www.nydic.org/nydic/programming/newideas/documents/PROJECTLEARN.pdf](http://www.nydic.org/nydic/programming/newideas/documents/PROJECTLEARN.pdf). (Information acquired September 12, 2007.)
- <sup>4</sup> Clark, R.M. (1988). *Critical Factors in Why Disadvantaged Children Succeed or Fail in School*. New York: Academy for Educational Development.
- <sup>5</sup> Schinke, S.P., Cole, K.C., and Poulin, S.R. (2000). "Enhancing the Educational Achievement of At-Risk Youth." *Prevention Science* 1 (1):51-60.
- <sup>6</sup> Material in the Career Academy profile was derived from three sources:

Career Academy Support Network (CASN) website <http://casn.berkeley.edu/Definition.html>. (Information acquired August 14, 2007.)

Kemple, J.J. and Snipes, J.C. (2000). *Career Academies: Impacts on Students' Engagement and Performance in High School*. San Francisco, CA: Manpower Demonstration Research Corporation.

Stern, D., Dayton, C., and Ruby, M. (2000). *Career Academies: Building Blocks for Reconstructing American High Schools*. Berkeley, CA: University of California at Berkeley.
- <sup>7</sup> Kemple, J.J. and Snipes, J.C. (2000). *Career Academies: Impacts on Students' Engagement and Performance in High School*. San Francisco, CA: Manpower Demonstration Research Corporation.
- <sup>8</sup> Kemple, J.J., with Scott-Clayton, J. (2004). *Career Academies: Impacts on Labor Market Outcomes and Educational Attainment*. San Francisco, CA: Manpower Demonstration Research Corporation.
- <sup>9</sup> Material in the Charter School profile was derived from three sources: Pennsylvania Department of Education website [http://www.pde.state.pa.us/charter\\_schools/site/default.asp](http://www.pde.state.pa.us/charter_schools/site/default.asp). (Information acquired September 14, 2007.)

The Center for Education Reform website <http://www.edreform.com>. (Information acquired September 14, 2007.)

Miron, G., Nelson, C., and Risley, J. (2002). *Strengthening Pennsylvania's Charter School Reform: Findings From the Statewide Evaluation and Discussion of Relevant Policy Issues*. Michigan: The Evaluation Center, Western Michigan University. Retrieved September 14, 2007 from [www.wmich.edu/evalctr/charter/pa\\_5year/](http://www.wmich.edu/evalctr/charter/pa_5year/).
- <sup>10</sup> Hoxby, C. (2004). *Achievement in Charter Schools and Regular Public Schools in the United States: Understanding the Differences*. Harvard University Program on Education Policy and Governance working paper. Retrieved September 14, 2007 from [www.innovations.harvard.edu/showdoc.html?id=4848](http://www.innovations.harvard.edu/showdoc.html?id=4848).
- <sup>11</sup> Material in the Communities In Schools (CIS) profile was derived from three sources:

Communities In Schools website [www.cisnet.org](http://www.cisnet.org). (Information acquired September 18, 2007.)

Communities In Schools of Pennsylvania website [www.cis-pa.org](http://www.cis-pa.org). (Information acquired September 18, 2007.)

Promising Practices Network website [www.promisingpractices.net](http://www.promisingpractices.net). (Information acquired September 18, 2007.)
- <sup>12</sup> Rossman, S.B. and Morley, E. (1995) *The National Evaluation of Cities in Schools: Executive Summary*. Washington, DC: The Urban Institute.
- <sup>13</sup> Retrieved September 18, 2007 from [www.cis-pa.org/services.html](http://www.cis-pa.org/services.html).
- <sup>14</sup> Material in the Upward Bound profile was derived from three sources:

The U.S. Department of Education TRIO website <http://www.ed.gov/programs/trioupbound/index.html>. (Information acquired September 20, 2007.)

Websites of Upward Bound projects in Pennsylvania (see Appendix C) (Information acquired February 8, 2008.)

The Council for Opportunity In Education website [www.coenet.us](http://www.coenet.us). (Information acquired September 20, 2007.)
- <sup>15</sup> Myers, D. and Schirm, A. (1999). *The Impacts of Upward Bound: Final Report for Phase I of the National Evaluation*. Washington, DC: Mathematica Policy Research, Inc.

Myers, D., Olsen, R., Seftor, N., Young, J., and Tuttle, C. (2004). *The Impacts of Regular Upward Bound: Results from the Third Follow-Up Data Collection*. Washington, DC: Mathematica Policy Research, Inc.

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# WORKFORCE DEVELOPMENT SKILLS

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## OVERVIEW

### DEFINITION

Workforce development skills prepare adolescents for successful entrance into the workforce and help them develop work maturity to ensure job retention and advancement.

### RELEVANCE

Youth who have been successfully employed and have developed good relationships with employers and co-workers are at a lower risk for reoffending.

### GOAL

Economic self-sufficiency.

### WORKFORCE DEVELOPMENT SKILL SET:

- ✓ Job Seeking Skills
- ✓ Job Holding Skills
- ✓ Job Advancement Skills

### WORK PERMITS:

Pennsylvania Child Labor Law requires that minors obtain work permits prior to beginning work. See Appendix D for information about the Child Labor Law, work permits, and sample application forms.

### WORKFORCE DEVELOPMENT AND THE U.S. DEPARTMENT OF LABOR (DOL)

The five workforce development community resources included in this Guide teach workforce development skills plus offer additional skill-building, including academic opportunities, career planning, and vocational training. These resources have locations throughout Pennsylvania and work with youth involved in the juvenile justice system. They also have either direct or indirect connections to the U.S. Department of Labor (DOL), which

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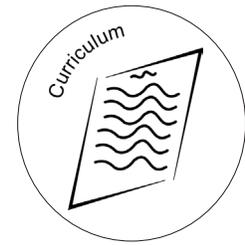
provides program funding targeting youth with a focus on both education and workforce skills.

This is good news for those working with juvenile offenders, as some DOL funding streams are specifically earmarked for eligible teenagers and young adults. Pennsylvania residents have access to education and workforce development opportunities through the following programs:

- ✓ **Goodwill Industries International, Inc.** Member Goodwill centers receive various federal, state, and local workforce program funding. For example, in Pennsylvania, member Goodwills may have direct connections to local CareerLink centers.
- ✓ **Job Corps.** The Workforce Investment Act of 1998, which is administered by the DOL, authorizes funding of Job Corps centers.
- ✓ **Pennsylvania CareerLink.** The Workforce Investment Act of 1998 authorizes funding of CareerLink centers, which provide core services to all youth and Title I Youth Services to low-income youth with barriers to employment, one of which is being a juvenile offender.
- ✓ **Pennsylvania Conservation Corps.** The Pennsylvania Department of Labor and Industry (with funding from the DOL) funds the Pennsylvania Conservation Corps as a community service/education/workforce development program for older youth.
- ✓ **YouthBuild.** YouthBuild is funded directly by the DOL with grants authorized by the YouthBuild Transfer Act of 2006, which transferred funding oversight from the U.S. Department of Housing and Urban Development (HUD) to DOL to streamline services and provide improved services for youth.

## CROSSROADS JOBTEC

Skill-training curriculum for youth ages 14-21 to learn pre-employment and work maturity skills.



**WORKFORCE DEVELOPMENT  
SKILL SET**

### INTERESTING FACTS

The National Curriculum & Training Institute (NCTI) Real Colors® Personality Instrument is designed to teach participants to identify their own temperament or “color” and that of others. It provides users with a tool for understanding human behavior, uncovering motivators specific to each temperament, and improving communication skills.

### ABSTRACT:

The *Crossroads JOBTEC*<sup>1</sup> curriculum includes a highly structured process of skill development that encourages participants to learn pre-employment and work maturity competency skills through practice and application. *JOBTEC* is designed to assist each participant’s transition into the workforce and teach skills for long-term employment maintenance.

The *Crossroads JOBTEC* curriculum is based on research that shows the need for skill-based training in “applied skills” for the workplace, including professionalism/work ethic, teamwork/collaboration, communication, ethics/social responsibility, leadership, and other topic areas.<sup>2</sup> *JOBTEC* contains 55 hours of classroom material designed to be taught in 2-hour sessions for a total of 28 sessions conducted twice per week for 14 weeks or once per week for 28 weeks.

*Crossroads JOBTEC* may be taught in probation departments, community-based programs, and residential facilities. The curriculum is designed to be presented using an interactive group process that addresses different learning styles. The learning process includes pairing and small group discussions, role-playing, brainstorming, simulation, reflection and situation-based application of skills designed to foster the discovery and practice of new skills, and provide support and feedback from peers and facilitator. The lessons are dynamic in nature, and the facilitator can change activities to fit the specific needs of each group.

Training, which is accredited by the American Probation and Parole Association (APPA), is required to facilitate *Crossroads JOBTEC* groups and purchase materials. In addition to training, the National Curriculum & Training Institute (NCTI) provides facilitators with access to online support resources, teaching aids, technical assistance, and implementation consultation. Curriculum materials include a facilitator guide, student workbook, and pre- and post-tests to assess participant learning.

The *Crossroads JOBTEC* curriculum has not been evaluated or listed in a registry, but meets NCJJ’s criteria for inclusion.

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## OBJECTIVES:

Participants will:

- ✓ Begin to make career choices by using current labor market information,
- ✓ Learn how to search for jobs that match their capabilities/interests,
- ✓ Learn how to prepare resumes and job applications,
- ✓ Focus on the personal appearance and personal responsibility aspects required of maintaining a job,
- ✓ Practice interviewing and receive feedback,
- ✓ Set and attain worthwhile goals,
- ✓ Identify ways to positively increase self-image,
- ✓ Understand that being responsible will lead to being a professional and having long term employment,
- ✓ Discover how good listening skills will help communication and build friendships and teamwork, and
- ✓ Build skills for problem solving, critical thinking, and positive choices.

## COMPONENTS:

*Crossroads JOBTEC* includes:

- ✓ Introduction, Agreements and Objectives; Personal Strengths and Talents
- ✓ Values in the Workplace, What is Important, Wants versus Needs
- ✓ Real Colors®
- ✓ Make a Plan, Things to Consider, Goal Setting
- ✓ Find a Job, Beginning Your Search, Select a Job, Job Considerations
- ✓ The Right Resume for You, Writing My Resume, Cover Letter
- ✓ Job Applications, Forms, Job Application Information Quiz
- ✓ Interviewing, How to Prepare, Do's and Don'ts, Potential Questions
- ✓ Being Professional, Work Ethic, Attendance, Drugs and Alcohol
- ✓ Positive Attitude/Behavior, Expressing Emotions, Conflict, Attitude
- ✓ Responsibility, Accepting Your Mistakes
- ✓ Teamwork/Communication, Listening, Problem Solving
- ✓ Skill Building, Critical Thinking, Choices, Leadership

## TRAINING AND MATERIALS:

Training is required to facilitate *Crossroads JOBTEC* groups and purchase materials. See Appendix B for more information about training, a list of materials, and associated costs.

## CONTACT INFORMATION:

Jeff Koenig  
**National Curriculum & Training Institute, Inc.**  
319 East McDowell Road, Suite 200  
Phoenix, AZ 85004  
Phone: (800) 622-1644, Ext. 5236  
Email: jkoenig@ncti.org or info@ncti.org  
Website: www.ncti.org

## GOODWILL INDUSTRIES INTERNATIONAL, INC.

Skill building and job training community resource for youth ages 16 and older in need of workforce development services.



- ✓ WORKFORCE DEVELOPMENT SKILL SET
- ✓ ACADEMIC SKILL SET

### INTERESTING FACTS

Goodwill was founded in 1902 by a Boston minister who believed that work should be within the reach of anyone who wanted to hold a job. Thus Goodwill's philosophy of "A hand up, not a hand out" was born. The Pennsylvania Association of Goodwills has ten regional offices with between 2 - 22 local locations each.

### ABSTRACT:

Goodwill Industries International, Inc.<sup>3</sup> is a network of independent, community-based member organizations that provides job training and employment services, job placement opportunities, and post-employment support to individuals who need assistance in preparing for work in the community. The ultimate benefit to participants is to secure and maintain employment.

Programs for youth include life skills, academics, career assessment and planning, job readiness, career development, and job coaching. If the local Goodwill center does not provide needed services for youth, often they can connect the youth with other community organizations that do.

Goodwill centers offer supportive learning environments for individuals with different needs by providing one-on-one attention, hands-on training, and on-the-job experiential situations. Youth workforce development services are available at local Goodwill centers or through Goodwill community partners such as CareerLink centers, schools, employers, and agencies.

Many Goodwill staff members are licensed and credentialed in their areas of expertise, and receive support, training, and opportunities to learn new skills. Member Goodwills meet international standards of quality and are accredited by the Commission on Accreditation of Rehabilitation Facilities (CARF).

Goodwill Industries International, Inc. has not been evaluated or listed on a registry, but provides services for eligible youth.

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**OBJECTIVES:**

- ✓ To assist disadvantaged individuals and those with physical, mental, and emotional disabilities with the necessary training and support for gainful employment,
- ✓ To help employers by providing trained workers, and
- ✓ To establish in-house and for-contract businesses that provide employment opportunities for Goodwill workforce development trainees and graduates and others in need of viable employment.

**COMPONENTS:**

Goodwill locations that offer vocational training will include some, but not necessarily all, the following:

**Vocational Evaluation and Planning:**

- ✓ Help participants identify realistic vocational goals and design vocational plans.
- ✓ Assist participants in assessing their strengths, skills, abilities, and vocational interests through tests, interest inventories, and job shadowing.

**Work Adjustment Training:**

- ✓ Assist participants in developing skills, attitudes, personal characteristics, interpersonal skills, work behaviors, and stamina to achieve positive employment outcomes.
- ✓ Offer classes in using computers, job seeking skills, and independent living skills.
- ✓ Oversee work adjustment activities, monitor performance, and provide feedback and vocational counseling.

**Job Skills and On-the-Job Training:**

- ✓ Teach participants skills needed to obtain competitive employment in their areas of training.
- ✓ Teach skills training programs, including, but not limited to, food services, retail sales, computer skills, data entry, hospitality, rehabilitation aide, and banking.
- ✓ Offer on-the-job training and practice; assist graduates to find jobs in their areas of training.

**Job Placement and Job Coaching:**

- ✓ Teach classes in job seeking skills; assist participants to obtain and retain employment in the community.
- ✓ Provide job coaching services to assist participants with learning job tasks and appropriate work behaviors.
- ✓ Provide follow-up services to promote adequate job adjustment and retention.

**COST FOR SERVICES:**

Services may be either free of charge or require a fee, and may be contingent upon eligibility and suitability requirements. Contact your regional Goodwill office to inquire about youth services offered, eligibility requirements, and fee structure.

**CONTACT INFORMATION:**

National:

**Goodwill Industries International, Inc.**  
 10810 Indianola Drive  
 Rockville, MD 20855  
 Phone: (800) 741-0186  
 Email: [contactus@goodwill.org](mailto:contactus@goodwill.org)  
 Website: [www.goodwill.org](http://www.goodwill.org)

Pennsylvania:

**Pennsylvania Association of Goodwills**  
 Phone: (717) 243-1738  
 Email: [www.goodwillpa.org/index-5.php](http://www.goodwillpa.org/index-5.php)  
 Website: [www.goodwillpa.org](http://www.goodwillpa.org)

See Appendix C for a list of the regional Goodwill offices in Pennsylvania.

## JOB CORPS

Job training and skill-building community resource for youth ages 16-24 in need of vocational training and academic support.



- ✓ WORKFORCE DEVELOPMENT SKILL SET
- ✓ ACADEMIC SKILL SET
- ✓ INDEPENDENT LIVING SKILL SET

### INTERESTING FACTS

Job Corps began in 1964 under the Economic Opportunity Act as a program of the War on Poverty. Job Corps is authorized by the Workforce Investment Act of 1998 and is administered by the U.S. Department of Labor (DOL). Job Corps centers are operated by private companies through competitive contracting processes and by federal agencies through interagency agreements with the DOL. There are four Job Corps centers in Pennsylvania.

### ABSTRACT:

Job Corps<sup>4</sup> is a no-cost, primarily residential education and vocational training program designed to help disadvantaged young people get jobs and take control of their lives. At Job Corps, students enroll to learn a marketable trade, earn a high school diploma or GED, and get help finding a job. While enrolled in the program, students receive housing, meals, basic medical care, and a biweekly living allowance that increases with length of stay in the program.

Job Corps is a self-paced program; lengths of stay vary and students may remain enrolled for up to two years and receive career counseling and transition support services for up to 12 months after they graduate from the program. Students live in dormitories on the Jobs Corps campus or participate as non-residential students. Childcare programs may be available for students who are single parents.

Job Corps employs a holistic, individualized career development training approach that is designed to seamlessly integrate the teaching of academic education, vocational training in more than 100 occupational areas, employability skills, social competencies, and independent living skills through a combination of classroom and practical learning experiences. Training approaches and methods of implementation vary to allow tailoring of service components and delivery methods, effective use of resources, and to meet individual student and employer needs.

All Job Corps educators, administrators, and staff possess the necessary credentials and certifications.

Job Corps is listed in one registry, as specified in Appendix A, and endorsed by *NIJ: What Works*.<sup>5</sup> Evaluation shows that Job Corps participants have significantly reduced arrest and conviction rates, reduced reliance on public assistance, higher paying jobs, higher levels of employment, and increased levels of education and vocational training/certification. The Job Corps program has been found to have a "striking" positive impact for 16- and 17-year-old youths.<sup>6</sup>

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**OBJECTIVES:**

Participants go through four phases that include specific learning objectives:

- 1) Outreach and Admission
- 2) Career Preparation
- 3) Career Development
- 4) Career Transition

**COMPONENTS:**

Job Corps defines a set of core competencies needed to secure and maintain employment:

- ✓ Academic education,
- ✓ Vocational training,
- ✓ Information technology,
- ✓ Employability skills, and
- ✓ Independent living skills.

**COST FOR SERVICES:**

No cost for eligible students (see sidebar).

**CONTACT INFORMATION:**

National:

**U.S. Department of Labor**  
Frances Perkins Building  
200 Constitution Avenue, NW,  
Suite N4463  
Washington, DC 20210  
Phone: (202) 693-3000  
Fax: (202) 693-2767  
E-mail: [national\\_office@jobcorps.gov](mailto:national_office@jobcorps.gov)  
Website: [www.jobcorps.gov](http://www.jobcorps.gov)

Regional:

**US Department of Labor**  
Office of Job Corps  
The Curtis Center, Suite 815 East  
170 South Independence Mall West  
Philadelphia, PA 19106  
Phone: (215) 861-5501  
Fax: (215) 861-5520  
E-mail: [phi\\_region@jobcorps.gov](mailto:phi_region@jobcorps.gov)  
Website: [www.jobcorps.gov/  
centerlocations.aspx?statename=pa](http://www.jobcorps.gov/centerlocations.aspx?statename=pa)

Pennsylvania:

See Appendix C for a list of Job Corps centers located in Pennsylvania.

**ELIGIBILITY:**

To enroll in Job Corps, students must meet the following requirements:

- ✓ Be 16 through 24;
- ✓ Be a U.S. citizen or legal resident;
- ✓ Meet income requirements; and,
- ✓ Be ready, willing, and able to participate fully in an educational environment.

Note: Refer to *Job Corps Admissions: Evaluating Applicant Behavior and Court History* (sidebar), which is used to assess and verify applicant eligibility and lists additional factors for student selection and enrollment. All applicants will be evaluated on an individual basis, and on their current ability to participate successfully.

## JOB CORPS ADMISSIONS: EVALUATING APPLICANT BEHAVIOR AND COURT HISTORY

Job Corps Admissions Counselors (ACs) are required to make recommendations for enrollment based on a number of factors used to assess an applicant's ability to participate successfully in the program, including Behavior History Criterion that require applicants be free of behavioral problems so serious that the applicant:

- ✓ Could not adjust to Job Corps standards of conduct,
- ✓ Would prevent others from benefiting from the program,
- ✓ Requires face-to-face supervision from the court system, or
- ✓ Has significant court-imposed financial obligations.

ACs evaluate the applicant's behavior and court history in five areas. Applicants are evaluated on an individual basis, and on their current ability to participate, and recommendations for denial are not based solely on past behaviors or offenses. These guidelines provide only a basis for evaluation; there is not, for example, a list of offenses for which an applicant would automatically be disqualified.

1. **Behavior Observations by ACs.** ACs may immediately suspend the application process for applicants who display inappropriate behaviors, such as:
  - ✓ Displaying aggression or using threats,
  - ✓ Showing anger regarding application procedures,
  - ✓ Acting disrespectfully toward other applicants or the AC,
  - ✓ Depending on others to complete required application activities (except where an applicant has a disability that makes such assistance appropriate),
  - ✓ Refusing to comply with orientation or interview expectations, such as refusing to remove gang-related apparel, and/or
  - ✓ Attending appointments while under the influence of illegal drugs or alcohol.
2. **History of Criminal Behavior.** Applicants cannot be denied enrollment in Job Corps based on involvement in the juvenile/criminal justice system. Job Corps does not list criminal offenses that automatically determine an applicant unsuitable for enrollment, nor is there a specific criminal offense or number of convictions that automatically disqualifies an applicant. However, ACs keep in mind the need for applicants to be successful in the Job Corps residential living environment and within a system of structured training and discipline. Applicant criminal history review includes the following:
  - ✓ The relevance of each conviction or behavior to the requirements of Job Corps,
  - ✓ The nature of the crime(s) committed (see Serious Behaviors or Crimes, below),
  - ✓ The number of convictions,
  - ✓ The facts surrounding each offense,
  - ✓ The length of time between the conviction(s) and/or the completion of court-imposed sanctions, and the time of the Job Corps application,
  - ✓ The applicant's school and employment history before and after the conviction, and
  - ✓ The applicant's efforts at rehabilitation.
3. **Court Fines.** Applicants who have court fines may be considered for enrollment if the court suspends the obligation during Job Corps enrollment. The AC will also consider the level of restitution required, the applicant's restitution efforts thus far, and the applicant's commitment to fulfill court-imposed obligations once separated from Job Corps.

4. **Parole, Probation, and Incarceration.** Applicants who are on parole or probation are considered for enrollment only if:

- ✓ The court of record will waive the requirement for face-to-face supervision during Job Corps enrollment, and
- ✓ The probation officer indicates the applicant has made a good faith effort to meet court-imposed sanctions and responded positively to court supervision.

Applicants should have displayed successful ability to meet court-mandated appointments and requirements for a reasonable time period prior to enrollment in Job Corps, and should be involved in positive activities since being sentenced, such as school or employment. Applicants who apply to Job Corps in order to avoid their court-mandated supervision will not be considered for enrollment in Job Corps.

5. **Serious Behaviors or Crimes.** The following are considered serious behavior or crimes:

- ✓ First- or second-degree assault
- ✓ Gang-related assault or assault committed by multiple attackers
- ✓ Use of a weapon in a crime
- ✓ Poisoning or attempted poisoning
- ✓ Kidnapping, robbery, or extortion behaviors
- ✓ History of stalking, or any other behaviors that involve threats or harm to weaker individuals
- ✓ Arson-related property crimes
- ✓ Serious felony convictions
- ✓ Sexual offenses
- ✓ Significant court-imposed fines (\$500 or more)

For detailed Jobs Corps admissions information, see Policy & Requirements Handbook at <http://jobcorps.dol.gov>.

## PENNSYLVANIA CAREERLINK

Skill-building and job training community resource for eligible youth ages 14 and older in need of workforce development services.



- ✓ **WORKFORCE DEVELOPMENT SKILL SET**
- ✓ **ACADEMIC SKILL SET**  
— through CareerLink partner organizations/agencies

### INTERESTING FACTS

The Pennsylvania CareerLink network is funded under the Workforce Investment Act of 1998 (WIA) and provides services for three populations: adults, dislocated workers, and youth. Youth services are delivered with strong connections between education and workforce development.

Workforce Investment Boards (WIBs), which include business, education, labor and government leaders, provide administrative oversight of the WIA at the state and local levels. In addition, Pennsylvania WIBs have youth councils that help develop local and statewide strategies for youth.

### ABSTRACT:

Pennsylvania CareerLink<sup>7</sup> is a network of certified Workforce Investment Act of 1998 (WIA) one-stop centers and local affiliates that provides a full range of services for job seekers, including employment, education, and training services. The CareerLink network also coordinates youth workforce development activities funded under WIA Title I Youth, which provides employment and training services to economically disadvantaged youth possessing specific barriers to employment (see sidebar), with other youth-directed state and local agencies.

Services are provided in CareerLink centers and local CareerLink-affiliated public and private organizations, agencies, and educational institutions. Anyone who is eligible to work in the United States is eligible for CareerLink core employment-related services, regardless of income. CareerLink Core Services can be accessed either at CareerLink centers or through the CareerLink website. In addition, youth who fall under WIA Title I Youth guidelines are eligible for specialized services through CareerLink.

Pennsylvania CareerLink has not been evaluated/listed in a registry, but provides services free of charge to eligible youth.

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## OBJECTIVES:

CareerLink centers provide comprehensive services that link job seekers and employers.

In addition, the Workforce Investment Act (WIA) has identified core performance standards for youth ages 14-18 served under Title I Youth funding:

- ✓ Attainment of basic skills and, as appropriate, work readiness or occupational skills;
- ✓ Attainment of secondary school diploma or recognized equivalent; and
- ✓ Placement and retention in post-secondary education or advanced training, or placement and retention in military service, employment, or qualified apprenticeships.

## COMPONENTS:

Youth services at CareerLink include:

### Core Services

**Staff-Assisted Core Services** available at CareerLink centers include:

- ✓ Orientation to the CareerLink service delivery system.
- ✓ Initial assessment of skills, aptitudes, abilities, and service needs.
- ✓ Resume preparation and interviewing skills assistance.
- ✓ Job search and placement assistance.
- ✓ Occupational information and career counseling, as appropriate.
- ✓ Information and connections with training programs, GED, literacy, and basic adult education.
- ✓ Free workshops, including career exploration, resume writing, and basic computer skills, to name a few.
- ✓ Job Fairs for employer- or industry-specific recruitment.
- ✓ Personal computers with Internet access, fax machines, copiers, and a variety of employment-related materials are available.

**Self-Service Core Services** available on the CareerLink website from any Internet-connected computer include:

- ✓ Online registration and personal folder in which job seekers can build and store resumes, job preferences, and a job development activity log.
- ✓ Direct access to job listings throughout Pennsylvania.
- ✓ Online resume forwarding to CareerLinked employers.
- ✓ Links to online newspapers and other Internet-based job search sites.

### WIA Title I Youth Services

CareerLink ensures the availability of the following WIA-required services to eligible youth either through their centers or local affiliates:

- ✓ Tutoring, study skills training, and instruction, leading to completion of secondary school, including dropout prevention strategies.
- ✓ Alternative secondary school services, as appropriate.
- ✓ Summer employment opportunities that are directly linked to academic and occupational learning.
- ✓ Paid and unpaid work experiences, as appropriate, including internships and job shadowing.
- ✓ Occupational skills training, as appropriate.
- ✓ Leadership development opportunities, as appropriate.

- 
- ✓ Supportive services (e.g., transportation and child care for eligible youths who are parents).
  - ✓ Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months, including mentors for guidance and support in learning basic work skills.
  - ✓ Follow-up services for not less than 12 months after the completion of participation, as appropriate.
  - ✓ Comprehensive guidance and counseling, as appropriate.

### **COST FOR SERVICES:**

All Core Services provided at CareerLink centers and online are available at no cost to anyone who is eligible to work in the United States. WIA Title I Youth specialized services are provided free of charge to eligible youth (see sidebar).

### **CONTACT INFORMATION:**

#### **CareerLink Centers:**

See Appendix C for a list of CareerLink centers in Pennsylvania.

#### **Online CareerLink Services:**

Access through the Commonwealth Workforce Development System (CWDS) website [www.cwds.state.pa.us](http://www.cwds.state.pa.us).

### **ELIGIBILITY:**

Anyone ages 14 and up who is eligible to work in the United States is eligible for CareerLink core employment-related services, regardless of income.

Eligibility requirements for WIA Title I Youth specialized services follow:

Youth are ages 14-21; and, are low-income; and, have one of the following barriers to employment:

- ✓ School dropout
- ✓ Homeless, runaway, or foster child
- ✓ Pregnant or a parent
- ✓ Offender
- ✓ Low literacy skills
- ✓ Unemployed and unable to secure and hold a job without additional services or training.

Note: Five percent of youth may be non-low income, but must face one or more of the barriers to employment. Also, youth ages 18-21 years may be considered adults and may be concurrently enrolled in WIA adult and dislocated worker programs.



## PENNSYLVANIA CONSERVATION CORPS (PCC)

Skill-building and job training community resource for eligible youth ages 16-25.



- ✓ WORKFORCE DEVELOPMENT SKILL SET
- ✓ ACADEMIC SKILL SET

### *INTERESTING FACTS*

Pennsylvania Conservation Corps (PCC) was launched in 1984 and is administered by the Pennsylvania Department of Labor and Industry. More than 14,000 young Pennsylvanians have served as corpsmembers, gaining work experience while completing more than 1,200 projects and responding to a number of declared natural disasters.

### **ABSTRACT:**

The Pennsylvania Conservation Corps (PCC)<sup>8</sup> provides unemployed youth with job training and educational opportunities while completing conservation, recreation, and historical preservation projects in historical sites; state and local parks and on other public lands; and in local communities. PCC corpsmembers live at home and travel to their projects each day. In many cases, transportation is available to and from the work site, which may be in urban, suburban, or rural areas.

PCC corpsmembers are enrolled for a one-year term of service. Those who might benefit from additional experience or training may be extended for an additional six to twelve months. PCC corpsmembers are paid minimum wage with a 10 percent increase after six months. Members who serve for a full year earn a \$1,000 cash bonus, and may qualify for an education award of up to \$4,725 that may be used for future schooling or to pay off existing student loans.

PCC corpsmembers work in crews under the guidance of crewleaders who have experience in the building trades and are skilled in motivating and training young people. Work opportunities include constructing pole buildings and shelters, trail development, improving fish and wildlife habitat, restoring historical structures, planting trees and shrubs, installing playground equipment, and other kinds of needed work.

Pennsylvania Conservation Corps (PCC) has not been evaluated or listed in a registry, but provides services free of charge to eligible youth.

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## OBJECTIVES:

Corpsmembers will:

- ✓ Develop workplace skills, life skills, and self-confidence,
- ✓ Develop an ethic of citizenship,
- ✓ Accomplish significant conservation and historical work, and
- ✓ Carry out other projects of public benefit.

## COMPONENTS:

The PCC includes:

- 1) **On-the-Job-Training**
  - ✓ Corpsmembers receive training and experience in carpentry, masonry, landscaping, and other trades depending on the work they are doing,
  - ✓ May participate in emergency projects, including flood and tornado cleanup, search and rescue, fire suppression, and repair of damaged structures, and
  - ✓ Develop resumes and earn positive work recommendations.
- 2) **Educational Opportunities**
  - ✓ Corpsmembers are offered a variety of paid educational opportunities, including GED preparation, tutoring, life skills instruction, vocational-technical education, college courses, job search training, and field trips.
- 3) **Mentoring**
  - ✓ Corpsmembers become eligible after eight months of service to participate in a mentoring component that includes job shadowing and working in their communities.

## COST FOR SERVICES:

No cost for eligible youth (see sidebar).

## CONTACT INFORMATION:

Contact the local Pennsylvania CareerLink center (see Appendix C) for information about PCC projects, or contact:

### **Pennsylvania Conservation Corps**

1304 Labor and Industry Building

Harrisburg, PA 17121

Phone: (717) 783-6385

Phone: (888) 577-4722 (PA only)

Fax: (717) 787-9458

Email: [pcc@state.pa.us](mailto:pcc@state.pa.us)

Website: [www.dli.state.pa.us/landi/CWP/view.asp?A=145&QUESTION\\_ID=56094](http://www.dli.state.pa.us/landi/CWP/view.asp?A=145&QUESTION_ID=56094)

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## ELIGIBILITY:

To join the PCC, youth must:

- ✓ be a Pennsylvania resident between the ages of 18 and 25 (16- and 17-year-olds may participate in special circumstances—see below);
- ✓ not be enrolled in school full time; and
- ✓ be physically and mentally capable of performing labor-intensive work.

Youth may not quit school to participate. Preference in enrollment is given to the economically disadvantaged. No experience is needed as youth will be fully trained to do all work.

Note: 16- and 17-year-olds may participate with the following exceptions: Sixteen-year-olds may join if they are enrolled in an approved school-to-work transition program. Seventeen-year-olds may participate if they 1) have graduated from high school, 2) are enrolled in an approved school-to-work transition program, or 3) are out of school and have reached their academic potential as defined by the school's chief administrator.



## YOUTHBUILD

Skill-building job training and academic community resource for eligible youth ages 16 and above.



- ✓ WORKFORCE DEVELOPMENT SKILL SET
- ✓ ACADEMIC SKILL SET

### INTERESTING FACTS

The YouthBuild concept began in New York City in 1978 with a group of teenagers who renovated a Harlem tenement. The nonprofit YouthBuild U.S.A. was founded in 1990 to coordinate the expanding network of YouthBuild sites. Today there are 275 YouthBuild programs throughout the country, 15 of which are in Pennsylvania. All are funded by the US. Department of Labor.

### ABSTRACT:

YouthBuild<sup>9</sup> programs operate as charter schools, alternative schools, or GED programs within community-based, independent organizations. The programs provide job training and educational activities to eligible youth who, as part of their training, help construct or rehabilitate housing for low-income or homeless individuals and families in their respective communities.

The core of the YouthBuild program consists of 50% classroom education and 50% construction site work. Students are provided with services and support designed to develop knowledge, skills, and positive attitudes for postsecondary success. Lengths of stay range from six months to two years. Many YouthBuild students earn Ameri-Corps education awards to help pay for college expenses.

YouthBuild programs are kept small to create supportive mini-communities. Classroom education and construction site work are enhanced with an individualized mix of learning processes, including: integrated core academic curricula, vocational training, and life skills training; on-the-job training experience and opportunities to practice interactive and personal skills; and leadership development integrated with real-life opportunities.

YouthBuild educators and construction site staff (often union journeymen) possess the necessary credentials as required by the school district in which the program operates.

YouthBuild has been evaluated but not listed in a registry. In-depth interviews with YouthBuild graduates showed that 80% exhibited none of three negative behaviors (sold marijuana or hard drugs, were convicted of a felony, or spent time in prison), 85% were involved in at least one community-oriented activity, 75% were working at an average wage of \$10.00 per hour, going to school or training for jobs, and 91% gave positive evaluations of the overall YouthBuild experience.<sup>10</sup>

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**OBJECTIVES:**

Participants will:

- ✓ Obtain the education and employment skills necessary to achieve economic self-sufficiency in occupations in demand, and post-secondary education and training opportunities,
- ✓ Be provided with opportunities for meaningful work and service to communities,
- ✓ Develop employment and leadership skills and a commitment to low-income community development, and
- ✓ Utilize their energies and talents to expand the supply of affordable housing for homeless individuals and low-income families.

**COMPONENTS:**

The YouthBuild program includes:

- 1) **Mental Toughness Training**
  - ✓ Introduction to the YouthBuild program.
- 2) **Academic Program**
  - ✓ Small classes with one-on-one individualized attention.
  - ✓ Core academic skills integrated with vocational training, job seeking and job holding skills, leadership opportunities, and life skills training.
  - ✓ High school diploma or GED and preparation for postsecondary technical training or college.
- 3) **Job Training**
  - ✓ Construction site work to construct/rehabilitate affordable homes for homeless and low-income people.
  - ✓ A few programs offer technology or healthcare industry training.
- 4) **Leadership Development**
  - ✓ YouthBuild program all-student policy committee.
  - ✓ Community service and participation in community affairs.
  - ✓ Participation in national YouthBuild Young Leaders Council.
- 5) **Counseling and Youth Development**
  - ✓ Individualized mentoring and nurturing from staff.
  - ✓ Individual counseling and peer support groups.
- 6) **Graduate Services**
  - ✓ Ongoing support and follow-up after graduation.

**COST FOR SERVICES:**

No cost for eligible youth (see sidebar).

**CONTACT INFORMATION:**

National:

**YouthBuild USA**

58 Day Street

Somerville, MA 02144

Phone: (617) 623-9900

TTY: (617) 741-1267

Fax: (617) 623-4331

Email: [infor@youthbuild.org](mailto:infor@youthbuild.org)

Website: [www.youthbuild.org](http://www.youthbuild.org)

Pennsylvania:

See Appendix C for a list of YouthBuild sites in Pennsylvania.

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## ELIGIBILITY:

To be eligible to participate in a YouthBuild program, youth must be:

1. Not less than age 16 and not more than age 24, on the date of enrollment and
2. Be one or more of the following:
  - ✓ A member of a low-income family or
  - ✓ A youth in foster care (including youth aging out of foster care) or
  - ✓ A youthful offender or
  - ✓ A youth with a disability or
  - ✓ The child of an incarcerated parent or
  - ✓ A migrant youth.
3. And a school dropout.

### Exception:

Up to 25% of participants may be youth who do not meet parts two and three of the above requirements provided that they are:

- ✓ Basic skill deficient, even if they have their high school diploma or GED; or
- ✓ Have been referred by a local secondary school to a YouthBuild program that leads to the attainment of a secondary school diploma.

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## ENDNOTES:

- <sup>1</sup> Material in the *Crossroads JOBTEC* profile was derived from two sources:  
*NCTI Crossroads Youth Programs Catalog*. (2006). Phoenix AZ: National Curriculum and Training Institute, Inc.  
National Curriculum and Training Institute, Inc. (NCTI) website [www.ncti.org](http://www.ncti.org). (Information acquired August 13, 2007.)
- <sup>2</sup> Casner-Lotto, J. and Barrington, L. (2006). *Are They Really Ready for Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce*. The Conference Board, Inc., the Partnership for 21st Century Skills, Corporate Voices for Working Families, and the Society for Human Resource Management.  
Jones, L.K. (1996). *Job Skills for the 21st Century: A Guide for Students*. Oryx Press. See [www.careerkey.org](http://www.careerkey.org).
- <sup>3</sup> Material in the Goodwill Industries International, Inc. profile was derived from two sources:  
Goodwill Industries International website [www.goodwill.org](http://www.goodwill.org). (Information acquired August 24, 2007.)  
Pennsylvania Association of Goodwills regional members' websites accessed through [www.goodwillpa.org](http://www.goodwillpa.org). (Information acquired August 24, 2007.)
- <sup>4</sup> Material in the Job Corps profile was derived from the Job Corps website <http://jobcorps.gov>. (Information acquired August 13, 2007.)
- <sup>5</sup> Sherman, L.W., Gottfredson, D.C., MacKenzie, D.L., Eck, J., Reuter, P., and Busway, S. (1998). *Preventing Crime: What Works, What Doesn't, What's Promising*. Retrieved January 3, 2008 from <http://www.ojp.usdoj.gov/nij>.
- <sup>6</sup> Burghardt, J., Schochet, P.Z., McConnell, S., Johnson, T., Gritz, R.M., Glazerman, S., Homrighausen, J., and Jackson, R. (2001). *Summary of the National Job Corps Study*. Princeton, NJ: Mathematica Policy Research, Inc.  
Schochet, P.Z., Burghardt, J., and Glazerman, S. (2000). *Job Corps Study: The Short-Term Impacts of Job Corps Participation on Employment and Related Outcomes*. Princeton, NJ: Mathematica Policy Research, Inc.
- <sup>7</sup> Material in the Pennsylvania CareerLink profile was derived from five sources:  
The Commonwealth Workforce Development System (CWDS) website [www.cwds.state.pa.us](http://www.cwds.state.pa.us). (Information acquired December 14, 2007.)  
*Guide to Services*, PA CareerLink Carbon County, available online at [www.carboncareerlink.org](http://www.carboncareerlink.org). (Information acquired December 14, 2007.)  
PA CareerLink of Lehigh Valley website <http://www.careerlinklehighvalley.org>. (Information acquired December 14, 2007.)  
PA CareerLink Pittsburgh/Allegheny County website [www.careerlinkpittsburgh.com](http://www.careerlinkpittsburgh.com). (Information acquired December 14, 2007.)  
*Pennsylvania's Youth Policy Statement for Title I of the Workforce Investment Act of 1998*. See [www.paworkforce.state.pa.us/about/lib/about/documents/youth\\_policy.pdf](http://www.paworkforce.state.pa.us/about/lib/about/documents/youth_policy.pdf).
- <sup>8</sup> Material in the Pennsylvania Conservation Corps (PCC) profile was derived from the Pennsylvania Department of Labor and Industry website [www.dli.state.pa.us/landi/CWP/view.asp?A=145&QUESTION\\_ID=56094](http://www.dli.state.pa.us/landi/CWP/view.asp?A=145&QUESTION_ID=56094). (Information acquired December 14, 2007.)
- <sup>9</sup> Material in the YouthBuild profile was derived from two sources: YouthBuild Transfer Act. (January 3, 2006). Available online at [www.doleta.gov/reports/pdf/youthbuild\\_transfer\\_act.pdf](http://www.doleta.gov/reports/pdf/youthbuild_transfer_act.pdf).  
YouthBuild USA website [www.youthbuild.org](http://www.youthbuild.org). (Information acquired August 20, 2007.)
- <sup>10</sup> Hahn, A., Leavitt, T.D., Horvat, E.M., and Davis, J.E. (2004). *Life after YouthBuild: 900 YouthBuild Graduates Reflect on Their Lives, Dreams, and Experiences*. Brandeis University, Heller School for Social Policy and Management, Center for Youth and Communities and Temple University, College of Education.

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# INDEPENDENT LIVING SKILLS

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## OVERVIEW

### DEFINITION

Independent living skills help adolescents increase their abilities to live on their own and increase their self-reliance.

### RELEVANCE

Preparing youth for independent living (especially older teens and those transitioning out of placement or foster care) has been shown to improve their life chances.

### GOAL

Self-sufficient living.

### INDEPENDENT LIVING SKILL SET:

- ✓ Housing
- ✓ Money Management
- ✓ Transportation
- ✓ Daily Living Skills

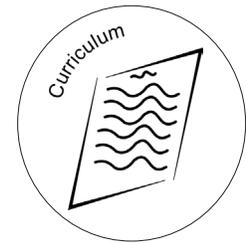
### A NOTE ABOUT INDEPENDENT LIVING SKILLS CURRICULA

The independent living skills curricula profiled in this Guide do not generally offer facilitator training. The basic elements of independent living skills are common knowledge for most adults, and therefore do not require facilitators to possess specialized knowledge or undergo rigorous training prior to teaching classes. The profiled curricula's facilitator manuals provide step-by-step assistance in lesson planning and teaching the curricula.



# ARISE INDEPENDENT LIVING CURRICULUM

Skill-training curriculum for youth ages 14-19 preparing to live independently.



- ✓ INDEPENDENT LIVING SKILL SET
- ✓ PRO-SOCIAL SKILL SET
- ✓ ACADEMIC SKILL
  - STUDY AND LEARNING SKILLS

## INTERESTING FACTS

ARISE was founded in 1986 to publish educational materials designed to prepare at-risk young people to live independently and become productive members of society.

## ABSTRACT:

The *ARISE Independent Living Curriculum*<sup>1</sup> is a series of topic-specific lessons designed to develop a foundation for youth to make successful transitions to responsible adulthood by building their capacities to live independently, become successful in their personal lives and work, and becoming productive members of society.

The *ARISE Independent Living Curriculum* consists of several series of lessons that can be mixed and matched to create individualized courses of study, depending on youths' ages and needs. The number of hours and sessions is dependent upon the lessons used.

*ARISE Independent Living Curriculum* may be taught in probation departments, community-based programs, and residential facilities. The curriculum is designed to be presented using an interactive group process that includes role-playing, modeling, written assignments, brainstorming, dynamic group discussion, and assessment.

Training is offered but not required to facilitate *ARISE Independent Living Curriculum* groups or purchase materials. Curriculum materials include facilitator manuals, student workbooks, and quizzes to evaluate learning.

The *ARISE Independent Living Curriculum* has been evaluated but not listed in a registry. Internal evaluations have concluded that the ARISE instructor training and youth curricula are very effective. The evaluations assessed multiple dimensions, including ARISE's training practices and effectiveness, the competency of ARISE certified instructors, and the satisfaction of youth participants and instructors.<sup>2</sup>

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## OBJECTIVES:

Participants will:

- ✓ Learn how to plan and manage time, money, and other resources to support themselves,
- ✓ Learn to utilize available resources to find housing, transportation, and employment, and to make informed consumer decisions,
- ✓ Learn to make educated life choices concerning nutrition, fitness, healthcare, parenting, and sexual responsibility, and
- ✓ Begin to create and maintain appropriate support networks.

## COMPONENTS:

*The ARISE Independent Living Curriculum* includes:

- ✓ Time and money management
- ✓ Housing, transportation, employment, and informed consumer decisions
- ✓ Healthcare, parenting, and sexual responsibility
- ✓ Social support and networking

## TRAINING AND MATERIALS:

Training is offered but not required to facilitate *ARISE Independent Living Curriculum* groups or purchase materials. See Appendix B for more information about training, a list of materials, and associated costs.

## CONTACT INFORMATION:

### **ARISE Foundation**

824 US Highway 1, Suite 240

North Palm Beach, FL 33408

Phone: (888) 680-6100

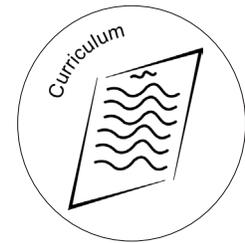
Fax: (888) 599-3750

Email: [questions@ariselife-skills.org](mailto:questions@ariselife-skills.org)

Website: [www.ariselife-skills.org](http://www.ariselife-skills.org)

## CASEY LIFE SKILLS TOOLS

Skill assessment tool, curriculum-designing tool, and instructional guidebook for independent living skill building for youth ages 8 and older.



- ✓ **INDEPENDENT LIVING SKILL SET**
- ✓ **PRO-SOCIAL SKILL**  
— SOCIAL INTERACTION SKILLS
- ✓ **ACADEMIC SKILL**  
— STUDY AND LEARNING SKILLS
- ✓ **WORKFORCE DEVELOPMENT SKILL SET**

### INTERESTING FACTS

The Casey Family Programs Foundation, the developer of the *Casey Life Skills Tools*, was established in 1966 by United Parcel Services (UPS) founder Jim Casey to help emancipated youth and youth in foster care.

### ABSTRACT:

The *Casey Life Skills Tools*<sup>3</sup> is a comprehensive set of web-based tools designed to help youth in foster care and other out-of-home placements and the adults working with them to identify independent living and other competency development skill deficits and provide a means to attain competencies in those areas. These tools are appropriate for all youth regardless of living circumstances.

The first tool, the *Ansell-Casey Life Skills Assessment (ACLSA)*, is an evaluation of a broad range of skills that consists of statements about life skills that youth and/or caregivers complete. There are four different assessments for different age groups as well as assessments for caregivers to rate the youth. A scored report indicates areas of strength and weakness from which an individualized or group curriculum may be designed. The assessments may also be administered after life skills instruction to evaluate learning.

The second tool, the *Life Skills Guidebook*, is designed to help create a life skills-building curriculum by outlining important life skills and identifying learning goals, expectations, activities, exercises and materials that can be used to teach youth. The *Guidebook* outlines nine important life skills that match those in the *ACLSA* (see Components, below).

The third tool, *Ready, Set, Fly!*, is an instructional book that contains a series of activities and suggestions that may be used to help youth learn the targeted life skills. The activities and suggestions vary from simple to more complex and can be used with children whose ages range from elementary to post high school. The activities in *Ready, Set, Fly!* are broken down into levels according to the youths' ages and are both age appropriate and developmental stage appropriate. *Ready, Set, Fly!* may be used by itself or in conjunction with the other *Casey Life Skills Tools*.

The *ACLSA* and *Life Skills Guidebook* are designed to be used online when assessing youth and developing a curriculum, but may be used in hard copy by printing a paper copy from the webpage. *Ready, Set, Fly!* and other independent living skills curricula may be used one-on-one or in group settings in probation departments, community-based programs, residential facilities, and with other care providers.

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Training is offered but not required to use the *Casey Life Skills Tools*, develop curricula, or facilitate groups.

The *Casey Life Skills Tools* have not been evaluated or listed in a registry, but meet NCJJ's criteria for inclusion.

### **OBJECTIVES:**

Caregivers and facilitators will:

- ✓ Assess the youth's progress toward living independently with the *ACLSA*,
- ✓ Use the *Life Skills Guidebook* to develop curricula that teaches skills the youth needs to succeed as indicated from the *ACLSA*, and
- ✓ Teach the needed life skills using *Ready, Set, Fly!* and other materials as indicated in the *Life Skills Guidebook*.

### **COMPONENTS:**

The *ACLSA* and *Life Skills Guidebook* include:

- ✓ Career Planning
- ✓ Communication Skills
- ✓ Daily Living
- ✓ Home Life
- ✓ Housing and Money Management
- ✓ Self Care
- ✓ Social Relationships
- ✓ Work Life
- ✓ Work and Study Skills

### **TRAINING AND MATERIALS:**

Training is offered but not required to use the *Casey Life Skills Tools* or access materials. See Appendix B for more information about training and a list of materials.

### **CONTACT INFORMATION:**

#### **Casey Family Programs**

1300 Dexter Avenue North, Floor 3

Seattle, WA 98109

Phone: (206) 282-7300

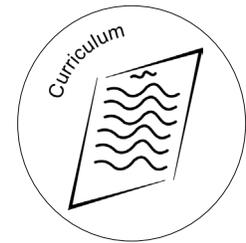
Fax: (206) 282-3555

Email: [acls@casey.org](mailto:acls@casey.org) or [contactus@casey.org](mailto:contactus@casey.org)

Websites: [www.caseylifeskills.org](http://www.caseylifeskills.org) or [www.casey.org](http://www.casey.org)

## CURRICULUM AND LESSONS FOR ATTAINING SELF-SUFFICIENCY (CLASS)

Skill-training curriculum for youth ages 14 and older preparing to live independently.



- ✓ INDEPENDENT LIVING SKILL SET
- ✓ PRO-SOCIAL SKILL
  - SOCIAL INTERACTION SKILLS
- ✓ WORKFORCE DEVELOPMENT SKILL SET

### INTERESTING FACTS

Daniel Memorial Institute, Florida's oldest child-serving agency, has evolved into a multi-service agency that assists troubled youths and their families with a variety of innovative and nationally recognized programs. Since 1987, the Daniel Memorial Institute has developed and marketed training materials for independent living skills, foster care, and social service programs.

### ABSTRACT:

*Curriculum and Lessons for Attaining Self-Sufficiency (CLASS)*<sup>4</sup> is a comprehensive, competency-based software curriculum designed and marketed by the Daniel Memorial Institute to teach youth independent living skills in 14 life skills categories. Each of the life skills categories in the *CLASS* curriculum contains a series of lessons (sessions) pertaining to the title topic and all the resources needed to make training sessions complete. Sessions average 45 minutes in length.

*CLASS* may be taught in probation departments, community-based programs, and residential facilities. *CLASS* focuses on teaching specific skills through exercises, worksheets, games, and practice in a small group setting.

Training is not offered for the *CLASS* curriculum, which is designed to provide all the necessary materials as well as guidance and support for facilitators. The *CLASS* curriculum software provides lesson plans with facilitator instructions, overhead copies, participant handouts, and pre- and post-test questions to evaluate learning. The software provides the facilitator with the ability to edit lesson plans and print all needed materials from their computers; no additional books or resources are necessary.

*CLASS* has not been evaluated or listed in a registry, but meets NCJJ's criteria for inclusion.

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**OBJECTIVES:**

Participants will develop specific competencies as evaluated by pre- and post-tests in each of 14 life skills categories included in the curriculum.

**COMPONENTS:**

*CLASS* includes:

- 1) Interpersonal Skills
- 2) Educational Planning
- 3) Money Management
- 4) Food Management
- 5) Personal Appearance
- 6) Health
- 7) Job Seeking
- 8) Job Maintenance
- 9) Legal Skills
- 10) Emergency and Safety Skills
- 11) Community Resources
- 12) Housekeeping
- 13) Housing
- 14) Transportation

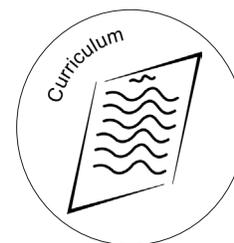
**TRAINING AND MATERIALS:**

Training is not offered for the *CLASS* curriculum. See Appendix B for a list of materials and cost information.

**CONTACT INFORMATION:**

**Daniel Memorial Institute**  
4203 Southpointe Boulevard  
Jacksonville, FL 32216  
Phone: (904) 296-1055  
Fax: (904) 296-1953  
Email: [info@danielkids.org](mailto:info@danielkids.org)  
Website: [www.danielkids.org](http://www.danielkids.org)

**I CAN DO IT! A MICROPEDIA OF LIVING  
ON YOUR OWN (HANDBOOK)  
I'M GETTING READY...I CAN DO IT!  
(WORKBOOK)**



Skill-training resource handbook  
and workbook for youth ages  
14 and older preparing to live  
independently.

✓ **INDEPENDENT LIVING SKILL SET**

**INTERESTING FACTS**

*I Can Do It!* (1996) and *I'm Getting Ready* (2001) were written by a home economics teacher who wanted to create an alternative way to get needed information to young people who are living on their own. The publishing company, Microlife, received a National Independent Living Association Award in 2003.

**ABSTRACT:**

*I Can Do It! A Micropedia of Living on Your Own*<sup>5</sup> is an engaging, easy to use, comprehensive resource handbook that can be used by older youth to guide them through most topics pertaining to living on their own.

*I'm Getting Ready...I Can Do It!* is an interactive workbook with activities created to motivate learning. The "lessons" encourage involvement of the learner with friends, groups, family, and/or community. Background information for completing the activities can be found in the *I Can Do It!* resource handbook.

The *I Can Do It!* resource handbook and *I'm Getting Ready* workbook can be used as a curriculum to teach individuals or groups, or as a resource of information for youth when making decisions and planning for independent living. This curriculum may be used in probation departments, community-based programs, residential facilities, and with other care providers.

Training is not offered for this curriculum. Materials include the resource handbook and student workbook. Materials are available as free online PDF downloads or may be purchased.

*I Can Do It!* and *I'm Getting Ready* have not been evaluated or listed in a registry, but meet NCJJ's criteria for inclusion.

---

**OBJECTIVES:**

*I Can Do It!* and *I'm Getting Ready* will teach youth independent living skills and help youth plan for independent living.

**COMPONENTS:**

*I Can Do It! A Micropedia of Living on Your Own* includes:

- ✓ Budgeting to Make Money Stretch
- ✓ Using Banks and Credit
- ✓ Protecting Your Money and Your Future
- ✓ Starting Out Supplies
- ✓ Furnishing with Old and New
- ✓ Finding My Own Place
- ✓ Staying Safe
- ✓ Finding a Compatible Roommate
- ✓ Building a Support Network
- ✓ Moving Out
- ✓ Looking Good
- ✓ Hungry? Eat Healthy?
- ✓ Cook 'n Shop
- ✓ Wash 'n Wear & Care 'n Repair
- ✓ Getting Cleaned Up For Company
- ✓ Traveling to See New Horizons
- ✓ Buying Wheels

**TRAINING AND MATERIALS:**

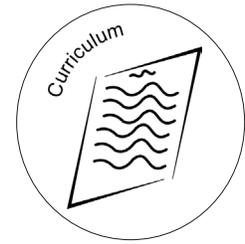
Training is not offered for this curriculum. See Appendix B for a list of materials and cost information.

**CONTACT INFORMATION:****MICROLIFE**

1610 N. Briarcliff Drive  
Appleton, WI 54915  
Phone: (888) 357-7654  
Fax: (920) 735-9434  
Website: [www.sociallearning.com](http://www.sociallearning.com)

## KIDS + KASH

Skill-training curriculum for youth ages 9-13.



**INDEPENDENT LIVING SKILL**  
— MONEY MANAGEMENT

### INTERESTING FACTS

The *Kids + Kash* curriculum was prepared by the College of Agricultural Sciences, Cooperative Extension, The Pennsylvania State University, by extension agents Christine A. Tomascik of Luzerne County, Dawn M. Olson of Monroe County, Debra A. Bryant of Wayne County, and Cathy F. Bowen, associate professor of agricultural and extension education.

### ABSTRACT:

*Kids + Kash*,<sup>6</sup> a curriculum designed to teach consumer and money skills, is an education project supported by the 4-H program and available free for all adults and youth to use.

*Kids + Kash* consists of four lessons in which participants are encouraged to develop financial goals and responsible money management. Each lesson may be taught in one to two sessions depending on the length of each session, amount of material covered, and number of optional activities presented.

*Kids + Kash* may be used in probation departments, community-based programs, residential facilities, and with other care providers. The curriculum is designed to be presented in an interactive group format that includes discussion, written assignments, demonstration, and homework.

Training is not offered for the *Kids + Kash* curriculum, but facilitators may access support through the local county Extension office. Materials include a leader's manual (includes all the necessary materials for each lesson and provides step-by-step instructions) and member's guides (participant workbooks) for each of the four lessons. Pre- and post-tests are included to evaluate learning.

*Kids + Kash* has not been evaluated or listed in a registry, but meets NCJJ's criteria for inclusion.

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## OBJECTIVES:

Participants will learn the factors affecting purchasing decisions, understand the process of making a consumer complaint, distinguish between needs and wants, and recognize the influence of advertising on their purchasing decisions.

## COMPONENTS:

*Kids + Kash* includes:

### Member's Guide 1:

- ✓ Definition of a consumer
- ✓ Comparison shopping saves time and money
- ✓ Advertisements may tell only part of the story
- ✓ Distinguish between needs and wants

### Member's Guide 2:

- ✓ Shop in different types of stores for different reasons
- ✓ Complain effectively

### Member's Guide 3:

- ✓ Advertising influences consumer behavior
- ✓ Evaluate what the term "sale" really means
- ✓ Valuable information on nutrition labels
- ✓ Basic steps for asserting consumer rights

### Member's Guide 4:

- ✓ Advertisements are not always honest
- ✓ Decipher or decode advertisements
- ✓ Expensive products not always the best quality or best buy
- ✓ Warranties

## TRAINING AND MATERIALS:

Training is not offered for *Kids + Kash*. However, the local county Extension office can answer questions about the *Kids + Kash* curriculum and how to use it.

All *Kids + Kash* materials are available as free online PDF downloads. See <http://pa4h.cas.psu.edu/102.htm> (Look under the topic "Family and Consumer Sciences," subtopic "Economics, Jobs and Careers.")

- ✓ *Kids + Kash* Leader's Guide
- ✓ *Kids + Kash* Member's Guides 1-4

## CONTACT INFORMATION:

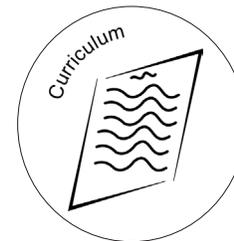
### The Pennsylvania State University

The College of Agricultural Sciences  
Agricultural and Extension Education  
114 Ferguson Building  
University Park, PA 16802  
Phone: (814) 685-1688  
Fax: (814) 863-4753  
Website: [www.cas.psu.edu](http://www.cas.psu.edu)

See 4-H contact information in Appendix C for a list of Penn State Cooperative county Extension offices.

## PREPARING ADOLESCENTS FOR YOUNG ADULTHOOD (PAYA)

Skill-training curriculum for youth 14 and older preparing to live independently.



- ✓ **INDEPENDENT LIVING SKILL SET**
- ✓ **PRO-SOCIAL SKILL**  
— SOCIAL INTERACTION SKILLS
- ✓ **WORKFORCE DEVELOPMENT SKILL SET**

### INTERESTING FACTS

The Massachusetts Department of Social Services developed *Preparing Adolescents for Young Adulthood (PAYA)* to ensure continuity of life skills training provided to youth in agency care, and mandated in the Standards for Independent Living that all placement programs must use the curriculum.

### ABSTRACT:

*Preparing Adolescents for Young Adulthood (PAYA)*<sup>7</sup> is a workbook series created for youth aging out of foster care or other youth who need to prepare to live independently, and is available free for all adults and youth.

*PAYA* consists of five modules with a total of 16 topics (lessons) and brief assessments that match the learning goals and expectations of the *Casey Life Skills Guidebook* (see *Casey Life Skills Tools* profile).

*PAYA* may be used by an individual alone or with an adult, and in a group setting in probation departments, community-based programs, residential facilities, and other care providers. The curriculum utilizes hands-on experiential learning to help develop or strengthen the skills necessary for youth to live on their own.

Training is not offered for this curriculum. Materials include five handbooks for skill development (Modules 1-5) that contain information and exercises by topic area. Brief assessments evaluate participant learning.

*PAYA* has not been evaluated or listed in a registry, but meets NCJJ's criteria for inclusion.

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## OBJECTIVES:

Participants will increase their understanding of the fundamentals of independent living and enhance their abilities to make successful and smooth transitions to self-sufficient young adulthood.

## COMPONENTS:

*PAYA* modules include:

- Module 1:** Money Management  
Home Management  
Food Management
  
- Module 2:** Personal Care  
Health Care  
Social Skills  
Safety
  
- Module 3:** Education  
Job Seeking Skills  
Job Maintenance Skills
  
- Module 4:** Housing  
Transportation  
Community Resources  
Understanding the Law  
Recreation
  
- Module 5:** Young Parents Guide

Each topic area within the modules includes three sections:

- 1) **Assessment** – Helps determine learner’s skill level and targets skills in need of further development.
- 2) **Skill Plan** – Helps learners organize their efforts as they work towards each goal.
- 3) **Activity/Resource Workbook** – Contains information and exercises to help develop or strengthen learner’s independent living skills.

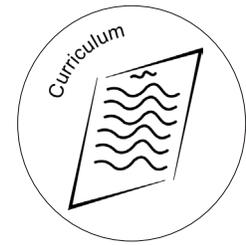
## TRAINING AND MATERIALS:

Training is not offered for this curriculum.

The five *PAYA Handbooks for Skill Development* (Modules 1-5) are available as free online PDF downloads. See “Core Resources” list at [www.caseylifeskills.org/pages/res/res\\_ACLSAGuidebook.htm](http://www.caseylifeskills.org/pages/res/res_ACLSAGuidebook.htm).

## THE RENT EVENT

Skill-training curriculum for youth ages 16-19 preparing to live independently.



**INDEPENDENT LIVING SKILL**  
— HOUSING

### INTERESTING FACTS

*The Rent Event* curriculum was prepared by the College of Agricultural Sciences, Cooperative Extension, The Pennsylvania State University, by Robert J. Thee, extension agent, Penn State and Sandra K. Rawls, former assistant professor of environmental design, University of Missouri–Columbia. Updated by Robert J. Thee and Jan Scholl, associate professor, agriculture and extension education, Penn State.

### ABSTRACT:

*The Rent Event*,<sup>8</sup> a curriculum designed to teach youth the decision-making process of renting a place to live, is an education project supported by the 4-H program and is available free for all adults and youth to use.

*The Rent Event* curriculum has eight lessons plus instructions for two games. The curriculum is organized to correspond to the normal sequence of events in the renting process, and is presented in a theatrical theme based on the idea that renting is a happening or event. The theatrical characters in the curriculum tend to make mistakes and provide comic relief.

*The Rent Event* may be used in probation departments, community-based programs, residential facilities, and with other care providers. The curriculum is designed to be presented in an interactive group format that includes discussion, written assignments, demonstration, and homework.

Training is not offered for *The Rent Event* curriculum, but facilitators may access support through the local county Extension office. Materials include a leader's guide with step-by-step instructions to prepare each lesson and a member's guide (participant workbook).

*The Rent Event* has not been evaluated or listed in a registry, but meets NCJJ's criteria for inclusion.

---

## OBJECTIVES:

Participants will:

- ✓ Build self-confidence by applying the decision-making process to the tangible situation of renting a place to live, and
- ✓ Learn skills that will help them have a more satisfying first-time rental experience as well as prepare them for future housing decisions, including those relating to homeownership.

## COMPONENTS:

*The Rent Event* curriculum includes:

1. Decisions, Decisions (understanding the decision-making process)
2. Reading the Fine Print (understanding a lease)
3. Home, Sweet Home (selecting a place to rent)
4. Getting Connected (learning about utilities)
5. Are You Covered? (understanding renter's insurance)
6. Playing the Security Deposit Sweepstakes (taking care of an apartment)
7. Do I Know You? (selecting a roommate)
8. Thud! As the Curtain Falls (inspecting and evaluating an apartment)

## TRAINING AND MATERIALS:

Training is not offered for *The Rent Event*. However, the local county Extension office can answer questions about *The Rent Event* curriculum and how to use it.

*The Rent Event* materials are available as free online PDF downloads. See <http://pa4h.cas.psu.edu/102.htm>. (Look under the topic "Family and Consumer Sciences," subtopic "Rent Event,")

- ✓ *The Rent Event* Leader's Guide
- ✓ *The Rent Event* Member's Guide

## CONTACT INFORMATION:

### **The Pennsylvania State University**

The College of Agricultural Sciences  
Agricultural and Extension Education  
114 Ferguson Building  
University Park, PA 16802  
Phone: (814) 685-1688  
Fax: (814) 863-4753  
Website: [www.cas.psu.edu](http://www.cas.psu.edu)

See 4-H contact information in Appendix C for a list of Penn State Cooperative county Extension offices.

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## ENDNOTES:

- <sup>1</sup> Material in the *ARISE Independent Living Curriculum* profile was derived from the ARISE website [www.ariselife-skills.org](http://www.ariselife-skills.org). (Information acquired October 31, 2007.)
- <sup>2</sup> BMR Consulting, LLC. (2007). *ARISE Life Management Skills Instructor Training for Intervention/Re-entry Programs for High-Risk Youth*. OJJDP Grant #2005 JLFX 0013: Final Report. Arise Foundation. Retrieved January 3, 2008 from [www.ariselife-skills.org/Home/JuvenileJustice.aspx](http://www.ariselife-skills.org/Home/JuvenileJustice.aspx).  
  
Carocco, Natalie. (2007). *Evaluation of the ARISE Foundation Life Management Skills Program Targeting High-Risk Youth in the District of Columbia*. ARISE Foundation. Retrieved January 3, 2008 from [www.ariselife-skills.org/Home/JuvenileJustice.aspx](http://www.ariselife-skills.org/Home/JuvenileJustice.aspx).
- <sup>3</sup> Material in the *Casey Life Skills Tools* profile was derived from two sources:  
Casey Family Programs website [www.casey.org](http://www.casey.org). (Information acquired October 15, 2007.)  
Casey Life Skills website [www.caseylifeskills.org](http://www.caseylifeskills.org). (Information acquired October 15, 2007.)
- <sup>4</sup> Material in the *Curriculum and Lessons for Attaining Self Sufficiency* profile was derived from the Daniel Memorial Institute website [www.danielkids.org](http://www.danielkids.org). (Information acquired October 5, 2007.)
- <sup>5</sup> Material in the *I Can Do It! A Micropedia of Living on Your Own* profile was derived from [www.caseylifeskills.org](http://www.caseylifeskills.org). (Information acquired October 15, 2007.)
- <sup>6</sup> Material in the *Kids + Kash* profile was derived from the *Kids + Kash Leader's Guide*. Retrieved October 15, 2007 from <http://pa4h.cas.psu.edu/102.htm>.
- <sup>7</sup> Material in the *Preparing Adolescents for Young Adulthood (PAYA)* profile was derived from two sources:  
The PAYA Handbooks for Skill Development. Retrieved October 15, 2007 from [www.caseylifeskills.org/pages/res/res\\_ACLSAGuidebook.htm](http://www.caseylifeskills.org/pages/res/res_ACLSAGuidebook.htm).  
Howard, J. (2003). *A Guide for Foster and Pre-Adoptive Parents*. Boston, MA: Massachusetts Department of Social Services.
- <sup>8</sup> Material in *The Rent Event* profile was derived from *The Rent Event Leader's Guide*. Retrieved October 15, 2007 from <http://pa4h.cas.psu.edu/102.htm>.



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## COMPETENCY DEVELOPMENT

### SUPPORTIVE RESOURCES

#### INTRODUCTION

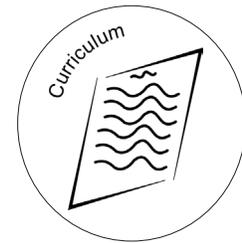
The curricula, community resources and programs listed in this section do not specifically address skill training in the five competency domains. Instead, they promote positive youth development/prevention, teach juvenile offenders victim awareness and accountability, offer parenting education, and provide interventions for delinquent youth and their families through Blueprints model programs.

These skill-building resources are designed to reduce risk factors in adolescents and/or their families and enhance positive, pro-social behaviors and competency development as they move toward becoming law-abiding, self-sufficient citizens.



## VICTIM/COMMUNITY AWARENESS: AN ORIENTATION FOR JUVENILES

Victim awareness/accountability curriculum for delinquent offenders ages 10-18 (not sexual offenders).



### VICTIM AWARENESS / ACCOUNTABILITY

### INTERESTING FACTS

A group of juvenile justice and victim advocacy professionals in Pennsylvania developed the *Victim/Community Awareness: An Orientation for Juveniles* curriculum in 1999 to teach juvenile offenders the impact of their crimes and accountability. An in-depth curriculum designed for use in residential facilities, *Victim/Community Awareness: Establishing a Restorative Justice Community*, is also available.

### ABSTRACT:

*Victim/Community Awareness: An Orientation for Juveniles*<sup>1</sup> is designed to teach juvenile offenders the impact of their crimes under the premise that people must understand the harm they have caused before they can take responsibility and become accountable for repairing the harm.

The *Victim/Community Awareness* curriculum is centered around four steps designed to lead juvenile offenders to realize the harm they caused, accept responsibility for their actions, become accountable for repairing the harm they caused,<sup>2</sup> and become aware that they have the ability to be contributing, productive members of the community. The curriculum consists of three sections that can be completed in three to four hours—either in one day or over several sessions.

*Victim/Community Awareness* groups may be conducted in probation departments, community-based programs, and residential facilities. *Victim/Community Awareness* group sessions, which use the co-facilitator model, are highly interactive and include discussion, role-playing, group process, and handouts. Participants are also provided with opportunities for personal introspection.

Training is required to facilitate the *Victim/Community Awareness* curriculum and acquire materials. Curriculum materials include a facilitator manual, student handouts, and pre- and post-tests to evaluate learning.

The *Victim/Community Awareness* curriculum has not been evaluated or listed in a registry, but meets NCJJ's criteria for inclusion.

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**OBJECTIVES:**

Participants will:

- ✓ Increase their awareness of victims and the community,
- ✓ Acknowledge how victims and the community are affected by crime and offensive behavior, and
- ✓ Become accountable for repairing the harm they have caused.

**COMPONENTS:**

The *Victim/Community Awareness* curriculum includes:

**Section I: Introduction to Balanced and Restorative Justice**

*Step 1:* Participants learn that others beside themselves were affected by their actions and that the juvenile justice system has a responsibility to juvenile offenders, crime victims, and community members.

**Section II: Impact of Crime**

*Step 2:* Participants learn to recognize feelings crime victims may experience, realize crime affects many people, and understand how crime damages communities.

**Section III: Names, Faces and Hearts**

*Step 3:* Participants examine the harm they caused and learn that the people they hurt are real people with names, faces and hearts. Participants also learn that they have the ability to have a positive impact on people and communities.

*Step 4:* Participants write apology letters to their victims, which demonstrate an understanding of the harm they have caused and a willingness to repair the harm and become law-abiding, productive citizens.

**TRAINING AND MATERIALS:**

Training is required to facilitate *Victim/Community Awareness* groups and acquire materials. See Appendix B for more information about training, a list of materials, and associated costs.

**CONTACT INFORMATION:**

Susan Blackburn

**The Center for Juvenile Justice Training & Research (CJJT&R)**

1871 Old Main Drive

Shippensburg, PA 17257

Phone (717) 477-1411

Fax: (717) 477-1236

Email: [sblackburn@state.pa.us](mailto:sblackburn@state.pa.us)

[www.jcjc.state.pa.us](http://www.jcjc.state.pa.us) (click on CJJT&R link for training schedule)

## 4-H YOUTH DEVELOPMENT PROGRAM

Skill-training community resource for youth ages 9-18.



**POSITIVE YOUTH DEVELOPMENT / PREVENTION**

### INTERESTING FACTS

4-H began in 1902 when an Ohio educator formed a club for boys and girls with the assistance of Ohio State University and the Ohio Agricultural Experiment Station. Pennsylvania 4-H operates under The Pennsylvania State University and has clubs in every county.

### ABSTRACT:

The mission of 4-H<sup>3</sup> is to empower youth to reach their full potential as self-directed, productive members of society, working and learning in partnership with caring adults in emotionally safe and inclusive environments. The fundamental 4-H ideal of practical, “learn by doing” encourages youth to experiment, innovate, and think independently as they experience opportunities for mastery, self-determination, and service to others in formal and non-formal experiential learning activities geared to real-life situations.

4-H adapts to meet the needs of all youth as the nation’s economic and demographic profiles become more diverse, and serves at-risk youth with 4-H as a tool for youth development education. 4-H participants and their parents agree to abide by explicit expectations of behavior as outlined in the *Pennsylvania 4-H Youth Development Program Behavioral Expectations* and *Pennsylvania 4-H Member Code of Conduct* (see sidebars).

Youth may participate in 4-H in a variety of settings, including 4-H clubs, 4-H camps, and school-based or after school 4-H programs. 4-H programs involve youth, parents, and adult volunteers working together to carry out an organized program of learning. The 4-H members of each club decide what their club will focus on, which is usually one or more project topics of their choice.

Trained volunteers plan, facilitate, and evaluate local 4-H programs. Local 4-H Extension Educators train and support the volunteers and help to design educational experiences that are supportive to 4-H learning groups. In addition, the national 4-H Council publishes curricula and reference materials.

4-H has been evaluated but not listed in a registry. Studies show that youth participating in 4-H do better in school, are more motivated to help others, feel safe to try to new things, have increased ability to make healthy choices, have increased self-confidence, and achieve a sense of self-esteem.<sup>4</sup> In addition, youth who have participated in 4-H more than a year have significantly increased developmental assets compared to youth who did not participate in the program.<sup>5</sup>

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**OBJECTIVES:**

1. Provide life skill development through opportunities that
  - ✓ Teach interaction and coping skills,
  - ✓ Teach decision-making skills,
  - ✓ Sharpen communication skills,
  - ✓ Teach leadership skills,
  - ✓ Encourage critical thinking,
  - ✓ Develop self-confidence, and
  - ✓ Enhance self-esteem.
2. Provide experiences that allow youth to acquire knowledge and then apply knowledge gained to everyday life experiences.
3. Develop leadership (both youth and adult) in order to see that the first two objectives can effectively occur.

**COMPONENTS:**

4-H curricula emphasize life skills education to help young people perceive and respond to life's significant events, and transfer of subject matter information to help young people improve their applications of knowledge and information to everyday life.

4-H has retained its agricultural foundation while expanding its horizons to include curricula in a number of different areas that support positive youth development and personal growth, including independent living skills, career development, leadership, animal sciences, family and consumer sciences, computer technology, environmental education, earth sciences, healthy lifestyle education, and communication and expressive arts.

**COST FOR SERVICES:**

4-H charges no dues, but individual clubs may charge dues or hold fundraisers to cover the costs of club activities, and some projects may involve costs for materials.

**CONTACT INFORMATION:**

National:

**National 4-H Council**

7100 Connecticut Avenue

Chevy Chase, MD 20815

Phone: (301) 961-2800

Email: [info@fourhcouncil.edu](mailto:info@fourhcouncil.edu)

Website: <http://4-h.org>

**National 4-H Headquarters**

1400 Independence Avenue S.W., Stop 2225

Washington, DC 20250-2225

Phone: (202) 720-2908

Fax: (202) 720-9366

Email: [4hhq@csrees.usda.gov](mailto:4hhq@csrees.usda.gov)

Website: [www.national4-hheadquarters.gov](http://www.national4-hheadquarters.gov)

Pennsylvania:

**The Pennsylvania State University**

The College of Agricultural Sciences

114 Ferguson Building

University Park, PA 16802

Phone: (814) 685-1688

Fax: (814) 863-4753

Website: [www.extension.psu.edu/extmap.html](http://www.extension.psu.edu/extmap.html) (has interactive Pennsylvania regional and county Extension information)

See Appendix C for list of Penn State Cooperative county Extension offices.

**PENNSYLVANIA 4-H YOUTH DEVELOPMENT PROGRAM  
BEHAVIORAL EXPECTATIONS**

A goal of the 4-H Youth Development Program of Penn State Cooperative Extension is to provide opportunities for children and youth to develop character. Pennsylvania 4-H supports the CHARACTER COUNTS!<sup>SM</sup> six pillars of character: TRUSTWORTHINESS, RESPECT, RESPONSIBILITY, FAIRNESS, CARING, and CITIZENSHIP. In order to assure that the 4-H Youth Development Program of Penn State Cooperative Extension provides positive environments for all individuals to learn and grow, participants agree to abide by these expectations of behavior:

*I will be trustworthy.* I will be worthy of trust, honor, and confidence. I will be a model of integrity by doing the right thing even when the cost is high. I will be honest in all my activities. I will keep my commitments by attending all sessions of the planned event. If I am not feeling well or have a schedule conflict, I will inform my chaperone or a person in charge. I will be in the assigned area (e. g. club meeting room, building, dorm) at all times. Pennsylvania 4-H does not permit dishonesty by lying, cheating, deception, or omission.

*I will be respectful.* I will show respect, courtesy, and consideration to everyone, including myself, other program participants, and those in authority. I will act and speak respectfully. I will treat program areas, lodging areas, and transportation vehicles with respect. I will not use vulgar or abusive language or cause physical harm. I will appreciate diversity in skill, gender, ethnicity, and ability. Pennsylvania 4-H does not tolerate statements or acts of discrimination or prejudice.

*I will be responsible.* I will be responsible, accountable, and self-disciplined in the pursuit of excellence. I will live up to high expectations so I can be proud of my work and conduct. I will be on time to all program events. I will be accountable by accepting responsibility for my choices and actions. I will abide by the established program curfew. I will be responsible for any damage, theft, or misconduct in which I participate.

*I will be fair.* I will be just, fair, and open. I will participate in events fairly by following the rules, not taking advantage of others, and not asking for special exceptions.

*I will be caring.* I will be caring in my relationships with others. I will be kind and show compassion for others. I will treat others the way I want to be treated. I will show appreciation for the efforts of others. I will help members in my group to have a good experience by striving to include all participants.

*I will be a good citizen.* I will be a contributing and law-abiding citizen. I will be respectful to the environment and contribute to the greater good. I will not use any illegal substances such as tobacco, alcohol, and drugs.

\*\*\*\*\*

See reverse side for Pennsylvania 4-H Code of Conduct, which must be signed by the 4-H member and his/her parent or guardian.

<sup>SM</sup> CHARACTER COUNTS! Is a service mark of the CHARACTER COUNTS Coalition, a project of the Josephson Institute of Ethics.

### Pennsylvania 4-H Member Code of Conduct

4-H members participating in or attending club, county, regional, district, state, and national programs, activities, events, shows, and contests sponsored for youth by the 4-H Youth Development Program of Penn State Cooperative Extension are required to conduct themselves according to the Pennsylvania 4-H Code of Conduct and the Code of Conduct, rules, policies, and regulations for each specific 4-H activity. The code operates in conjunction with the Pennsylvania 4-H Youth Development Program Behavioral Expectations and the rules and regulations of the specific activity.

Adults attending or participating in 4-H youth activities are expected to conduct themselves according to the code and to assist and support youth in their efforts to adhere to the code.

The following are not permitted at 4-H sponsored programs, activities, or events:

- ✓ Possession, consumption or distribution of alcohol.
- ✓ Possession, use, or distribution of illegal drugs.
- ✓ Possession or use of all tobacco products.
- ✓ Sexual activity.
- ✓ Sexual harassment.
- ✓ Boys in girls' rooms and girls in boys' rooms or lodging areas.
- ✓ Cheating or misrepresenting project work.
- ✓ Theft, destruction, or abuse of property.
- ✓ Violation of an established curfew.
- ✓ Unauthorized absence from program site.
- ✓ Physical, verbal, emotional, or mental abuse of another person.
- ✓ Possession or use of a weapon.\*
- ✓ Possession or use of a harmful object with the intent to hurt or intimidate others.
- ✓ Other conduct deemed inappropriate for the youth development program by an event chair; a designated Penn State extension educator, faculty, or staff member; or a 4-H volunteer leader.
- ✓ Public displays of affection are not appropriate.

The 4-H name and emblem is to be used appropriately at all times, including use on personal and public web sites. Use of the 4-H name and emblem implies representation of the 4-H Youth Development Program. For information and guidelines on appropriate use of the 4-H name and emblem, go to the following web site: [http://www.national4-hheadquarters.gov/emblem/4h\\_name.htm](http://www.national4-hheadquarters.gov/emblem/4h_name.htm)

If the code is violated, the following steps may be taken:

- ✓ The adult chaperone for the youth involved in the violation (extension educator or 4-H leader) will be made aware of the situation.
- ✓ The parent(s) may be called and arrangements made for transportation home at the parent's expense.
- ✓ The 4-H'er(s) may be barred from participating in 4-H.
- ✓ When a violation occurs at a competitive event, 4-H members may be disqualified from the contest and be ineligible for any awards. Competition in later contests may also be barred. This will be determined by the event chair; a designated Penn State extension educator, faculty, or staff member; or a 4-H volunteer leader. Disqualification of an individual may impact participation of an entire team.
- ✓ If any laws are violated, the case may be referred to the police.
- ✓ All chaperones are responsible for all youth at an event.

\*This does not refer to the equipment used in authorized shooting sports practice or competition.

#### CODE AGREEMENT

My parent/guardian and I have read and discussed the PENNSYLVANIA 4-H YOUTH DEVELOPMENT PROGRAM BEHAVIORAL EXPECTATIONS and the PENNSYLVANIA 4-H CODE OF CONDUCT. I am aware that my actions and decisions affect me and others and may result in the loss of privileges during 4-H events and for future events. We agree that I will conduct myself in accordance with the intent of the Behavioral Expectations and the Code. I will accept the appropriate and logical consequences of my actions if I fail to do so.

## **BIG BROTHERS BIG SISTERS OF AMERICA (BBBSA)**

Community resource for youth ages  
6-18 from single parent homes.



### *INTERESTING FACTS*



**POSITIVE YOUTH DEVELOPMENT /  
PREVENTION  
(BLUEPRINTS MODEL PROGRAM)**

Founded in 1904, Big Brothers Big Sisters of America (BBBSA) is the oldest and largest mentoring organization in the United States, serving more than 275,000 youth in 5,000 communities.

### **ABSTRACT:**

The mission of Big Brothers Big Sisters of America (BBBSA)<sup>6</sup> is to make a positive difference in the lives of young people, primarily through a professionally supported one-on-one relationship with a caring adult, and to assist them in achieving their highest potential to become confident, competent, and caring individuals. The underlying premise on which BBBSA operates proposes that youth are restrained from engaging in delinquent activities or other problem behaviors when they have attachments to pro-social others, commitments to socially appropriate goals, and involvement in conventional activities.

BBBSA provides youth with the consistent presence of a non-familial caring adult volunteer, which can make a difference in the social/emotional development of a young person, particularly one growing up in a single parent family or in an adverse situation. Volunteers interact regularly with youth in one-on-one relationships an average of one hour per week for a minimum of one year. The volunteer and young person may engage in a variety of activities, including sports and games, cooking, going to movies, participating in BBBSA-sponsored group activities, going fishing, doing regular every-day living activities, (e.g., grocery or clothes shopping, washing the car, walking the dog), or just "hanging out."

BBBSA currently operates two primary mentoring programs, Community-Based Mentoring (traditional mentor/young person relationship with time spent sharing activities in the community) and School-Based Mentoring (takes place in schools and includes doing homework, reading together, and learning new things).

Big Brothers Big Sisters of America (BBBSA) is listed in five registries (as specified in Appendix A), including Blueprints for Violence Prevention, and endorsed by *NIJ: What Works*.<sup>7</sup> Evaluation found that BBBSA youth were 46% less likely than control youth to initiate drug use during the 18-month study period; 27% less likely to initiate alcohol use; almost one-third less likely to hit someone; better in academic behavior, attitudes, and performance; more likely to have high quality relationships with their parents/guardians; and more likely to have higher quality relationships with their peers.<sup>8</sup>

---

**OBJECTIVES:**

Youth participants will:

- ✓ Decrease or delay antisocial activities,
- ✓ Improve academic performance, attitudes, and behaviors,
- ✓ Improve relationships with family and friends,
- ✓ Strengthen self-concept, and
- ✓ Participate in social and cultural enrichment.

**COMPONENTS:**

BBBSA includes:

- ✓ **Orientation** – Required for all volunteers.
- ✓ **Volunteer Screening** – Designed to screen out those who may not be suitable mentors or may not honor their time commitments.
- ✓ **Youth Assessment** – Provides information with which to make the best possible match and to secure parental permission.
- ✓ **Matches** – Based on the needs of the youth, abilities of the volunteers, preferences of the parent, and the capacity of program staff.
- ✓ **Supervision** – Case management provides ongoing contact with the parent, youth, and volunteer.

**COST FOR SERVICES:**

No cost for youth.

**CONTACT INFORMATION:**

National:

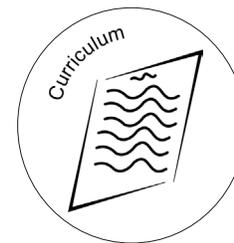
Joseph Radelet  
**Big Brothers Big Sisters of America**  
230 North 13th Street  
Philadelphia, PA 19107  
Phone (215) 567-7000  
Fax: (215) 567-0394  
Email: [national@bbbs.org](mailto:national@bbbs.org)  
Website: [www.bbbs.org](http://www.bbbs.org)

Pennsylvania:

See Appendix C for a list of Big Brothers Big Sisters programs in Pennsylvania.

## GIRLS CIRCLE

Skill-training curriculum for girls ages 9-18 who have risk factors for delinquent behavior.



**POSITIVE YOUTH DEVELOPMENT /  
PREVENTION**

### INTERESTING FACTS

Two mothers developed *Girls Circle* in 1994 to foster healthy choices by their daughters and other girls and founded the Girls Circle Association. *Boys Council*, a twin venture of the Girls Circle Association, promotes strength, responsibility, and community in pre-teen and adolescent males using a group format similar to *Girls Circle*.<sup>11</sup>

### ABSTRACT:

*Girls Circle*<sup>9</sup> is a structured support group that addresses the specialized needs of girls by integrating resiliency practices and skills training designed to increase positive connections, personal and collective strengths, and competence. The *Girls Circle* model is based on the premise that growth-fostering relationships are a central human necessity and that the quality of a girl's connections with others determines her overall psychological health, self-image, and relationships.

*Girls Circle* has nine separate curricula that are organized around girl-centered themes. Each *Girls Circle* curriculum is designed for a group of girls of similar age and development, and consists of an eight- to twelve-week "program" in which the group meets with a facilitator for either 90- or 120-minute sessions.

*Girls Circle* groups may be conducted in probation departments, community-based programs, or residential facilities. Women leaders facilitate groups using a six-step circle format (opening ritual, theme introduction, individual check-in, creative activity, sharing of activity, and closing ritual). The girls take turns talking and listening to one another about their concerns and interests, and further express themselves through creative or directed activities such as journaling, poetry, role-playing, drama, dance, drawing, collage, and clay.

Training is offered but not required to facilitate *Girls Circle* groups or purchase materials. The Girls Circle Association also provides continuing education and consultation. Curriculum materials include a facilitator manual, facilitator activity guides, and an evaluation tool kit to measure outcomes with the various curricula.

*Girls Circle* is listed in two registries, as specified in Appendix A. Evaluations have concluded that girls participating in *Girls Circle* experience significant gains in self-efficacy, positive body image, and perceived social support.<sup>10</sup>

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**OBJECTIVES:**

Participants will reduce risk factors for delinquent behavior and increase protective factors for resiliency against difficult situations.

**COMPONENTS:**

*Girls Circle* curricula may be taught individually or in sets of three.

**The Foundation Set** – Designed to develop a healthy foundation with female identity, friendships, and body image.

- ✓ Friendship
- ✓ Being a Girl
- ✓ Body Image

**The Community Set** – Designed to address innovative ways to cultivate respect, build alliances, and examine beliefs, values, and choices about girls' lives and the world around them.

- ✓ Honoring Our Diversity
- ✓ Mind/Body/Spirit
- ✓ Expressing My Individuality

**The Unity Set** – Designed to strengthen girls' skills to move into more complex definitions of relationship to self and others, exploring feelings, goals, assertiveness, and achieving success.

- ✓ Relationships with Peers
- ✓ Who I Am
- ✓ Paths to the Future (Skills-building support circle for use with at-risk or court-involved girls)

**TRAINING AND MATERIALS:**

Training is offered but not required to facilitate *Girls Circle* groups or purchase materials. See Appendix B for more information about training, a list of materials, and associated costs.

**CONTACT INFORMATION:**

National:

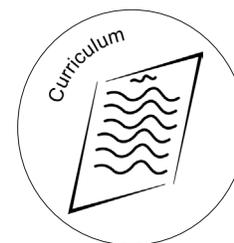
**Girls Circle Association**  
A Project of the Tides Center  
458 Christensen Lane  
Cotati, CA 94931  
Phone: (707) 794-9477  
Fax: (707) 794-9938  
Email: [info@girlscircle.com](mailto:info@girlscircle.com)  
Website: [www.girlscircle.com](http://www.girlscircle.com)

Pennsylvania:

See Appendix C for a list of sites in Pennsylvania that offer *Girls Circles* groups.

## SAY IT STRAIGHT (SIS)

Skill-training curriculum for youth ages 8-18 who display destructive behaviors.



**POSITIVE YOUTH DEVELOPMENT /  
PREVENTION**

### INTERESTING FACTS

*Say It Straight (SIS)* was developed by Dr. Paula Englander-Golden and since 1982 has been successfully implemented with youth, families and communities in schools, probation, detention and treatment settings.

### ABSTRACT:

*Say It Straight (SIS)*<sup>12</sup> is a communication skills training curriculum designed to prevent destructive behaviors such as violence, risky sexual behaviors, and use of alcohol, tobacco, and other drugs, and promote wellness in young people.

*SIS* is designed to be taught in ten 50-minute sessions for high school students and eight sessions for younger students. However, the number and length of *SIS* sessions depends on group size, youth ages, and setting.

*SIS* groups may be conducted in probation departments, community-based programs, residential facilities, and schools. The *SIS* curriculum is action-oriented, groups participants with others of similar ages, and uses multisensory learning modalities (visual, auditory, and kinesthetic) to involve youth with different learning styles. Participants are co-creators in their learning through filmmaking, body sculpting (positioning the body to express communication), and role-playing, which facilitate experiential learning and using new skills in real life.

Training is required to facilitate *SIS* groups and purchase materials. Facilitators may conduct groups and purchase materials after completing a training workshop, and certification is awarded upon review and feedback by *SIS*. Curriculum materials include a trainer manual, student workbook/journal, training videotapes, and an evaluation questionnaire to assess learning.

*SIS* is listed in three registries, as specified in Appendix A. Evaluations using behavioral and self-report measures with follow-up for periods of up to 19 months have shown that after youth have completed *SIS* they are 4.5 times less likely to have juvenile offenses such as assaults, vandalism, burglary, and runaway, and 3.7 times less likely to have substance abuse-related school suspensions and referrals compared to youth who did not attend *SIS* sessions. Reductions in fights that lead to violence have also been reported.<sup>13</sup>

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**OBJECTIVES:**

Participants will learn:

- ✓ Communication and behaviors that empower oneself while respecting others,
- ✓ To value oneself, others, and life issues, and
- ✓ To be good listeners, understand another's point of view, and feel and express empathy.

**COMPONENTS:**

*SIS* includes:

1. Introducing *SIS* Training and Team Building
2. Placating and Saying It Straight
3. Temperature Reading. Blaming or Bullying and *SIS*
4. Being Passive-Aggressive or Two Faced and *SIS*
5. Being Super-Reasonable or Playing Smart and *SIS*
6. Being Irrelevant, Disruptive, or Spacing Out and *SIS*
7. Positive Support
8. Rules and Rule Transformations (omitted with younger participants)
9. Systems Exercises (omitted with younger participants)
10. The Dance of Inclusion and Wrap-Up

**TRAINING AND MATERIALS:**

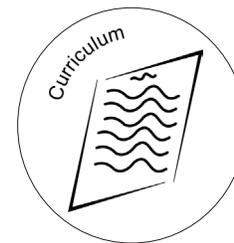
Training is required to facilitate *SIS* groups and purchase materials. See Appendix B for more information about training, a list of materials, and associated costs.

**CONTACT INFORMATION:**

**Say It Straight Foundation**  
6254 Paseo Elegancia  
Carlsbad, CA 92009  
Phone: (760) 431-1147  
Fax: (760) 278-7009  
Email: [sayitstraight-info@sayitstraight.org](mailto:sayitstraight-info@sayitstraight.org)  
Website: [www.sayitstraight.org](http://www.sayitstraight.org)

## **STOP NOW AND PLAN (SNAP) UNDER 12 OUTREACH PROJECT**

Self control and problem-solving skill-training intervention for boys ages 6-11 who have had police contact and/or are at risk for delinquency.



**POSITIVE YOUTH DEVELOPMENT /  
PREVENTION**

### *INTERESTING FACTS*

*The Stop Now and Plan (SNAP) was developed by the Child Development Institute in Toronto in 1985 as an intervention for young males ages 6-11 who are assessed as engaging in above average levels of aggressive, destructive, or other antisocial behaviors. SNAP's sister intervention, SNAP Girls Connection, began in 1996 and has been shown to be effective.<sup>16</sup>*

### **ABSTRACT:**

The *Stop Now and Plan (SNAP)*<sup>14</sup> intervention uses a multisystemic approach, combining interventions that target the child, the family, and the child in the community. *SNAP's* cognitive behavioral approach is designed to help children control impulsivity, think about the consequences of their behavior, and develop socially appropriate plans. The basic self-control and problem-solving skill is taught and reinforced through practice in different situations using *SNAP* (the boys learn how to stop themselves, snap their fingers, say "SNAP," take a deep breath, and think about what they want to achieve and its consequences).

All boys participate in a structured group that takes place once a week for 1.5 hours for 12 weeks. A parent group runs concurrently with the children's group, and focuses on teaching parents effective child management strategies based on *SNAP* principles. The program offers additional services for up to one year.

*SNAP* may be conducted in community-based programs or residential facilities. Small-group sessions for children include brief periods of unstructured play, discussion, modeling, coaching and behavioral rehearsal, structured play, and relaxation.

Training is offered but not required to facilitate *SNAP* groups or purchase materials. However, a license is available for a nominal fee and is required to use *SNAP*. In addition to training workshops, training videos and implementation consultation are available. Materials include a facilitator manual, student booklets, and evaluations and assessments.

*SNAP* is listed in two registries, as specified in Appendix A. Research studies demonstrate that there is a positive change among children who participate in the *SNAP* program on measures of antisocial behavior and social competence, and that these changes persist when measured up to 18 months after discharge from the program. Long-term evaluations indicate that 70% of the high-risk children who have completed the program have not had contact with the police by the age of 18.<sup>15</sup>

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**OBJECTIVES:**

- ✓ Teach boys self-control and problem solving techniques using *SNAP*,
- ✓ Teach parents effective child management skills by using *SNAPP* (*Stop Now and Plan Parenting*),
- ✓ Facilitate school success,
- ✓ Increase social competence by connecting boys to positive structured community activities, and
- ✓ Teach boys positive socialization skills.

**COMPONENTS:**

**SNAP Screening and Assessment** – *SNAP*'s screening and assessment procedures include intake interviews with the child and parents by *SNAP* staff. In addition, the Early Assessment Risk List for Boys (EARL-20B), a clinical decision-enhancing risk assessment tool for use with aggressive and delinquent boys under the age of 12, is used.

**SNAP Interventions**

**Core Components** – All boys participate in a 12-week *SNAP* Children's Group and their families participate in a 12-week *SNAP* Parent Group.

**Added Components** – The following components are offered to boys and their families based on their level of risk and need:

- ✓ Individualized Family Counseling or Intervention
- ✓ Individual Befriending (mentoring)
- ✓ Academic Tutoring and Informal Homework Club
- ✓ School Advocacy and Teacher Consultation
- ✓ Victim Restitution
- ✓ The Arson Prevention Program for Children (TAPP-C)

**Continued Care Components** – Participants who complete the core 12-week *SNAP* Group may join the Night Club for Boys or Night Club for Parents.

**Evaluation** – A child and his family are typically evaluated by *SNAP* program staff at the beginning of the program, at six months, and at 12 months (or when the case is closed).

**TRAINING AND MATERIALS:**

Training is offered but not required. However, users of *SNAP* are required to enter into a *SNAP* licensing agreement with Child Development Institute in order to facilitate *SNAP* groups and purchase materials. See Appendix B for more information about licensing and training, a list of materials, and associated costs.

**CONTACT INFORMATION:****Child Development Institute**

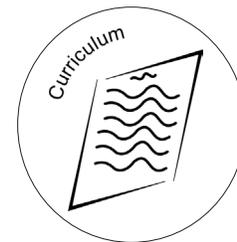
197 Euclid Avenue  
Toronto, ON M6J 2J8  
Phone: (416) 603-1827  
Fax: (416) 603-6655  
Email: [augimeri@childdevelop.ca](mailto:augimeri@childdevelop.ca)  
Website: [www.childdevelop.ca](http://www.childdevelop.ca)

Pennsylvania:

See Appendix C for a list of sites in Pennsylvania that have *SNAP*.

## WHYTRY

Skill-training curriculum for youth  
ages 10-18.



**POSITIVE YOUTH DEVELOPMENT /  
PREVENTION**

### INTERESTING FACTS

Christian Moore first articulated the *WhyTry* principles when he was an undergraduate student and a professor asked him to write down how he had gotten so far in his education with his severe learning disabilities. *WhyTry* is currently used in schools, mental health facilities, and youth corrections facilities.

### ABSTRACT:

The *WhyTry*<sup>17</sup> curriculum offers education and interventions designed to help motivate young people to create positive change and answer the question, "Why try in life?"

The *WhyTry* curriculum is usually taught one class per week for 14-15 weeks and may be adjusted to fit most program schedules. *WhyTry* teaches ten critical social and emotional principles using a hands-on learning approach with visual analogies that are reinforced by music and physical activities to approach learning through the three primary learning styles—visual, auditory, and body-kinesthetic.

*WhyTry* may be used in probation departments, community-based programs, and residential facilities. The curriculum, which may be taught as a stand-alone intervention or incorporated into existing educational or treatment milieu, is designed to be taught in an interactive group setting or as a one-on-one counseling tool.

Training is offered but not required to facilitate *WhyTry* groups or purchase materials. Materials include a teacher manual, student journal, poster set, PowerPoint CD, music CD, overheads, and a hands-on experiential activities kit.

The *WhyTry* curriculum has been evaluated but not listed in a registry. Evaluation has shown that the *WhyTry* curriculum helps youth significantly improve outcomes in the areas of school attendance, academic performance, and graduation. In addition, evaluation has shown that youth who participated in *WhyTry* reported significantly improved understanding of key social and emotional principles, including self-motivation, consequences, peer pressure, and obeying laws and rules.<sup>18</sup>

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**OBJECTIVES:**

Participants will:

- ✓ Learn the following social and emotional principles:
  - Anger management
  - Problem solving
  - Dealing with peer pressure
  - Living with laws and rules
  - Building a support system
  - Having a vision of their future
- ✓ Become hopeful and be able to articulate an answer to the question, "Why try in life?"

**COMPONENTS:**

*WhyTry* includes:

- ✓ **Visual Analogies** – Ten pictures represent visual analogies of social and emotional principles:
  1. "The Motivation Formula" (channeling challenges into positive activities and accomplishments)
  2. "The Reality Ride" (learning that decisions have consequences and how to "get on the right track")
  3. "Tearing Off Your Label" (overcoming negative labels)
  4. "Defense Mechanisms" (recognizing and controlling defense mechanisms)
  5. "Climbing Out" (differentiating between the people who pull you down and those who help you out)
  6. "Jumping Your Hurdles" (getting help for problem solving and being resilient)
  7. "Desire, Time, & Effort" (achieving anything you want through hard work)
  8. "Lift the Weight" (obeying laws and rules)
  9. "Get Plugged In" (connecting with other people)
  10. "You Can See Over The Wall" (summary of the *WhyTry* curriculum)
- ✓ **Music** – Reinforces the visual analogies in musical styles to which youth relate.
- ✓ **Physical Activities** – Hands-on group activities to help increase participation and learning.
- ✓ **Student Journal** – A book of activities and personal reflections that can be used in the group or as homework assignments.

**TRAINING AND MATERIALS:**

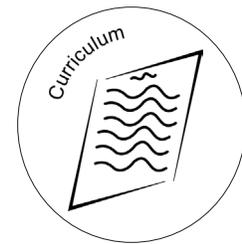
Training is offered but not required to facilitate *WhyTry* groups or purchase materials. See Appendix B for more information about training, a list of materials, and associated costs.

**CONTACT INFORMATION:**

**WhyTry, Inc.**  
P.O. Box 970907  
Orem, UT 84097  
Phone: (801) 724-9879  
Fax: (801) 377-2011  
Email: [info@whytry.org](mailto:info@whytry.org)  
Website: [www.whytry.org](http://www.whytry.org)

## PARENTING WISELY (AMERICAN TEEN)

Skill-training parenting education curriculum for parents with children ages 9-18 who have mild to serious behavior problems.



### PARENTING EDUCATION SKILL DEVELOPMENT

### INTERESTING FACTS

*Parenting Wisely* was developed at Ohio University by Dr. Donald Gordon as an alternative or complement to existing family interventions. Dr. Gordon used his experience with program dissemination, including the Functional Family Therapy model, to create a curriculum that would reduce or eliminate many of the barriers that keep at-risk families from receiving good family interventions.

### ABSTRACT:

*Parenting Wisely (American Teen)*<sup>19</sup> is a self-administered, interactive, multimedia parenting education skills curriculum designed to reduce family conflict and child behavior problems by improving parenting skills and enhancing family communication, supervision, and discipline. In addition, it seeks to improve problem-solving, parent-school communication, school attendance, and grades while reducing disciplinary infractions.

*Parenting Wisely* was developed using parameters that reduce or eliminate many of the barriers that keep families from receiving good family interventions: brief; accessible; flexible; non-stigmatizing; low cost; not dependent upon training or continued supervision; appropriate for families with diverse ethnic, educational, and socioeconomic characteristics; and effective.

*Parenting Wisely* consists of nine case studies. Each case study opens with a video of a common family problem, followed by three positive responses. Parents choose a response, see a video of how their choice would work, get feedback on their choice, and answer questions about the ideas and skills presented in the case. Each session is concluded with a quiz to further reinforce the information. *Parenting Wisely* is typically administered individually in one to three sessions over 2 to 3 hours or in groups that meet for three to ten sessions.

*Parenting Wisely* is delivered on a personal computer and may be conducted in the parent's home, community location with public Internet-ready computer (e.g., library), probation department, or community-based program. The curriculum does not require computer familiarity or literacy, and is available through either an interactive CD-ROM or an online version. A non-interactive video version (DVD/VHS) is also available for use in classes with large numbers of participants. The curriculum utilizes demonstration, quizzing, repetition, rehearsal, recognition, and feedback for correct and incorrect answers.

*Parent Wisely* can be implemented by staff at any organization. Training is offered but not required to facilitate *Parenting Wisely* or purchase materials. Materials include an interactive

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CD-ROM, non-interactive DVD/VHS, or online access; a service provider's guide that supplies all the information necessary to fully implement the curriculum; parent workbook; and evaluation materials.

*Parenting Wisely* is listed in three registries, as specified in Appendix A. Evaluations show that use of *Parenting Wisely* resulted in decreased child behavior problems, increased knowledge and use of good parenting skills, improved problem solving, and reduced spousal violence and violence toward their children.<sup>20</sup> Documented outcomes occur within a week of program use and tend to improve over time.

**OBJECTIVES:**

Participants will learn communication skills, assertive discipline, and supervision skills.

**COMPONENTS:**

*Parenting Wisely (American Teen)* includes nine case studies:

1. Doing Household Chores
2. Refusing to Do Chores
3. Getting Jobs Done Correctly
4. Children Fighting Each Other
5. Performing Better in School
6. Children That Are a Bad Influence
7. The Loud Music Problem
8. The Phone Problem
9. Stepparent-Stepchild Conflict

**TRAINING AND MATERIALS:**

Training is offered but not required to facilitate *Parenting Wisely* or purchase materials. See Appendix B for more information about training, a list of materials, and associated costs.

**CONTACT INFORMATION:**

National:

**Family Works, Inc.**

1005 East State Street, Suite G

Athens, OH 45701

Phone: (866) 234-9473

Phone: (740) 594-2508

Email: [info@familyworksinc.com](mailto:info@familyworksinc.com)

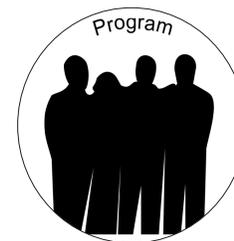
Website: [www.familyworksinc.com](http://www.familyworksinc.com)

Pennsylvania:

See Appendix C for list of sites in Pennsylvania that offer *Parenting Wisely*.

## FUNCTIONAL FAMILY THERAPY (FFT)

Family therapy and skill-building program for youth ages 11-18 at risk for institutionalization, and their families.



✓ **FAMILY PRESERVATION  
(BLUEPRINTS MODEL PROGRAM)**

### *INTERESTING FACTS*

James Alexander and Bruce Parsons developed the Functional Family Therapy (FFT) model in 1969 to serve diverse populations of underserved and at-risk adolescents and their families. Over the past 30 years FFT has been used in a wide range of intervention sites.

### **ABSTRACT:**

Functional Family Therapy (FFT)<sup>21</sup> is designed to target youth who have demonstrated the entire range of maladaptive, acting out behaviors and related syndromes, whose families often share common factors of anger, hopelessness, and/or resistance to treatment. FFT is multisystemic in that it focuses on the multiple domains and systems within which adolescents and their families live. FFT works to develop family members' inner strengths and sense of being able to improve their situations, which provides the family with a platform for change and future functioning that extends beyond the direct support of the therapist and other social systems.

FFT is a short-term, cost-effective intervention that requires, on average, eight to fifteen 1-hour sessions of direct service for mild cases, and generally no more than 26 to 30 hours of direct service for the most difficult situations, generally spread over a three-month period. FFT consists of three specific and distinct phases of clinical intervention that integrate a strong cognitive component with systematic skill training in family communications, parenting, and conflict management skills. In addition, on-going, multi-faceted assessment is integral to each phase.

FFT is conducted in the client's home as a home-based model. Core therapeutic principles guide the FFT process, including: 1) focusing on youth and family factors that protect them from early program dropout; 2) family-focused programming that includes alliance and motivation of all members; 3) specific and individualized behavior change; 4) multisystemic programming focused on maintaining and supporting family change; and 5) acknowledging that change occurs in stages.

Training and site certification are required for agencies that wish to implement FFT. Therapists are able to see clients immediately after the first Clinical Training although the site is not considered eligible for certification until the first year of service delivery is completed.

FFT is listed in four registries (as specified in Appendix A), including Blueprints for Violence Prevention. Clinical trial results suggest that FFT, when implemented as intended, has pro-

duced reductions in recidivism, out-of-home placements, and subsequent sibling referrals of at least 25 percent and as much as 55 percent. The program has demonstrated impact on reducing delinquency in targeted teenagers and 18-month follow-up studies suggest that the impact is lasting.<sup>22</sup>

#### OBJECTIVES:<sup>23</sup>

- ✓ Engage and motivate youth and their families to change in a positive manner by decreasing intense negativity and uncovering/developing their strengths,
- ✓ Reduce and eliminate problem behaviors and accompanying family relational patterns that put family and youth at risk, and
- ✓ Generalize changes across problem situations by increasing the family's capacity to utilize community resources to enhance and maintain their attempts to change.

#### COMPONENTS:

FFT includes:<sup>24</sup>

##### **Early Phase: Engagement and Motivation**

- ✓ Build alliances between the therapist and each family member and between all family members,
- ✓ Reduce negativity and blame,
- ✓ Develop a shared family focus to the presenting problems, and
- ✓ Build hope and expectation for change.

##### **Middle Phase: Behavior Change**

- ✓ Target and change individual and family risk patterns through activities both within and outside the therapy sessions in a way that matches the unique relational functions of the family and is consistent with the obtainable change of the individual family within the context of their lives and their values.

##### **Late Phase: Generalization**

- ✓ Generalize the changes made to other areas of the family relational system,
- ✓ Maintain changes through focused and specific relapse prevention, and
- ✓ Support and extend changes made by the family by incorporating relevant community resources into treatment.

#### TRAINING AND SITE CERTIFICATION:

Training and site certification are required to facilitate the FFT program. See Appendix B for more information about training, site certification, and associated costs.

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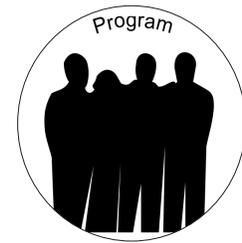
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See Appendix C for a list of FFT programs in Pennsylvania.

## MULTIDIMENSIONAL TREATMENT FOSTER CARE (MTFC)

Structured foster care program for youth ages 12-17 with chronic and severe delinquent or antisocial behavior who are at risk of out-of-home placement.



### FAMILY PRESERVATION (BLUEPRINTS MODEL PROGRAM)

### INTERESTING FACTS

The Multidimensional Treatment Foster Care (MTFC) program was developed by the Oregon Social Learning Center in 1983 as an alternative to residential and group care placement for serious and chronic juvenile offenders. Over the years, the program model has been expanded to fit the needs of youngsters from all of the major publicly funded child service systems (juvenile justice, mental health, and child welfare).

### ABSTRACT:

Multidimensional Treatment Foster Care (MTFC)<sup>25</sup> is a cost-effective alternative to residential treatment, incarceration, and hospitalization for adolescents who have problems with chronic antisocial behavior, emotional disturbance, and delinquency. Community foster families are recruited, trained, and closely supervised by the MTFC treatment team to provide youth with treatment and intensive supervision at home, in school, and in the community; clear and consistent limits with follow-through on consequences; positive reinforcement for appropriate behavior; a relationship with a mentoring adult; and separation from delinquent peers. The typical duration of MTFC services is six to nine months.

MTFC is conducted in foster homes, where a positive and predictable environment is established with a structured behavior management system and consistent follow-through on consequences. The behavior management system is designed to encourage positive age-appropriate behavior in the home through frequent reinforcement from the MTFC foster parents and support from the MTFC treatment team. Behavior at school and academic progress is monitored daily and individual therapy is provided. The biological parents (or other after-care resources) receive family therapy while the youth is in MTFC.

Training for foster parents and treatment team staff is required for agencies that wish to implement MTFC. Foster parents are screened, trained, and supported to become part of the MTFC treatment team. MTFC program supervisors are familiar with adolescent development, developmental psychopathology, and social learning principles. MTFC therapists typically have master's degrees and have been trained in family and individual therapy or in related fields.

MTFC is listed in four registries (as specified in Appendix A), including Blueprints for Violence Prevention. Evaluations have demonstrated that MTFC youth compared to control group youth: spent 60% fewer days incarcerated at 12 month follow-up; had significantly fewer subsequent arrests; ran away from their programs, on average, three times less often; had significantly less hard drug use in the follow-up periods; and had better school attendance and homework completion at 24 month follow-up.<sup>26</sup>

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**OBJECTIVES:**

- ✓ To decrease problem behaviors and increase appropriate normative and pro-social behaviors so youth can successfully live in families rather than in group or institutional settings, and
- ✓ To simultaneously prepare their parents, relatives, or other aftercare resources to provide the youth with effective parenting so that the positive changes made while the youth are placed in MTFC can be sustained over the long run.

**COMPONENTS:**

Three intervention components work in unison:

**1) MTFC Foster Parents:**

- ✓ Receive pre-service training, weekly group support meetings, and 24/7 access to program staff support
- ✓ Provide close supervision in a consistent, reinforcing environment and implement a structured, individualized program for the youth in their care
- ✓ Provide treatment staff with information about the youth's behavior through the Parent Daily Report

**2) The Youth's Family:**

- ✓ Receives training to learn a modified version of the behavior management system used in the MTFC foster home
- ✓ Receives family therapy to prepare for their child's return home
- ✓ Practices skills and receives feedback in family sessions and home visits during the youth's placement in MTFC

**3) The Treatment Team:**

- ✓ Includes a case manager, therapists, child skills trainer, and telephone contact person to call for the Parent Daily Report; a program supervisor leads the team, oversees interventions, and provides intensive support to the foster parents
- ✓ Meets weekly to review progress on each case, review the Parent Daily Reports, and adjust the youth's individualized treatment plan

**TRAINING AND PROGRAM IMPLEMENTATION:**

Training of foster parents and treatment team members, and program fidelity standards are required to facilitate the MTFC program. See Appendix B for more information about training, program implementation, and associated costs.

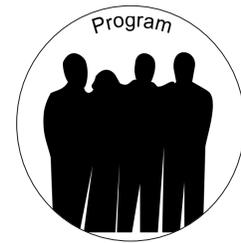
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See Appendix C for a list of MTFC programs in Pennsylvania.



## MULTISYSTEMIC THERAPY (MST)

Family therapy and skill-building program for chronic, violent, or substance abusing juvenile offenders ages 12-17 at high risk for out-of-home placement, and their families.



### FAMILY PRESERVATION (BLUEPRINTS MODEL PROGRAM)

### INTERESTING FACTS

Multisystemic Therapy (MST) was developed in the late 1970s by Marshall Swensen and Scott Henggeler to address several limitations of existing mental health services for serious juvenile offenders, including minimal effectiveness, low accountability of service providers for outcomes, and high cost.

### ABSTRACT:

Multisystemic Therapy (MST)<sup>27</sup> is an intensive, individualized in-home treatment that addresses multiple determinants of serious antisocial behavior in juvenile offenders. The multisystemic approach views individuals as being nested within a complex network of interconnected systems that encompass individual, family, and extrafamilial (peer, school, neighborhood) factors. Services are directed toward the family's psychological, social, educational and material needs, and intervention strategies include strategic family therapy, structural family therapy, behavioral parent training, and cognitive behavior therapies.

MST utilizes the family preservation model, which is based on the philosophy that the most effective route to helping children and youth is through helping their families. MST services, with a typical duration of four months of multiple therapist-family contacts each week (60 total hours of contact), are provided in the youth's natural environment (e.g., home, school, community). The treatment plan is designed in collaboration with family members and is family-driven rather than therapist-driven, with the therapist helping the family to accomplish their goals. Frequency and duration of sessions are determined by family need, with the final two to three weeks involving less intensive contact to monitor the maintenance of therapeutic gains.

MST is provided using a home-based model of service delivery, which is designed to overcome barriers to service access, increase family retention in treatment, allow for the provision of intensive services, and enhance the maintenance of treatment gains. MST promotes behavior change by placing developmentally appropriate demands on the adolescent and family for responsible behavior within a context of support and skill building.

Training and program licensing are required for agencies that wish to implement MST. Staff is degreed mental health professionals who have undergone training, supervision, and certification from licensed MST trainers. A typical staffing pattern is a treatment team consisting of one doctoral-level supervisor and three to four masters-level therapists.

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MST is listed in six registries (as specified in Appendix A), including Blueprints for Violence Prevention. Evaluations of MST have demonstrated reductions of 25-70% in long-term rates of rearrest, reductions of 47-64% in out-of-home placements, extensive improvements in family functioning, and decreased mental health problems for juveniles.<sup>28</sup>

#### OBJECTIVES:

- ✓ Reduce youth criminal activity,
- ✓ Reduce other types of antisocial behavior, such as drug abuse, and
- ✓ Achieve these outcomes at a cost saving by decreasing rates of incarceration and out-of-home placements.

#### COMPONENTS:

##### The Nine MST Principles

**Principle 1:** The primary purpose of assessment is to understand the fit between the identified problems and their broader systemic context.

**Principle 2:** Therapeutic contacts emphasize the positive and should use systemic strengths as levers for change.

**Principle 3:** Interventions are designed to promote responsible behavior and decrease irresponsible behavior among family members.

**Principle 4:** Interventions are present-focused and action-oriented, targeting specific and well-defined problems.

**Principle 5:** Interventions target sequences of behavior within and between multiple systems that maintain identified problems.

**Principle 6:** Interventions are developmentally appropriate and fit the developmental needs of the youth.

**Principle 7:** Interventions are designed to require daily or weekly effort by family members.

**Principle 8:** Intervention effectiveness is evaluated continuously from multiple perspectives, with providers assuming accountability for overcoming barriers to successful outcomes.

**Principle 9:** Interventions are designed to promote treatment generalization and long-term maintenance of therapeutic change by empowering care givers to address family members' needs across multiple systemic contexts.

##### MST Interventions

MST intervention occurs on three levels:

**Family Level:** Provides parents with the resources needed for effective parenting and developing increased family structure and cohesion. Staff is available 24/7.

**Peer Level:** Decreases the youth's involvement with delinquent and drug-using peers and increases his/her association with pro-social peers.

**School Level:** Develops collaborative relationships between the parents and school personnel, and promotes strategies for parents to monitor and support the youth's school performance and/or vocational functioning.

##### TRAINING AND PROGRAM IMPLEMENTATION:

Training and program licensing are required to facilitate the MST program, and only those MST programs under a valid program license from MST Services and the Medical University of South Carolina can use the MST designation. See Appendix B for more information about training, site licensing, and associated costs.

---

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See Appendix C for a list of MST programs in Pennsylvania.

## ENDNOTES:

- <sup>1</sup> Material in the *Victim/Community Awareness: An Orientation for Juveniles* profile was derived from:  
Bender, V. and Hunninen, M. (2004). *Victim/Community Awareness: An Orientation for Juveniles, Trainer's Guide*. Pennsylvania Commission on Crime and Delinquency (PCCD).
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National 4-H Headquarters website [http://www.national4-hheadquarters.gov/about/4h\\_about.htm](http://www.national4-hheadquarters.gov/about/4h_about.htm). (Information acquired September 27, 2007.)  
Pennsylvania 4-H website <http://pa4h.cas.psu.edu>. (Information acquired September 27, 2007.)
- <sup>4</sup> Meade, J., Hirschle, T., Rodriguez, E., and Goggin, S. (1999). *Understanding the Difference 4-H Clubs Make in the Lives of New York Youth: How 4-H Contributes to Positive Youth Development*. Retrieved September 27, 2007 from <http://nys4h.cce.cornell.edu/research/research.php>.
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Big Brothers Big Sisters of America website [www.bbbs.org](http://www.bbbs.org). (Information acquired December 10, 2007.)  
OJJDP Model Programs Guide website [www.dsgonline.com/mpg2.5/mpg\\_index.htm](http://www.dsgonline.com/mpg2.5/mpg_index.htm). (Information acquired December 10, 2007.)  
McGill, D.E., Mihalic, S.F., and Grotzinger, J.K. (1998). *Big Brothers Big Sisters of America: Blueprints for Violence Prevention, Book Two*. Blueprints for Violence Prevention Series (D.S. Elliott, Series Editor). Boulder, CO: Center for the Study and Prevention of Violence, Institute of Behavioral Science, University of Colorado.
- <sup>7</sup> Sherman, L.W., Gottfredson, D.C., MacKenzie, D.L., Eck, J., Reuter, P., and Busway, S. (1998). *Preventing Crime: What Works, What Doesn't, What's Promising*. Retrieved January 3, 2008 from <http://www.ojp.usdoj.gov/nij>.
- <sup>8</sup> Tierney, J.P., Grossman, J.B., and Resch, N.L. (1995). *Making a Difference: An Impact Study of Big Brothers/Big Sisters*. Philadelphia, PA: Public/Private Ventures.
- <sup>9</sup> Material in the *Girls Circle* profile was derived from two sources:  
*Girls Circle* website [www.girlscircle.com](http://www.girlscircle.com). (Information acquired November 13, 2007.)  
OJJDP Model Programs Guide website [www.dsgonline.com/mpg2.5/mpg\\_index.htm](http://www.dsgonline.com/mpg2.5/mpg_index.htm). (Information acquired November 13, 2007.)
- <sup>10</sup> Irvine, A. (2005). *Girls Circle: Summary of Outcomes for Girls in the Juvenile Justice System*. Santa Cruz, Calif.: Ceres Policy Research.
- <sup>11</sup> See [www.boyscouncil.com](http://www.boyscouncil.com).
- <sup>12</sup> Material in the *Say It Straight* profile was derived from two sources:  
*Say It Straight* website [www.sayitstraight.org](http://www.sayitstraight.org). (Information acquired November 15, 2007.)  
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Englander-Golden, P., Elconin Jackson, J., and Miller, K.J. (1985). "Say It Straight: Adolescent Substance Abuse Prevention Training." *Academic Psychology Bulletin* 7:65-79.
- <sup>14</sup> Material in the *Stop Now and Plan (SNAP)* profile was derived from four sources:  
Child Development Institute website [www.childdevelop.ca](http://www.childdevelop.ca). (Information acquired December 7, 2007.)  
Pittsburgh Social Venture Partners website [www.psvp.org](http://www.psvp.org). (Information acquired December 7, 2007.)  
OJJDP Model Programs website [www.dsgonline.com/mpg2.5/mpg\\_index.htm](http://www.dsgonline.com/mpg2.5/mpg_index.htm). (Information acquired December 7, 2007.)  
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- <sup>17</sup> Material in the *WhyTry* profile is derived from the WhyTry, Inc. website [www.whytry.org](http://www.whytry.org). (Information acquired December 6, 2007.)
- <sup>18</sup> See "Research on the *WhyTry* Program" at [www.whytry.org](http://www.whytry.org).
- <sup>19</sup> Material in the *Parenting Wisely* profile was derived from three sources:  
*Parenting Wisely* website [www.familyworksinc.com](http://www.familyworksinc.com). (Information acquired November 4, 2007.)  
OJJDP Model Programs Guide website [www.dsgonline.com/mpg2.5/mpg\\_index.htm](http://www.dsgonline.com/mpg2.5/mpg_index.htm). (Information acquired November 4, 2007.)  
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- <sup>20</sup> Gordon, D.A. (2000). "Parent Training Via CD-ROM: Using Technology to Disseminate Effective Prevention Practices." *The Journal of Primary Prevention* 21(2): 227-51.  
Kacir, C.D. and Gordon, D.A. (1999). "Parenting Adolescents Wisely: The Effectiveness of an Interactive Videodisk Parent Training Program in Appalachia." *Child and Family Behavior Therapy* 21(4): 1-22.
- <sup>21</sup> Material in the Functional Family Therapy profile was derived from three sources:  
Blueprints for Violence Prevention website [www.colorado.edu/cspv/blueprints/modelprograms.html](http://www.colorado.edu/cspv/blueprints/modelprograms.html). (Information acquired October 10, 2007.)  
Functional Family Therapy website [www.fftinc.com](http://www.fftinc.com). (Information acquired October 10, 2007.)  
Sexton, T.L., and Alexander, J.F. (2000). "Functional Family Therapy." *Juvenile Justice Bulletin*. Washington, D.C.: Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice.
- <sup>22</sup> Alexander, J., Barton, C., Gordon, D., Grotpeter, J., Hansson, K., Harrison, R., Mears, S., Mihalic, S., Parsons, B., Pugh, C., Schulman, S., Waldron, H., and Sexton, T. (1998). *Functional Family Therapy: Blueprints for Violence Prevention, Book Three*. Blueprints for Violence Prevention Series (D.S. Elliott, Series Editor). Boulder, CO: Center for the Study and Prevention of Violence, Institute of Behavioral Science, University of Colorado.
- <sup>23</sup> See <http://casat.unr.edu/bestpractices/view.php?program=41&print=1>.
- <sup>24</sup> Sexton, T.L. and Alexander, J.F. (2004). "Functional Family Therapy: An Integrated Treatment System for Successfully Working with Adolescent Externalizing Behavior Disorders." *The Family Psychologist* 20(1): 7-9
- <sup>25</sup> Material in the Multidimensional Treatment Foster Care (MTFC) profile was derived from three sources:  
Multidimensional Treatment Foster Care website [www.mtfc.com](http://www.mtfc.com). (Information acquired November 8, 2007.)  
Blueprints for Violence Prevention website <http://www.colorado.edu/cspv/blueprints/modelprograms.html>. (Information acquired November 8, 2007.)  
Chamberlain, P. (1998). "Treatment Foster Care." *Juvenile Justice Bulletin*. Washington, DC: Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice.
- <sup>26</sup> Chamberlain, P. and Reid, J. (1998). *Multidimensional Treatment Foster Care: Blueprints for Violence Prevention, Book Eight*. Blueprints for Violence Prevention Series (D.S. Elliott, Series Editor). Boulder, CO: Center for the Study and Prevention of Violence, Institute of Behavioral Science, University of Colorado.
- <sup>27</sup> Material in the Multisystemic Therapy profile was derived from three sources:  
Blueprints for Violence Prevention website [www.colorado.edu/cspv/blueprints/modelprograms.html](http://www.colorado.edu/cspv/blueprints/modelprograms.html). (Information acquired October 24, 2007.)  
Multisystemic Therapy website [www.mstservices.com](http://www.mstservices.com). (Information acquired October 24, 2007.)  
Henggeler, S.W. (1997). "Treating Serious Anti-Social Behavior in Youth: The MST Approach." *Juvenile Justice Bulletin*. Washington, D.C.: Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice.
- <sup>28</sup> Henggeler, S.W., Mihalic, S.F., Rone, L., Thomas, C., and Timmons-Mitchell, J. (1998). *Multisystemic Therapy: Blueprints for Violence Prevention, Book Six*. Blueprints for Violence Prevention Series (D.S. Elliott, Series Editor). Boulder, CO: Center for the Study and Prevention of Violence, Institute of Behavioral Science, University of Colorado.



# APPENDIX A

## REGISTRY RATING SYSTEMS

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## APPENDIX A

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# REGISTRY RATING SYSTEMS

### INTRODUCTION

One of the methods used to identify competency development resources for possible inclusion in this Guide involved perusal of national registries of proven and promising programs. Although registries use different rating systems, each gives their highest designation to those programs that have been rigorously evaluated with methodologically sound research designs (experimental design with random assignment or quasi-experimental design with a matched control group) and demonstrate significant reductions in associated risk factors/poor outcomes.

In addition to the registries listed (see sidebar), we also reviewed competency development resources cited in the National Institute of Justice's *Preventing Crime: What Works, What Doesn't, What's Promising*<sup>1</sup> and have included two resources endorsed as "promising" programs: Job Corps and Big Brothers Big Sisters of America.

**REGISTRY RATINGS OF COMPETENCY DEVELOPMENT RESOURCES**

<b>Competency Development Resources</b>	<b>Blueprints for Violence Prevention Model Programs, Institute of Behavioral Science, University of Colorado</b>	<b>FindYouthInfo.gov; Interagency Working Group on Youth Programs (IWGYP)</b>	<b>Model Programs Guide (MPG), The Office of Juvenile Justice and Delinquency Prevention (OJJDP)</b>	<b>National Registry of Evidence-Based Programs and Practices (NREPP), Substance Abuse and Mental Health Services Administration</b>	<b>Promising Practices Network, Rand Corporation</b>	<b>Youth Violence: A Report of the Surgeon General, U.S. Public Health Service</b>
	<i>Ratings:</i> Model Promising	<i>Ratings:</i> Level 1 Level 2 Level 3	<i>Ratings:</i> Exemplary Effective Promising	<i>Ratings:</i> Model Effective Promising	<i>Ratings:</i> Proven Promising	<i>Ratings:</i> Model Level 1, 2 Promising Level 1, 2
Aggression Replacement Training (ART)		Level 2	Effective			
Big Brothers Big Sisters of America	Model	Level 1	Exemplary	Effective	Proven / Promising	
Boys & Girls Club Project Learn		Level 2	Effective			
Career Academy		Level 2	Effective			
Communities in Schools (CIS)					Promising	
Functional Family Therapy (FFT)	Model	Level 1	Exemplary			Model Level 1
Girls Circle		Level 3	Promising			
Job Corps			Effective			
Moral Reconation Therapy				Rated 2.9/4.0		
Multidimensional Treatment Foster Care (MTFC)	Model	Level 1	Exemplary			Model Level 1
Multisystemic Therapy (MST)	Model	Level 1	Exemplary	Model	Proven	Model Level 1
Parenting Wisely		Level 3	Promising	Model		
Say It Straight (SIS)		Level 3	Promising	Promising		
Stop Now and Plan (SNAP)		Level 1	Exemplary			

***Blueprints for Violence Prevention Model Programs, Institute of Behavioral Science, University of Colorado<sup>2</sup>***

The Blueprints for Violence Prevention registry, which is the most stringent, identifies programs effective in reducing adolescent violent crime, aggression, delinquency, and substance abuse. To date, more than 600 programs have been reviewed and eleven are currently designated as Blueprints Model Programs (see sidebar). Four of the eleven Blueprints Model Programs specifically address the needs of delinquent adolescents or positive youth development/prevention and are included in this Guide.

An expert panel and staff at the University of Colorado's national violence prevention initiative review programs, and endorsements are updated regularly based on new evaluation findings. There are five criteria considered when reviewing program effectiveness.

**Model** programs must meet the first three of the following five criteria:

1. **Evidence of deterrent effect with a strong research design** requires the use of evaluative designs that provide reasonable confidence in the findings (e.g., experimental designs with random assignment or quasi-experimental designs with matched control group).
2. **Sustained effects** at least one year beyond treatment, with no subsequent evidence that this effect is lost.
3. **Multiple site replication** requires at least one replication with demonstrated effects.
4. **Analysis of mediating factors.** It is desirable to have evidence that change in the targeted risk or protective factor(s) mediates the change in violent behavior. This evidence clearly strengthens the claim that participation in the program is responsible for the change in violent behavior, and it contributes to the theoretical understanding of the causal processes involved.
5. **Costs versus benefits.** Program costs should be reasonable and should be less or no greater than the program's expected benefits.

**Promising** programs must meet only the first criterion (see above).

<b>BLUEPRINTS MODEL PROGRAMS</b>	
<b>Program</b>	<b>Program Objective</b>
Big Brothers Big Sisters of America*	Provides one-on-one adult support and friendship to youth ages 6-18 from single parent homes
Functional Family Therapy*	Prevention/intervention program for youth ages 11-18 who have demonstrated a wide range of maladaptive, acting out behaviors and related syndromes
The Incredible Years: Parent, Teacher and Child Training Series	Promotes emotional and social competence to prevent, reduce or treat behavior and emotional problems in young children ages 2-10
Life Skills Training	School-based prevention program for gateway drug use, introduced in grades 6-7
Midwestern Prevention Project	Adolescent drug abuse prevention program, introduced in grades 6-7
Multidimensional Treatment Foster Care*	Structured foster care program for youth ages 12-17 with histories of chronic and severe delinquency or antisocial behavior who are at risk for out-of-home placement
Multisystemic Therapy*	Intensive family- and community-based treatment that addresses the multiple determinants of serious antisocial behavior in juvenile offenders ages 12-17 at high risk for out-of-home placement
Nurse-Family Partnership	For low income, at-risk women, beginning with their first pregnancy through the child's first two years of life
Olweus Bullying Prevention Program	School-based program, elementary through junior high
Project Towards No Drug Abuse	Drug abuse prevention program for ages 14-19
Promoting Alternative Thinking Strategies	School-based program for elementary students, promotes emotional and social competencies to reduce aggression and behavior problems

\* Included in this Guide

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***FindYouthInfo.gov; Interagency Working Group on Youth Programs (IWGYP)***

FindYouthInfo.gov was created by the Interagency Working Group on Youth Programs (IWGYP), which is composed of representatives from 12 Federal agencies<sup>4</sup> that support programs and services focusing on youth. The IWGYP promotes the goal of positive, healthy outcomes for youth by: 1) creating and supporting the FindYouthInfo.gov Website to provide interactive tools and other resources to help youth-serving organizations and community partnerships in planning, implementing, and participating in effective programs for youth; 2) identifying and disseminating promising and effective strategies and practices that support youth; and 3) promoting enhanced collaboration at the Federal, State, and local levels, as well as with tribal, faith-based and community organizations, schools, families, and communities. Programs are categorized as Level 1, Level 2, or Level 3 according to their demonstrated effectiveness.

**Level 1** programs are most reliable since they were rated highest for their scientific research design using an experimental approach with one or more control groups and they consistently delivered positive outcomes.

**Level 2** programs are evidence-based programs that consistently delivered positive outcomes but were not as rigorous in their experimental approach, either by design or inapplicability of using control groups.

**Level 3** programs are successful in delivering consistently positive outcomes that can be replicated under similar circumstances but were not as scientifically rigorous as Level 1 and Level 2 programs.

---

***Model Programs Guide (MPG), The Office of Juvenile Justice and Delinquency Prevention (OJJDP)<sup>5</sup>***

The Model Programs Guide covers the entire spectrum of youth services, from prevention through sanctions and reentry. This registry is continuously updated to include new evidence-based programs, which are designated as Exemplary, Effective or Promising.

**Exemplary** programs have been scientifically demonstrated to prevent delinquency or reduce risk/enhance protective factors for delinquency in specific social contexts using an evaluation of the highest quality (i.e., an experimental design with a randomized sample).

**Effective** programs have been scientifically demonstrated to prevent delinquency or reduce risk/enhance protection for delinquency in specific social contexts using an experimental or quasi-experimental design. The evidence suggests program effectiveness but the evidence is not as strong as the exemplary programs.

**Promising** programs display a strong theoretical base and have been demonstrated to prevent delinquency or reduce risk/enhance protective factors for delinquency in specific social contexts using limited research and/or non-experimental designs. The evidence associated with these programs appears promising but requires confirmation using scientific techniques.

---

***National Registry of Evidence-Based Programs and Practices (NREPP), Substance Abuse and Mental Health Services Administration (SAMHSA)***<sup>6</sup>

The NREPP, a searchable database of interventions for the treatment of mental and substance use disorders, is a service of SAMHSA. SAMHSA no longer categorizes evaluated programs as Model, Effective, and Promising. Instead, programs are reviewed by the NREPP and summarized, and the quality of research findings is rated separately for each evaluated outcome.

However, programs evaluated prior to the new method of describing programs continue to be categorized on the SAMHSA online registry as Model, Effective, and Promising. Programs are scored 1 to 5, with 1 being the lowest and 5 being the highest score, relative to specific criteria. The definitions of these ratings follow.

**Model** programs are well implemented and evaluated according to rigorous standards of research, scoring at least 4.0 on the 5-point scale. In addition, the programs' developers have agreed to participate in CSAP's (Center for Substance Abuse Prevention)<sup>7</sup> dissemination efforts and provide training and technical assistance to practitioners who wish to adopt their programs.

**Effective** programs meet the same criteria as the Model programs, but for a variety of reasons these programs are not currently available to be widely disseminated to the general public.

**Promising** programs have been implemented and evaluated sufficiently and are considered to be scientifically defensible, but have not yet been shown to have sufficient rigor and/or consistently positive outcomes required for Model status. Promising programs must score at least 3.33 on the 5-point scale.

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***Promising Practices Network (PPN), Rand Corporation***<sup>8</sup>

Promising Practices Network is dedicated to providing quality evidence-based information about what works and shaping public policy to improve the lives of children, families, and communities, and is updated regularly. This registry designates programs as Proven or Promising based on specific criteria, including types of outcomes affected, effect sizes, statistical significance, sample size and comparison groups.

**Proven** programs must meet all specified criteria and the study design must use a convincing comparison group to identify program impacts, including randomized-control trial (experimental design) or some quasi-experimental designs.

**Promising** programs must meet at least all specified criteria and the study must have a comparison group, but it may exhibit some weaknesses, e.g., the groups lack comparability on pre-existing variables or the analysis does not employ appropriate statistical controls.

---

### **Youth Violence: A Report of the Surgeon General, U.S. Public Health Service<sup>9</sup>**

This report, which was requested by the Administration and Congress after the Columbine tragedy, summarizes what research has revealed about youth violence, its causes, and its prevention. The report concluded that there is an array of well-documented effective intervention programs to reduce and prevent youth violence. The report uses designations of Model and Promising to describe the scientific standards used in establishing the effects of a violence prevention program.

**Model** programs demonstrate rigorous experimental design (experimental or quasi-experimental), replication with demonstrated effects, and sustainability of effects. Model programs have two levels of designation:

*Level 1:* Significant deterrent effects on violence or serious delinquency.

*Level 2:* Significant deterrent effects on any risk factor for violence with a large effect (.30 or greater)

**Promising** programs demonstrate rigorous experimental design (experimental or quasi-experimental), and either replication or sustainability of effects. Promising programs have two levels of designation:

*Level 1:* Significant deterrent effects on violence or serious delinquency

*Level 2:* Significant deterrent effects on any risk factor for violence with an effect size of .10 or greater

---

### **ENDNOTES:**

- <sup>1</sup> See Sherman, L.W., Gottfredson, D.C., MacKenzie, D.L., Eck, J., Reuter, P., and Busway, S. (1998). *Preventing Crime: What Works, What Doesn't, What's Promising*. Retrieved January 3, 2008 from <http://www.ojp.usdoj.gov/nij/pubs-sum/271676.htm>.
- <sup>2</sup> See <http://www.colorado.edu/cspv/blueprints/criteria.html>.
- <sup>3</sup> See <http://www.findyouthinfo.gov>.
- <sup>4</sup> Federal agencies that created FindYouthInfo.gov include: U.S. Department of Health and Human Services, U.S. Department of Justice, U.S. Department of Education, U.S. Department of Commerce, U.S. Department of the Interior, U.S. Department of Labor, U.S. Department of Agriculture, U.S. Department of Housing and Urban Development, Office of National Drug Control Policy, and Corporation for National, Community Service, U.S. Department of Defense, and U.S. Department of Transportation.
- <sup>5</sup> See <http://www.dsgonline.com/mpg>.
- <sup>6</sup> See <http://www.nrepp.samhsa.gov> and <http://modelprograms.samhsa.gov/>.
- <sup>7</sup> SAMHSA's Center for Substance Abuse Prevention (CSAP) works with States and communities to develop comprehensive prevention systems that create healthy communities in which people enjoy a quality of life. This includes supportive work and school environments, drug- and crime-free neighborhoods, and positive connections with friends and family. Information online at <http://prevention.samhsa.gov>.
- <sup>8</sup> See [www.promisingpractices.net/about\\_ppn.asp](http://www.promisingpractices.net/about_ppn.asp).
- <sup>9</sup> See [www.surgeongeneral.gov/library/youthviolence/toc.html](http://www.surgeongeneral.gov/library/youthviolence/toc.html).

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APPENDIX  
A

# APPENDIX B

## TRAINING AND MATERIALS

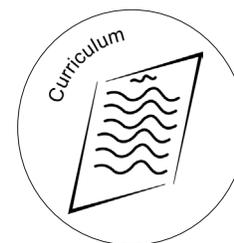
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APPENDIX  
B

## AGGRESSION REPLACEMENT TRAINING (ART)



Training is offered but not required to facilitate groups or purchase materials.

### TRAINING:

Training is offered by two organizations: The United States Center for Aggression Replacement Training (USCART) and G&G Consultants, LLC.

**The United States Center for Aggression Replacement Training (USCART)** offers the following training. The 3-Day Train-the-Trainer Workshop is usually conducted at a pre-determined site but can be held on-site depending on the number of participants. Facilitator Supervision is designed to ensure model adherence through consultation and fidelity review. Contact USCART (see below) for further information.

- 2-Day Facilitator Training (Up to 25 participants, on-site)  
\$7,000.00 (Plus travel expenses and accommodation costs)
- 3-Day Train-the-Trainer Workshop  
\$1,750.00 (per individual); \$3,500.00 (2 individuals)  
(For those wishing to conduct Facilitator Training for their organizations.)
- Facilitator Supervision (Cost per hour)  
\$40.00  
(Includes telephone consultations, fidelity form review, and videotape review during first year)

**G&G Consultants, LLC.** tailors training to the needs of each agency and asks that interested agencies contact them (see below) for cost information.

- 5-Day Group Trainers Training
- 4- or 5-Day Trainer of Group Trainers Training
- Master Trainer Training
- Optional Accreditation of a Professional ART® Training Center (PART®TC)

### MATERIALS:

Order from Research Press at [www.researchpress.com](http://www.researchpress.com).

*Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth:*

- Aggression Replacement Training* (Book)  
\$26.95
- CD-ROM (Reproducible forms and handouts)  
\$16.95
- VHS or DVD (Staff training video)  
\$125.00  
(Includes copy of the ART book)

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*Skillstreaming the Adolescent:*

- Skillstreaming the Adolescent* (Book)  
\$22.95
- Skillstreaming* Student Manual  
\$12.95
- Program Forms Booklet (Reproducible assessments, checklists, student handouts)  
\$18.95
- Program Forms CD-ROM (Reproducible assessments, checklists, student handouts)  
\$18.95
- Skill Cards (Student cue cards)  
\$28.95
- Skillstreaming* Set (Book, Student Manual, Program Forms Booklet, Skill Cards)  
\$75.40
- People Skills: Doing 'em Right! (VHS or DVD for use with students)  
\$95.00

**ASSESSMENTS:***Aggression Questionnaire*

The Buss-Durkee Hostility Inventory screens for five categories of aggression: Physical Aggression, Verbal Aggression, Anger, Hostility, and Indirect Aggression. Order from [www.wpspublish.com](http://www.wpspublish.com).

- Aggression Questionnaire* Manual  
\$57.75
- AutoScore Answer Forms (Package of 25)  
\$43.50 (Quantity price break available)
- Kit (Manual and 25 AutoScore Answer Forms)  
\$99.00
- CD-ROM (Good for 25 uses)  
\$226.50
- PC Answer Sheets (100 sheets for use with CD-ROM)  
\$16.50

*How I Think Questionnaire (HIT)*

*HIT* measures four categories of self-serving thinking errors: Self-Centered, Blaming Others, Minimizing/Mislabeled, and Assuming the Worst. Order from [www.researchpress.com](http://www.researchpress.com).

- HIT* Manual and Questionnaires (Packet of 20)  
\$25.95
- HIT* Questionnaires (Packet of 20)  
\$23.95

**CONTACT INFORMATION:**

**The United States Center for  
Aggression Replacement Training  
(USCART):**

Mark Amendola, L.S.W., B.C.D.  
1511 Peach Street  
Erie, PA 16501  
Phone: (814) 480-5956  
Fax: (814) 454-8670  
Email: [mamendola@uscart.org](mailto:mamendola@uscart.org)  
Website: [www.uscart.org](http://www.uscart.org)

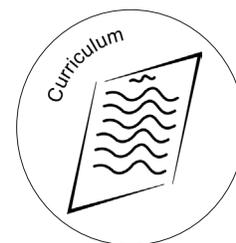
Robert Oliver, Ed.D.  
2825 State Street  
Erie, PA 16501  
Phone: (814) 874-6016  
Email: [roliver@uscart.org](mailto:roliver@uscart.org)

**G&G Consultants, LLC:**

Barry Glick, Ph.D.  
106 Acorn Drive  
Scotia, NY 12302  
Phone: (518) 399-7933  
Fax: (518) 384-2070  
Email: [artgang01@gmail.com](mailto:artgang01@gmail.com)  
Website: [www.g-gconsultants.org](http://www.g-gconsultants.org)

## ARISE ANGER MANAGEMENT LESSONS

Training is offered but not required to facilitate groups or purchase materials.



### TRAINING:

ARISE training workshops are conducted throughout the United States or may be scheduled on-site.

- 2-Day ARISE Life Skills Instructor Certification Training:
  - Per Individual (Includes 2 Instructor Manuals) \$399.00
  - On-site training for a group of 10-25 people \$5,000.00 (Plus trainer's travel expenses)
- 5-Day Master Life Skills Train the Trainer Workshop \$999.00  
(For those wishing to conduct ARISE Life Skills Instructor Certification Trainings.)  
(Includes 2 Instructor Manuals and 30 Learner Workbooks.)
- ARISE Life Skills Instructor Training Manual and Video (DVD) \$149.00
- ARISE Life Skills Refresher Training Webinar (Online booster session) \$19.95

### MATERIALS:

The *ARISE Anger Management Lessons* curriculum is included in Book 1 of a four-book series, *Work in Progress*, which is part of the *ARISE Independent Living Curriculum* (also included in this Guide).

- ARISE Work In Progress Book 1: Anger Management Lessons* Instructor Manual \$29.00
- ARISE Work In Progress Book 1: Anger Management Lessons* Learner's Workbook \$14.95 (Quantity price break available)
- ARISE Anger Management Package* (Instructor Manual and 15 Learner's Workbooks) \$120.00
- ARISE Anger Management and Mediation Video (VHS)*  
(Recommended for middle school and high school students) \$14.95

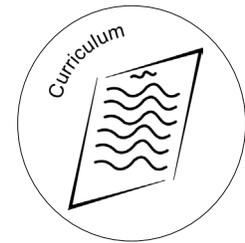
### CONTACT INFORMATION:

#### **ARISE Foundation**

824 US Highway 1, Suite 240  
North Palm Beach, FL 33408  
Phone: (888) 680-6100  
Fax: (888) 599-3750  
Email: [questions@ariselife-skills.org](mailto:questions@ariselife-skills.org)  
Website: [www.ariselife-skills.org](http://www.ariselife-skills.org)

## ARISE INDEPENDENT LIVING CURRICULUM

Training is offered but not required to facilitate groups or purchase materials.



### TRAINING:

ARISE training workshops are conducted throughout the United States or may be scheduled on-site.

- 2-Day ARISE Life Skills Instructor Certification Training:
  - Per Individual (Includes 2 Instructor Manuals) \$399.00
  - On-site training for a group of 10-25 people \$5,000.00 (Plus trainer's travel expenses)
- 5-Day Master Life Skills Train the Trainer Workshop \$999.00  
(For those wishing to conduct ARISE Life Skills Instructor Certification Trainings.)  
(Includes 2 Instructor Manuals and 30 Learner Workbooks.)
- ARISE Life Skills Instructor Training Manual and Video (DVD) \$149.00
- ARISE Life Skills Refresher Training Webinar (Online booster session) \$19.95

### MATERIALS:

Materials for different topics can be purchased separately. Visit [www.ariselife-skills.org](http://www.ariselife-skills.org) to view the complete list of materials.

Below is a list of the various series offered by ARISE. You may purchase the series or individual books within the series.

- ARISE Basic Health 101 Series*, Books 1-2. Topics include health, hygiene, nutrition, exercise, and more. Also available in Spanish.
- ARISE Brain Food Series*, Books 1-6. Topics include peaceful living, success, substance abuse, money matters, worry, depression, procrastination, STDs, avoiding teen pregnancy, positive body language, communication, and more.
- ARISE Four-Wheel Drive for the Mind Series*, Books 1-3. Topics include self-esteem, learning strategies and time management, and networking, jobs, and money. Also available in Spanish.
- ARISE Get Smart! Series*, Volumes 1-6. Topics include success, forgiveness, teen pregnancy, dropping out, profanity, and manners.
- ARISE Official Homo Sapiens Operator's Manual*, Books 1-5. Topics include skeletal, muscular, and reproductive systems, eating right, exercising, keeping accurate health records, and more.
- ARISE Sprouts, A Teen Parenting Program Series*, Books 1-4. Topics include prenatal care, delivery, postpartum expectations, mental development, physical and emotional

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development, child safety, preventing teen pregnancy, building a family, and more. Also available in Spanish.

- *ARISE Work in Progress Series*, Books 1-4. Topics include anger management, substance abuse, domestic and sexual abuse, and violence and conflict resolution. Also available in Spanish.

**CONTACT INFORMATION:**

**ARISE Foundation**

824 US Highway 1, Suite 240

North Palm Beach, FL 33408

Phone: (888) 680-6100

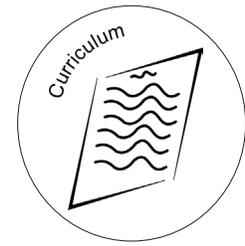
Fax: (888) 599-3750

Email: [questions@ariselife-skills.org](mailto:questions@ariselife-skills.org)

Website: [www.ariselife-skills.org](http://www.ariselife-skills.org)

## ARISE LEARNING STRATEGIES AND TIME MANAGEMENT

Training is offered but not required to facilitate groups or purchase materials.



### TRAINING:

ARISE training workshops are conducted throughout the United States or may be scheduled on-site.

- 2-Day ARISE Life Skills Instructor Certification Training:
  - Per Individual (Includes 2 Instructor Manuals)  
\$399.00
  - On-site training for a group of 10-25 people  
\$5,000.00 (Plus trainer's travel expenses)
- 5-Day Master Life Skills Train the Trainer Workshop  
\$999.00  
(For those wishing to conduct ARISE Life Skills Instructor Certification Trainings.)  
(Includes 2 Instructor Manuals and 30 Learner Workbooks.)
- ARISE Life Skills Instructor Training Manual and Video (DVD)  
\$149.00
- ARISE Life Skills Refresher Training Webinar (Online booster session)  
\$19.95

### MATERIALS:

The *ARISE Learning Strategies and Time Management* curriculum is included in Book 2 of a three-book series, *Four-Wheel Drive for the Mind*, which is part of the *ARISE Independent Living Curriculum* (also included in this Guide).

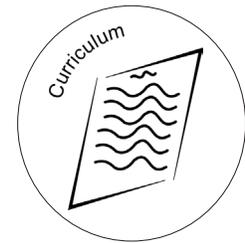
- ARISE Four-Wheel Drive for the Mind Book 2: Learning Strategies and Time Management* Instructor Manual  
\$29.00
- ARISE Four-Wheel Drive for the Mind Book 2: Learning Strategies and Time Management* Learner's Manual  
\$14.95 (Quantity price break available)

### CONTACT INFORMATION:

**ARISE Foundation**  
824 US Highway 1, Suite 240  
North Palm Beach, FL 33408  
Phone: (888) 680-6100  
Fax: (888) 599-3750  
Email: [questions@ariselife-skills.org](mailto:questions@ariselife-skills.org)  
Website: [www.ariselife-skills.org](http://www.ariselife-skills.org)

## CASEY LIFE SKILLS TOOLS

Training is offered but not required to use the *Casey Life Skills Tools* or access materials.



### TRAINING:

Those who desire training may contact an Authorized Training Provider (ATP)—a professional training organization fully authorized by Casey Family Programs Foundation to deliver comprehensive training on the *Casey Life Skills Tools* and products. For further information see [www.caseylifeskills.org/pages/train/train\\_index.htm](http://www.caseylifeskills.org/pages/train/train_index.htm).

Training includes:

- 1-Day End-User Training  
(For those who use *Casey Life Skills Tools* in their work with youth)
- 2-Day Certified User Training  
(For those wishing to provide general technical assistance on the *Casey Life Skills Tools* within their organizations)
- 3-Day Certified Trainer Training  
(For those wishing to provide End-User Training to others within their organizations)

Training is not offered for the *Ready, Set, Fly!* instructional book. However, there is a short curriculum designed for 5 hours of training available as a free online PDF download.

- Ready, Set, Fly! Training for Caregivers* curriculum at [www.dss.Missouri.gov/cd/info/memos/2004/6/rsftraining.pdf](http://www.dss.Missouri.gov/cd/info/memos/2004/6/rsftraining.pdf)

### MATERIALS:

All *Casey Life Skills Tools* materials are available as free online PDF downloads. In addition, the resources used for curriculum development listed in the *Life Skills Guidebook* are either free or modestly priced.

- Ansell-Casey Life Skills Assessment (ACLSA)*: Instructions and access to assessments can be found at [www.caseylifeskills.org/pages/assess/assess\\_aclsa.htm](http://www.caseylifeskills.org/pages/assess/assess_aclsa.htm)
- Life Skills Guidebook*: Click the link on the left hand side of the page to download the complete *Guidebook* at [www.caseylifeskills.org/pages/res/res\\_index.htm](http://www.caseylifeskills.org/pages/res/res_index.htm)
- Ready, Set, Fly!* See "Core Resources" list at [www.caseylifeskills.org/pages/res/res\\_ACLSAGuidebook.htm](http://www.caseylifeskills.org/pages/res/res_ACLSAGuidebook.htm)
- Ready, Set, Fly!* is also available in hard copy:  
\$8.00  
Order online at [www.nrcys.ou.edu/catalog/home.php?cat=2](http://www.nrcys.ou.edu/catalog/home.php?cat=2)

### CONTACT INFORMATION:

#### Casey Family Programs

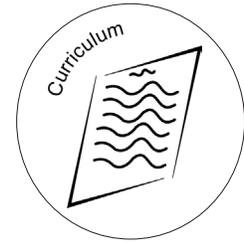
1300 Dexter Avenue North, Floor 3  
Seattle, WA 98109

Phone: (206) 282-7300 Fax: (206) 282-3555

Email: [aclsa@casey.org](mailto:aclsa@casey.org) or [contactus@casey.org](mailto:contactus@casey.org)

Websites: [www.caseylifeskills.org](http://www.caseylifeskills.org) or [www.casey.org](http://www.casey.org)

## CORRECTIVE ACTION JOURNAL SYSTEM



Training is offered but not required to facilitate the *Corrective Actions Journal System* or purchase materials.

### TRAINING:

Training workshops are conducted on-site. Continuing Education Units (CEUs) are available for successful completion of training workshops.

- 1-Day Facilitator Training (Up to 20 participants, on-site)  
\$2,000.00 (Plus roundtrip airfare for the trainer)
- 2-Day Train-the-Trainer (Up to 20 participants, on-site)  
\$4,000.00 (Plus roundtrip airfare for the trainer)  
(For those wishing to conduct Facilitator Training for their organizations)
- Additional training services include:
  - Web-based seminars
  - Training manuals
  - Conferencing services
  - Training video production
  - E-learning programs
  - Telephone training

### MATERIALS:

- General Orientation Guide*  
\$20.00
- Corrective Actions Journal System Counselor Guides* (Correspond to Student Journals):
  - *The Con Game*  
\$15.00
  - *Values for Responsible Living*  
\$15.00
  - *Thinking Errors*  
\$15.00
  - *My Change Plan*  
\$15.00
- Corrective Actions Journal System Student Journals:*  
(The minimum order of any Journal is 25)
  - *The Con Game*  
\$2.70
  - *Values for Responsible Living*  
\$2.70
  - *Thinking Errors*  
\$3.15
  - *My Change Plan*  
\$3.15

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## ADDITIONAL MATERIALS:

Interactive Journal Systems are designed to be flexible, allowing juvenile treatment and behavior programs to choose Journals from different Systems to complement each other and to fit participants' needs.

**Keep It Direct and Simple (KIDS) Journal System** –. The *KIDS Journal System*, which is designed specifically for adolescents in behavioral health and substance abuse treatment programs, can be used to complement Journals from the *Corrective Actions Journal System*.

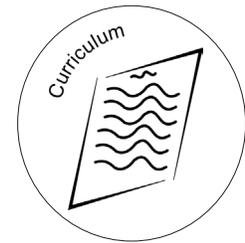
- *General Orientation Guide*  
\$20.00
- *KIDS Counselor Guides (Correspond to Student Journals):*
  - *Why Am I Here?* \$15.00
  - *Abuse or Addiction?* \$15.00
  - *First Step* \$15.00
  - *Spirituality* \$15.00
  - *Personal Inventory* \$15.00
  - *Twelve-Step Programs* \$15.00
  - *Anger and Other Feelings* \$15.00
  - *My Family* \$15.00
  - *Personal Relationships* \$15.00
  - *I'm Okay* \$15.00
  - *Faulty Beliefs* \$15.00
  - *Living With Others* \$15.00
  - *How We Change* \$15.00
  - *Moving On* \$15.00
  - *My Values* \$15.00
- *KIDS Student Journals:*  
(The minimum order of any Journal is 25)
  - *Why Am I Here?* \$1.80
  - *Abuse or Addiction?* \$2.70
  - *First Step* \$1.80
  - *Spirituality* \$1.80
  - *Personal Inventory* \$1.80
  - *Twelve-Step Programs* \$1.80
  - *Anger and Other Feelings* \$2.70
  - *My Family* \$1.80
  - *Personal Relationships* \$1.80
  - *I'm Okay* \$1.80
  - *Faulty Beliefs* \$1.80
  - *Living With Others* \$1.80
  - *How We Change* \$1.80
  - *Moving On* \$1.80
  - *My Values* \$1.80

## CONTACT INFORMATION:

Mike Judnick  
**The Change Companies**  
5221 Sigstrom Drive  
Carson City, NV 89706  
Phone: (888) 889-8866 or (775) 885-2610  
Fax (775) 885-0643  
Email: [mjudnick@changecompanies.net](mailto:mjudnick@changecompanies.net)  
Website: [www.changecompanies.net](http://www.changecompanies.net)

## COURAGE TO TAKE ACTION

Training is offered but not required to facilitate the *COURAGE to Take Action* Interactive Journal System or purchase materials.



### TRAINING:

Training workshops are conducted on-site. Continuing Education Units (CEUs) are available for successful completion of training workshops.

- 1-Day Facilitator Training (Up to 20 participants, on-site)  
\$2,000.00 (Plus roundtrip airfare for the trainer)
- 2-Day Train-the-Trainer (Up to 20 participants, on-site)  
\$4,000.00 (Plus roundtrip airfare for the trainer)  
(For those wishing to conduct Facilitator Training for their organizations)
- Additional training services include:
  - Web-based seminars
  - Training manuals
  - Conferencing services
  - Training video production
  - E-learning programs
  - Telephone training

### MATERIALS:

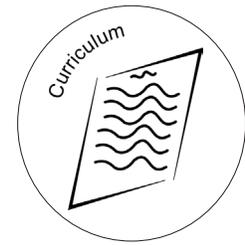
- Courage General Orientation Guide*  
(An Introduction to the COURAGE Interactive Journal System)  
\$20.00
- Courage Facilitator Guides* (Correspond to Student Journals):
  - *What Got Me Here?*  
\$15.00
  - *Responsible Thinking*  
\$15.00
  - *My Individual Change Plan*  
\$15.00
- Courage Student Journals*:  
(The minimum order of any journal is 25)
  - *What Got Me Here?*  
\$4.50
  - *Responsible Thinking*  
\$5.40
  - *My Individual Change Plan*  
\$6.30
- Courage Check Pad System* (Provides ongoing reinforcement of target skills):
  - *Attitude Check* (50 sheets)  
\$4.75
  - *Filter Check* (50 sheets)  
\$4.75
  - *Action Check* (50 sheets)  
\$4.75

### CONTACT INFORMATION:

Mike Judnick  
**The Change Companies**  
5221 Sigstrom Drive

Carson City, NV 89706  
Phone: (888) 889-8866 or (775) 885-2610 or Fax (775) 885-0643  
Email: [mjudnick@changecompanies.net](mailto:mjudnick@changecompanies.net)

## CROSSROADS ANGER MANAGEMENT



Training, which is accredited by the American Probation and Parole Association (APPA), is required to facilitate groups and purchase materials.

### TRAINING:

- 5-Day Crossroads Facilitator Certification Training:  
(For facilitators of all Crossroads curricula)
  - Per Individual  
\$899.00
  - Per Individual (2+)  
\$849.00
  - Per Individual (5+)  
\$799.00
  - Per Individual (10+)  
\$725.00
  - Per Individual (15+)  
\$679.00
  - Per Individual (25)  
\$649.00
- 5-Day On-Site Crossroads Facilitator Certification Training  
(Cost same as above and include all trainer expenses.)

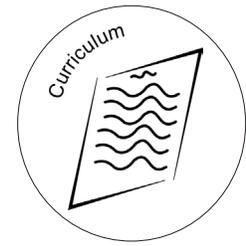
### MATERIALS:

- Anger Management: Facilitator Guide Level I*  
\$ 60.00
- Anger Management: Student Workbook Level I*  
\$ 15.25 (Quantity price break available)
- Anger Management: Facilitator Guide Level II:*  
\$ 60.00
- Anger Management: Student Workbook Level II:*  
\$ 21.00 (Quantity price break available)

### CONTACT INFORMATION:

Jeff Koenig  
**National Curriculum & Training Institute, Inc.**  
319 East McDowell Road, Suite 200  
Phoenix, AZ 85004  
Phone: (800) 622-1644, Ext. 5236  
Email: [jkoenig@ncti.org](mailto:jkoenig@ncti.org) or [info@ncti.org](mailto:info@ncti.org)  
Website: [www.ncti.org](http://www.ncti.org)

## CROSSROADS COGNITIVE LIFE SKILLS



Training, which is accredited by the American Probation and Parole Association (APPA), is required to facilitate groups and purchase materials.

### TRAINING:

- 5-Day Crossroads Facilitator Certification Training:  
(For facilitators of all Crossroads curricula)
  - Per Individual  
\$899.00
  - Per Individual (2+)  
\$849.00
  - Per Individual (5+)  
\$799.00
  - Per Individual (10+)  
\$725.00
  - Per Individual (15+)  
\$679.00
  - Per Individual (25)  
\$649.00
- 5-Day On-Site Crossroads Facilitator Certification Training  
(Cost same as above and include all trainer expenses.)

### MATERIALS:

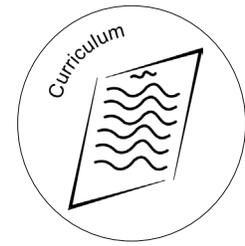
- Cognitive Life Skills*: Facilitator Guide  
\$90.00
- Cognitive Life Skills*: Student Workbook  
\$50.00 (Quantity price break available)

### CONTACT INFORMATION:

Jeff Koenig  
**National Curriculum & Training Institute, Inc.**  
319 East McDowell Road, Suite 200  
Phoenix, AZ 85004  
Phone: (800) 622-1644, Ext. 5236  
Email: [jkoenig@ncti.org](mailto:jkoenig@ncti.org) or [info@ncti.org](mailto:info@ncti.org)  
Website: [www.ncti.org](http://www.ncti.org)

## CROSSROADS JOBTEC

Training, which is accredited by the American Probation and Parole Association (APPA), is required to facilitate groups and purchase materials.



### TRAINING:

- 5-Day Crossroads Facilitator Certification Training:  
(For facilitators of all Crossroads curricula)
  - Per Individual  
\$899.00
  - Per Individual (2+)  
\$849.00
  - Per Individual (5+)  
\$799.00
  - Per Individual (10+)  
\$725.00
  - Per Individual (15+)  
\$679.00
  - Per Individual (25)  
\$649.00
- 5-Day On-Site Crossroads Facilitator Certification Training  
(Cost same as above and include all trainer expenses.)

### MATERIALS:

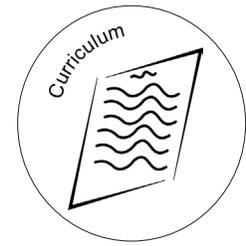
- JOBTEC* Facilitator Guide  
\$90.00
- JOBTEC* Student Workbook  
\$50.00 (Quantity price break available)

### CONTACT INFORMATION:

Jeff Koenig  
**National Curriculum & Training Institute, Inc.**  
319 East McDowell Road, Suite 200  
Phoenix, AZ 85004  
Phone: (800) 622-1644, Ext. 5236  
Email: [jkoenig@ncti.org](mailto:jkoenig@ncti.org) or [info@ncti.org](mailto:info@ncti.org)  
Website: [www.ncti.org](http://www.ncti.org)

## CURRICULUM AND LESSONS FOR ATTAINING SELF-SUFFICIENCY (CLASS)

Training is not offered for this curriculum.



### MATERIALS:

CLASS software includes all necessary curriculum materials. Order form [www.danielkids.org/sites/web/store/detail.cfm?categoryID=4](http://www.danielkids.org/sites/web/store/detail.cfm?categoryID=4)

- CLASS Software (1 User)  
\$595.00
- CLASS Multi-User Version of the Software (1-10 Users)  
\$1,595.00
- CLASS Upgrade (Previous Users)  
\$195.00

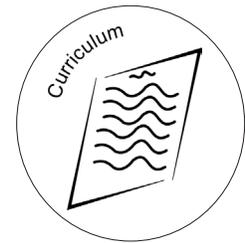
### CONTACT INFORMATION:

**Daniel Memorial Institute**  
4203 Southpointe Boulevard  
Jacksonville, FL 32216  
Phone: (904) 296-1055  
Fax: (904) 296-1953  
Email: [info@danielkids.org](mailto:info@danielkids.org)  
Website: [www.danielkids.org](http://www.danielkids.org)

## THE FACTS OF LIFE SEMINAR

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Training is required to facilitate groups and acquire materials.



### TRAINING:

Facilitator training is sponsored by organizations that pay the following fees to Dr. Ramm, plus travel expenses and accommodation costs. Contact Dr. Ramm (see below) for training schedule or to schedule a seminar.

- 1 ½-Day Facilitator Seminar (Up to 20 participants)  
\$2,250.00
- 2-Day Facilitator Seminar (Up to 20 participants)  
\$3,000.00

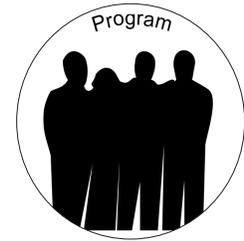
### MATERIALS:

The Facilitator Manual is distributed free of charge during training.

### CONTACT INFORMATION:

Dr. Douglas R. Ramm  
**Psychological Services, Inc.**  
225 Humphrey Road  
Greensburg, PA 15601  
Phone (724) 832-9096  
Fax: (724) 832-2249  
Email: [info@factsoflifeprograms.com](mailto:info@factsoflifeprograms.com)  
Website: [www.factsoflifeprograms.com](http://www.factsoflifeprograms.com)

## FUNCTIONAL FAMILY THERAPY



Training and site certification are required to facilitate the FFT program.

### TRAINING AND SITE CERTIFICATION:

Costs for start-up are site-specific and the costs stated below are approximate.

- Phase 1: Clinical Training  
\$36,000.00
  - 1-Day On-Site Implementation/Assessment Training
  - 2-Day On-Site Clinical Training
  - Ongoing Telephone Consultation
  - 2-Day On-Site Follow-ups (Three total per site)
  - Clinical Services Systems (CSS)
  - 2-Day Off-Site FFT Clinical Team Training
  - Implementation and Consulting
  - Externship
- Phase 2: Supervision Training  
\$18,000.00
  - 1-Day On-Site Implementation/Assessment Training
  - FFT Supervisor Externship Training
  - On-Site FFT Supervisor Phone Consultations
  - 1-Day On-Site Follow-Up Training
  - Supervisor and Therapist Access to the FFT Clinical Services System (CSS)
- Phase 3 and Ongoing Partnership  
\$10,000.00
  - 1-Day On-Site Visit or Regional Supervisor Follow-Up Training
  - Monthly 1-Hour Phone Consultation with the Local FFT Supervisor
  - Supervisor and Therapist Access to the FFT Clinical Services System (CSS)
  - Annual Pennsylvania Certification Review

### CONTACT INFORMATION:

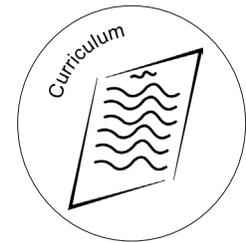
National:

Holly DeMaranville  
**Functional Family Therapy, Inc.**  
1251 NW Elford Drive  
Seattle, WA 98112  
Phone: (206) 369-5894  
Fax: (206) 664-6230  
Email: hollyfft@comcast.net  
Website: www.fftinc.com

Pennsylvania:

Helen M. Midouhas  
Pennsylvania FFT State Coordinator  
FFT National Trainer  
Phone: (610) 533-0026  
Fax: (610) 944-0775  
Email: helenm2@verizon.net

## GIRLS CIRCLE



Training is offered but not required to facilitate groups or purchase materials.

### TRAINING:

Facilitator training is offered in different locations throughout the United States. See [www.girlscircle.com](http://www.girlscircle.com) for training schedule.

- 2-Day *Girls Circle* Initial Facilitator Training  
\$295.00 (Per participant, registration 30 or more days prior to training)  
\$350.00 (Per participant, registration less than 30 days prior to training)
- 2-Day *Girls Circle* Advanced Training  
\$295.00 (Per participant, registration 30 or more days prior to training)  
\$350.00 (Per participant, registration less than 30 days prior to training)

### MATERIALS:

- Girls Circle* Facilitator Manual  
\$72.00
- Girls Circle* Evaluation Tool Kit  
\$65.00

The following facilitator Activity Guides may be purchased separately or in sets:

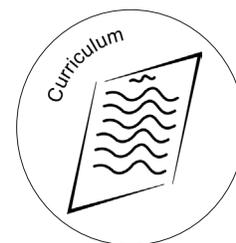
- |  |   |
|--|---|
| <ul style="list-style-type: none"><li><input type="checkbox"/> The Foundation Set (All three Guides)<br/>\$234.00<ul style="list-style-type: none"><li>■ Friendship (Ages 9-14, 8-weeks)<br/>\$78.00</li><li>■ Being a Girl (Ages 11-13, 8-weeks)<br/>\$78.00</li><li>■ Body Image (Ages 12+, 8-weeks)<br/>\$78.00</li></ul></li><li><input type="checkbox"/> The Unity Set (All three Guides)<br/>\$299.00<ul style="list-style-type: none"><li>■ Relationships with Peers (Ages 13-18, 10 weeks)<br/>\$105.00</li><li>■ Who I Am (Ages 14-18, 8-weeks)<br/>\$78.00</li><li>■ Paths to the Future (Ages 12+, 12 weeks)<br/>\$116.00</li></ul></li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> The Community Set (All three Guides)<br/>\$310.00<ul style="list-style-type: none"><li>■ Honoring Our Diversity (Ages 11-18, 12 weeks)<br/>\$116.00</li><li>■ Mind/Body/Spirit (Ages 12-16, 12 weeks)<br/>\$116.00</li><li>■ Expressing My Individuality (Ages 11-15, 8-weeks)<br/>\$78.00</li></ul></li><li><input type="checkbox"/> Complete Set of Activity Guides<br/>\$880.00</li></ul> |
|--|---|

### CONTACT INFORMATION:

Giovanna Taormina, Executive Director  
**Girls Circle Association**  
A Project of the Tides Center  
458 Christensen Lane  
Cotati, CA 94931

Phone: (707) 794-9477  
Fax: (707) 794-9938  
Email: [info@girlscircle.com](mailto:info@girlscircle.com)  
Website: [www.girlscircle.com](http://www.girlscircle.com)

**I CAN DO IT! A MICROPEDIA OF LIVING  
ON YOUR OWN (HANDBOOK)  
I'M GETTING READY...I CAN DO IT!  
(WORKBOOK)**



Training is not offered for this curriculum.

**MATERIALS:**

- *I Can Do It!* and *I'm Getting Ready* are available as free online PDF downloads:
  - *I Can Do It! A Micropedia of Living on Your Own*  
See "Core Resources" list at [www.caseylifeskills.org/pages/res/res\\_ACLSAGuidebook.htm](http://www.caseylifeskills.org/pages/res/res_ACLSAGuidebook.htm)
  - *I'm Getting Ready...I Can Do It!* (Workbook)  
See "Core Resources" list at [www.caseylifeskills.org/pages/res/res\\_ACLSAGuidebook.htm](http://www.caseylifeskills.org/pages/res/res_ACLSAGuidebook.htm)
- *I Can Do It!* and *I'm Getting Ready* are also available in hard copy:
  - *I Can Do It! A Micropedia of Living on Your Own*  
\$18.00  
Order online at [www.nrcys.ou.edu](http://www.nrcys.ou.edu)
  - *I'm Getting Ready...I Can Do It!* (Workbook)  
\$18.00  
Order online at [www.sociallearning.com](http://www.sociallearning.com)

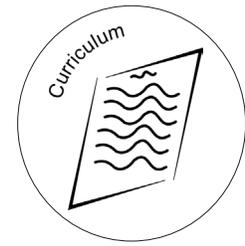
**CONTACT INFORMATION:**

**MICROLIFE**

1610 N. Briarcliff Drive  
Appleton, WI 54915-2837  
Phone: (888) 357-7654  
Fax: (920) 735-9434  
Website: [www.sociallearning.com](http://www.sociallearning.com)

## MORAL RECONATION THERAPY (MRT)

Training is required to facilitate groups and purchase materials.



### TRAINING:

Correctional Counseling, Inc. (CCI) conducts *MRT* trainings either directly or through agencies that have agreements with CCI to conduct training. *MRT* trainings occur in most areas within the United States annually. Training is required for individuals or agencies to purchase student workbooks.

- 4- or 5-Day *MRT* Facilitator Training
  - For first person of a given agency  
\$600.00
  - For others from the same agency attending the same training  
\$500.00
- 1 Day *MRT* Review Training  
(For trained *MRT* facilitators, per person)

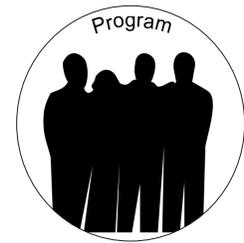
### MATERIALS:

- The Facilitator Manual, a Student Workbook, and tapes are distributed free of charge during training.
- Student Workbook: *Juvenile MRT: How to Escape Your Prison*  
\$ 25.00  
(Note: All *MRT* participants must have an official *MRT* workbook)  
(Also available in Spanish)

### CONTACT INFORMATION:

Kenneth Robinson, Ed.D.  
**Correctional Counseling, Inc.**  
2028 Exeter Road  
Germantown, TN 38138  
Phone: (901) 360-1564  
Fax: (901) 757-1995  
Email: ccimrt@aol.com  
Website: [www.moral-reconation-therapy.com](http://www.moral-reconation-therapy.com)

## MULTIDIMENSIONAL TREATMENT FOSTER CARE (MTFC)



Training of foster parents and treatment team members, and program fidelity standards are required to facilitate the MTFC program.

### TRAINING AND PROGRAM IMPLEMENTATION:

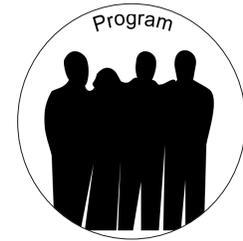
TFC Consultants, Inc. provides MTFC training, implementation, and technical assistance. Costs for start-up are site-specific and the costs stated below are approximate.

- Year 1 Middle Childhood and Adolescent Program Versions  
\$45,550.00
  - Pre-Implementation Site Visit
  - Community Stakeholders Meeting
  - 4-Day Clinical Training (at the model site in Eugene, Oregon)  
(For new implementation treatment teams and replacement staff)
  - 5-Day Clinical Training (at the model site in Eugene, Oregon)  
(For program supervisors)
  - 2-Day initial Foster Parents Training (on-site)
  - Staff Training in Parent Daily Report (WebPDR) procedures (use of the database system for the daily collection and use of behavioral information)
  - Weekly Telephone Consultations
  - Additional services include assistance with implementation planning/timelines, consultation regarding foster parent recruitment, progress reports, site visits, and a program assessment.
- Year 1 Travel Expenses  
\$9,000.00-\$10,000.00
- Year 2 and beyond include ongoing assistance to ensure program fidelity and positive treatment outcomes similar to those attained in the evaluation studies. Duration and intensity of support varies and is difficult to predict. It is reasonable to anticipate Year 2 costs at no more that 50% of the first year, 25% for Year 3, and 10% per year thereafter.

### CONTACT INFORMATION:

Gerard J. Bouwman, President  
**TFC Consultants, Inc.**  
1163 Olive Street  
Eugene, OR 97401  
Phone: (541) 343-2388  
Fax: (541) 343-2764  
Email: gerryb@mtfc.com  
Website: www.mtfc.com

## MULTISYSTEMIC THERAPY (MST)



Training and program licensing from MST Services, Inc. are required to facilitate the MST program.

### TRAINING AND PROGRAM LICENSING:

Training, licensing, and support fees vary based on the number of teams starting and whether training is on-site or not. A "team" consists of a Ph.D. or Masters level supervisor and two to four Masters level therapists or the equivalent operating together to provide MST services in a specific area or region.

The fees listed are specific to Pennsylvania. Contact MST Services, Inc. or the Pennsylvania MST Network Partner listed below for further information. Costs for start-up are site-specific and the costs stated below are approximate.

#### **Pennsylvania MST Network Partner Services:**

- MST Licensing Consultation and Program Development  
\$5,000.00  
(Per site plus expenses)
  - On-site telephone contact
  - Presentations to establish MST procedures and processes for licensure
  - MST licensing support and acquisition
  - Service description and program readiness support
  - One 5-Day Orientation Training (at Adelphoi Village Training Center)
  - Additional teams for an existing MST program may arrange fees based on additional program support
- Annual Program Support and Training (includes weekly telephone consultations, quarterly Booster trainings, clinical support to ensure fidelity to MST treatment protocol, and development assistance for program expansion):
  - Single team programs  
\$24,000.00
  - Mixed Agency team programs  
\$20,000.00
  - Two teams training jointly  
\$18,000.00
  - Three or more teams training jointly  
\$15,000.00
  - 5-Day Training (For each replacement staff)  
\$750.00

#### **MST Services, Inc:**

- Annual Licensing Fees  
\$4,000.00
  - Master License (Per year per agency)  
\$4,000.00
  - Team License (Per team per agency)  
\$2,500.00

### CONTACT INFORMATION:

#### National:

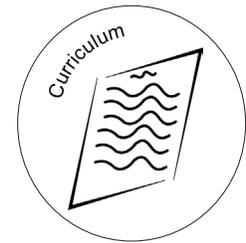
Melanie Duncan, Ph.D.  
Program Development Coordinator  
**MST Services, Inc.**  
710 Johnnie Dodds Boulevard, Suite 200  
Mount Pleasant, SC 29464  
Phone: (843) 856-8226  
Fax: (843) 856-8227  
Email: melanie.duncan@mstservices.com  
Website: www.mstservices.com

#### Pennsylvania MST Network Partner:

Gary J. Soltys  
**Adelphoi Village, Inc.**  
1119 Village Way  
Latrobe, PA 15650  
Phone: (724) 520-1111  
Email: garys@adelphoivillage.org  
Website: www.adelphoivillage.org

## PARENTING WISELY

Training is offered but not required to facilitate this curriculum or purchase materials.



### TRAINING:

Training is available to show potential sites how to generate community support for the program and how to add clinical components to the intervention (brief family consultation, group presentation). In addition, technical assistance is available by phone or email at no charge.

Contact Dr. Donald Gordon (see below) to discuss training costs.

- 1-Day On-Site Workshop and Follow-Up Telephone Consultation (For group use)
- 2-day Advanced Workshop

### MATERIALS:

Order from [www.familyworksinc.com](http://www.familyworksinc.com)

- Parenting Wisely: American Teen* Program Kit  
\$659.00
  - *Parenting Wisely: American Teen* Interactive CD-ROM
  - 1 Service Provider's Guide  
(Recommended for those who do not attend training)
  - 5 Parent Workbooks
  - 5 Completion Certificates
  - 10 Agency Referral Cards
  - 20 Informational Parent Brochures
  - 1 *Parenting Wisely* poster
  - Evaluation Forms, Scoring Keys, and Evaluation Guide (floppy disc)
  - Parent Sign-Up Forms
  - 1 Teen Group Curriculum (floppy disk)  
(For working with parent group)
- Parenting Wisely: American Teen* Video Series  
\$299.00
  - 3 Videotapes (DVD/VHS)
  - 1 Service Provider's Guide  
(Recommended for those who do not attend training)
  - 3 Parent Workbooks
  - 1 *Parenting Wisely* poster
  - Evaluation Forms, Scoring Keys, and Evaluation Guide (floppy disc)
- Parent Workbooks*  
\$9.00 (Quantity price break available)
- Parenting Wisely: CD-ROM Program Kit and Video Series*  
\$858.00
- Upgrade of Parenting Wisely*  
*Parenting Wisely* is modified regularly approximately every 12 months. New purchasers get the most recent program, and old users receive the upgrade for a small charge, plus return of the "old" CD-ROM.  
\$199.00

- 
- *Parenting Wisely (American Teen) Online*
    1. *Parenting Wisely Online* offers all the benefits of the interactive CD-ROM version combined with the accessibility and convenience of the Internet, which requires high-speed Internet access - DSL cable, broadband, or satellite dish. Parents can complete the program at their leisure and use it continuously for the life of their subscription. Agencies can retrieve information on participant compliance (e.g., dates logged on, portions of program completed, performance on quiz questions).
    2. Agencies can purchase subscriptions for different lengths of time and for any number of users, or individuals can sign themselves up. Rates decrease per quantity of subscribers.
      - One-Month Subscription
        - 1 User
        - \$30.00
        - Price break available for 3-10 users
      - Six-Month Subscription
        - 1 User
        - \$60.00
        - Price break available for 3-500 users
      - One-Year Subscription
        - 1 User
        - \$70.00
        - Price break available for 3-500 users

#### CONTACT INFORMATION:

Developer/Trainer:

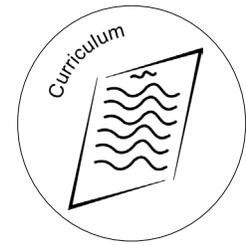
Dr. Donald Gordon  
Phone: (541) 488-0729

National:

**Family Works, Inc.**  
1005 East State Street, Suite G  
Athens, OH 45701  
Phone: (866) 234-9473  
Phone: (740) 594-2508  
Email: info@familyworksinc.com  
Website: www.familyworksinc.com

## SAY IT STRAIGHT (SIS)

Training is required to facilitate groups and purchase materials.



### TRAINING:

SIS offers training locally for 12 or more participants or through regional workshops in other locations.

- 4-Day Training of Trainers  
\$750.00
  - Optional Review and Feedback for Trainer's Certification  
\$450.00
- 4-Day Training of Master Trainers  
\$850.00
  - Review and Feedback for Master Trainer's Certification  
\$750.00 (First review. Cost of second review depends on how much material needs to be reviewed.)
  - Internship for Master Trainer's Certification  
\$350.00  
(For Trainers wishing to become Master Trainers)

### MATERIALS:

Order from [www.familyworksinc.com](http://www.familyworksinc.com)

- SIS Trainer Manual (Step-by-step facilitator guide)  
\$250.00
- DVDs (SIS facilitator training)  
(\$75.00 each set; set of three \$180.00)  
(\$50.00 each set when purchased during training workshops; set of three \$135.00)
  - "In the Classroom"
  - "Student Support Groups"
  - "Family-Community Series"
- Student Workbooks/Journals
  - Elementary School (Also available in Spanish)  
\$8.75
  - Middle School (Also available in Spanish)  
\$9.25
  - High School (Also available in Spanish)  
\$11.50
- Evaluation Questionnaires (Reproducible forms)
  - Elementary School  
\$10.00
  - Middle School  
\$10.00
  - High School  
\$10.00
  - Parents/Community  
\$10.00

- 
- SIS Challenge (Game for students and families)  
\$ 25.00
  - CD (Guided visualizations)  
\$ 20.00

**CONTACT INFORMATION:**

**Say It Straight Foundation**

6254 Paseo Elegancia

Carlsbad, CA 92009

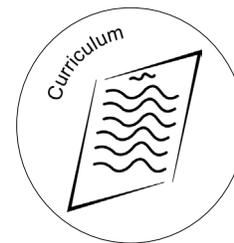
Phone: (760) 431-1147

Fax: (760) 278-7009

Email: [sayitstraight-info@sayitstraight.org](mailto:sayitstraight-info@sayitstraight.org)

Website: [www.sayitstraight.org](http://www.sayitstraight.org)

## STOP NOW AND PLAN (SNAP) UNDER 12 OUTREACH PROJECT



Users of *SNAP* are required to enter into a *SNAP* licensing agreement with the Child Development Institute.

### LICENSE:

Licensees may purchase a license for the nominal fee and must comply with all standards, practices, and any other term or condition established for use of resource materials. See [www.childdevelop.ca](http://www.childdevelop.ca).

### TRAINING AND PROGRAM IMPLEMENTATION:

Child Development Institute staff provides *SNAP* training, implementation, and technical assistance. Costs for start-up are site-specific, and the costs stated below are approximate. Steps to launch a *SNAP* Affiliate Site for *SNAP* Children's and Parent's Groups include:

- Pre-Implementation Consult  
First day free of cost; \$1,200.00 per day after first day  
(on-site or at Child Development Institute)
- 4-day Initial core *SNAP* training plus ½ day site specific training to deal with implementation issues  
\$2,400.00 per day (approximate cost; on-site or at Child Development Institute)
- Year 1 to 3 Ongoing Consultation (fidelity and integrity checks; includes Annual Licensing Fee)  
(Consultation fee structure varies)
- Year 4+ Annual Licensing Fee  
\$1,000.000

### ASSESSMENT TOOLS:

Order from [www.childdevelop.ca](http://www.childdevelop.ca).

- EARL-20B Version 2 for Boys  
\$35.00 (Quantity price break available)
- EARL-21G Version 1 - Consultation Edition for Girls  
\$35.00 (Quantity price break available)

### MATERIALS:

Manuals (Quantity price break available):

- SNAP* Children's Group Manual  
\$ 25.00
- SNAP* Group for Girls Manual  
\$ 25.00
- SNAP* Parent Group Manual  
\$ 25.00
- SNAPP* Stop-Now-and-Plan-Parenting Manual  
\$ 25.00

Booklets (Quantity price break available):

- Stealing  
\$.70
- Lying  
\$.70

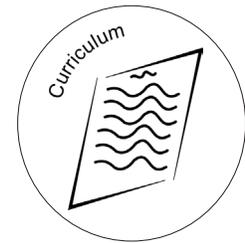
- 
- Bullying  
\$.70
  - SNAP*  
\$.70
  - Brothers and Sisters Learn *SNAP*  
\$.70
  - Tips for Troubled Times  
\$.70
- SNAP* Puppet:
- Large Hand Puppet (Teaching Aid)  
\$65.00
- Complete *SNAP* Resource Kits (Quantity price break available)
- Complete Packaged Kit (Includes one of everything)  
\$250.00
  - Package Kit (Includes one of everything but Puppet)  
\$200.00

**CONTACT INFORMATION:**

**Child Development Institute**

197 Euclid Avenue  
Toronto, ON M6J 2J8  
Phone: (416) 603-1827  
Fax: (416) 603-6655  
Email: [augimeri@childdevelop.ca](mailto:augimeri@childdevelop.ca)  
Website: [www.childdevelop.ca](http://www.childdevelop.ca)

## THINKING FOR A CHANGE (T4C)



Training is offered but not required to facilitate groups or access materials.

### TRAINING:

The following trainings are provided free of charge through NIC. In addition, training programs throughout the United States offer fee-based training. See [www.nicic.org](http://www.nicic.org).

- *Thinking for a Change: Facilitator Training* (Includes training materials plus one CD-ROM)
  - Download a copy of the training materials or order a hardcopy and the CD-ROM from the NIC library at <http://nicic.org/Library/017124>.
- *Thinking for a Change: An Integrated Approach to Changing Offender Behavior* (32-hour Training Broadcast, originally broadcast September 17-20, 2002. Includes a hardcopy of the training materials or 3 DVD-ROMs.)
  - Order a hardcopy from the NIC library at <http://nicic.org/Library/018311>.
  - Order the DVDs from the NIC Information Center at 1-800-995-6429.
- *What Are They Thinking? Thinking for a Change Two-Day Curriculum* (Covers Thinking Reports and Problem Solving process utilized in the T4C curriculum. Includes training materials and a PowerPoint presentation.)
  - Download both items at <http://nicic.org/Library/020100>.
- *Thinking for a Change: Sustaining Program Integrity After Implementation* (3-Hour Videoconference held April 28, 2004. Includes a hardcopy of the training materials/ supplemental materials or CD-ROM plus DVD-ROM.)
  - Order a hardcopy or CD-ROM plus DVDs from the NIC library or view/download at <http://nicic.org/Library/019559>.
  - May also be viewed/downloaded (on demand) at <http://nicic.org/Library/019559>.

### MATERIALS:

Free of charge through NIC

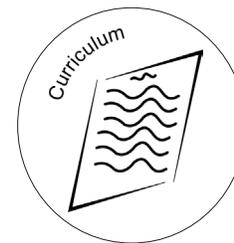
- *Thinking for a Change: Integrated Cognitive Behavior Change Program* (Lesson plans plus one CD-ROM)
  - Download a copy of the lessons plans (in English or Spanish) or order a hardcopy and the CD-ROM from the NIC library at [www.nicic.org/Library/016672](http://www.nicic.org/Library/016672).

### CONTACT INFORMATION:

Steve Swisher  
Correctional Program Specialist  
**NIC Academy Division**  
791 Chambers Road  
Aurora, CO 80011  
Phone: (800) 995-6429, ext. 4416  
Fax: (202) 365-4455  
Email: [sswisher@bop.gov](mailto:sswisher@bop.gov)  
Website: [www.nicic.org](http://www.nicic.org)

## VICTIM/COMMUNITY AWARENESS: AN ORIENTATION FOR JUVENILES

Training is required to facilitate groups and acquire materials.



### TRAINING:

Contact Susan Blackburn (see below) for training schedule and cost information.

- 2 ½-Day Victim/Community Awareness Facilitator Training
- 5-Day Victim/Community Awareness Train-the-Trainer Training

### MATERIALS:

- During training all participants receive free of charge the Victim/Community Awareness: An Orientation for Juveniles curriculum that includes reproducible student handouts.

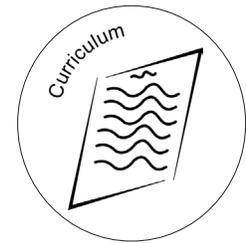
### CONTACT INFORMATION:

Susan Blackburn  
**The Center for Juvenile Justice Training & Research (CJJT&R)**  
1871 Old Main Drive  
Shippensburg, PA 17257  
Phone (717) 477-1411  
Fax: (717) 477-1236  
Email: [sblackburn@state.pa.us](mailto:sblackburn@state.pa.us)  
[www.jcjc.state.pa.us](http://www.jcjc.state.pa.us) (click on CJJT&R link for training schedule)

## WHYTRY

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Training is offered but not required to facilitate groups or purchase materials.



### TRAINING:

Training is scheduled quarterly in Utah and periodically in other areas. See [www.whytry.org](http://www.whytry.org) for information about upcoming trainings or contact [info@whytry.org](mailto:info@whytry.org) if you would like to sponsor a training in your area.

- 2-Day Certification Training:
  - WhyTry Certification Training (No materials included)  
\$210.00
  - WhyTry Certification Training  
\$550.00 (Includes complete set of WhyTry materials)
- WhyTry Training DVD  
\$599.00 (Quantity price break available)

### MATERIALS:

- WhyTry* Secondary Materials (grades 7-12)
  - Secondary Teacher Manual  
\$310.00  
(Includes 10 full color visual analogies and Music CD)
  - Poster Set (Ten 18" x 24" posters)  
\$150.00
  - "Game Plan" Student Journal  
\$10.00  
(Quantity price break available)
  - PowerPoint DVD  
\$120.00  
(Includes visual analogies for display, animated visual analogies, and music videos)
  - Music CD  
\$10.00  
(Quantity price break available)
  - Secondary Curriculum Complete Set  
\$450.00  
(Includes Teacher Manual, Poster Set, PowerPoint DVD, Music CD)
  - Secondary Classroom Pack  
\$535.00  
(Includes Teacher Manual, Poster Set, PowerPoint DVD, Music CD, and 10-Pack Student Journals)
  - Hands-on Activities Kit  
\$799.00

### CONTACT INFORMATION:

*WhyTry, Inc.*  
P.O. Box 970907  
Orem, UT 84097  
Phone (801) 724-9879  
Fax: (801) 377-2011  
Email: [info@whytry.org](mailto:info@whytry.org)  
Website: [www.whytry.org](http://www.whytry.org)

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# APPENDIX C

## PENNSYLVANIA CONTACT INFORMATION

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## 4-H YOUTH DEVELOPMENT PROGRAM



Contact your county's Penn State Cooperative Extension office to inquire about 4-H projects and activities available in your area.

### **Adams County Extension**

670 Old Harrisburg Road, Suite 204  
Gettysburg, PA 17325  
Phone: (717) 334-6271  
Fax: (717) 334-0166  
Email: AdamsExt@psu.edu

### **Allegheny County Extension**

400 North Lexington Street  
Pittsburgh, PA 15208  
Phone: (412) 473-2540  
Fax: (412) 473-2768  
Email: AlleghenyExt@psu.edu

### **Armstrong County Extension**

124 Armsdale Road, Suite 112  
Armsdale Administration Building  
Kittanning, PA 16201  
Phone: (724) 548-3447  
Fax: (724) 545-3602  
Email: ArmstrongExt@psu.edu

### **Beaver County Extension**

2020 Beaver Avenue, Suite 200  
Monaca, PA 15061  
Phone: (724) 774-3003  
Fax: (724) 774-0971  
Email: BeaverExt@psu.edu

### **Bedford County Extension**

120 West John Street, Suite 2  
Bedford, PA 15522  
Phone: (814) 623-4800  
Fax: (814) 623-0318  
Email: BedfordExt@psu.edu

### **Berks County Extension**

1238 County Welfare Road, Suite 110  
Berks County Agricultural Center  
Leesport, PA 19533  
Phone: (610) 378-1327  
Fax: (610) 378-7961  
Email: BerksExt@psu.edu

### **Blair County Extension**

Valley View "E" Wing  
301 Valley View Boulevard  
Altoona, PA 16602  
Phone: (814) 940-5989  
Fax: (814) 940-5997  
Email: BlairExt@psu.edu

### **Bradford County Extension**

701 South Fourth Street  
Towanda, PA 18848  
Phone: (570) 265-2896  
Fax: (570) 265-4371  
Email: BradfordExt@psu.edu

### **Bucks County Extension**

Neshaminy Manor Center  
1282 Almshouse Road  
Doylestown, PA 18901  
Phone: (215) 345-3283  
Fax: (215) 343-1653  
Email: BucksExt@psu.edu

### **Butler County Extension**

101 Motor Pool Way  
Butler, PA 16001  
Phone: (724) 287-4761  
Fax: (724) 287-5911  
Email: ButlerExt@psu.edu

### **Cambria County Extension**

499 Manor Drive  
Ebensburg, PA 15931  
Phone: (814) 472-7986  
Fax: (814) 472-7987  
Email: CambriaExt@psu.edu

### **Cameron County Extension**

Courthouse, 20 East Fifth Street  
Emporium, PA 15834  
Phone: (814) 486-3350  
Fax: (814) 486-9391  
Email: CameronExt@psu.edu

### **Carbon County Extension**

529 Lentz Trail  
Jim Thorpe, PA 18229  
Phone: (570) 325-2788  
Fax: (570) 325-2805  
Email: CarbonExt@psu.edu

### **Centre County Extension**

Willowbank Building, Room 322  
420 Holmes Avenue  
Bellefonte, PA 16823  
Phone: (814) 355-4897  
Fax: (814) 355-6983  
Email: CentreExt@psu.edu

**Chester County Extension**

Government Services Center  
601 Westtown Road, Suite 370  
West Chester, PA 19380  
Phone: (610) 696-3500  
Fax: (610) 696-4831  
Email: ChesterExt@psu.edu

**Clarion County Extension**

8 Grant Street  
Clarion, PA 16214  
Phone: (814) 223-9028  
Fax: (814) 223-9029  
Email: ClarionExt@psu.edu

**Clearfield County Extension**

650 Leonard Street, Suite 210  
Clearfield, PA 16830  
Phone: (814) 765-7878  
Fax: (814) 765-3236  
Email: ClearfieldExt@psu.edu

**Clinton County Extension**

Clinton County Resource and Education Center  
47 Cooperation Lane  
Mill Hall, PA 17751  
Phone: (570) 726-0022  
Fax: (570) 726-2237  
Email: ClintonExt@psu.edu

**Columbia County Extension**

702 Sawmill Road, Suite 102  
Bloomsburg, PA 17815  
Phone: (570) 784-6660  
Fax: (570) 784-5769  
Email: ColumbiaExt@psu.edu

**Crawford County Extension**

13400 Dunham Road, Suite A  
Meadville, PA 16335  
Phone: (814) 333-7460  
Fax: (814) 333-1590  
Email: CrawfordExt@psu.edu

**Cumberland County Extension**

310 Allen Road  
Carlisle, PA 17013  
Phone: (717) 240-6500  
Fax: (717) 240-6548  
Email: CumberlandExt@psu.edu

**Dauphin County Extension**

1451 Peters Mountain Road  
Dauphin, PA 17018  
Phone: (717) 921-8803  
Fax: (717) 921-0135  
Email: DauphinExt@psu.edu

**Delaware County Extension**

20 Paper Mill Road  
Springfield, PA 19064  
Phone: (610) 690-2655  
Fax: (610) 690-2676  
Email: DelawareExt@psu.edu

**Elk County Extension**

Courthouse  
240 Main Street  
Ridgway, PA 15853  
Phone: (814) 776-5331  
Fax: (814) 776-5332  
Email: ElkExt@psu.edu

**Erie County Extension**

850 East Gore Road  
Erie, PA 16509  
Phone: (814) 825-0900  
Fax: (814) 825-4783  
Email: ErieExt@psu.edu

**Fayette County Extension**

34 West Peter Street  
Federal Building  
Uniontown, PA 15401  
Phone: (724) 438-0111  
Fax: (724) 430-3063  
Email: FayetteExt@psu.edu

**Forest County Extension**

9 Highland Street  
Tionesta, PA 16353  
Phone: (814) 755-3544  
Fax: (814) 755-3960  
Email: ForestExt@psu.edu

**Franklin County Extension**

181 Franklin Farm Lane  
Chambersburg, PA 17201  
Phone: (717) 263-9226  
Fax: (717) 263-9228  
Email: FranklinExt@psu.edu

**Fulton County Extension**

216 North 2nd Street, Suite 1  
McConnellsburg, PA 17233  
Phone: (717) 485-4111  
Fax: (717) 485-5106  
Email: FultonExt@psu.edu

**Greene County Extension**

26 West High Street, Room 1  
Waynesburg, PA 15370  
Phone: (724) 627-3745  
Fax: (724) 852-4318  
Email: GreeneExt@psu.edu

**Huntingdon County Extension**

10722 Fairgrounds Road, Suite 6  
Huntingdon, PA 16652  
Phone: (814) 643-1660  
Fax: (814) 643-1669  
Email: HuntingdonExt@psu.edu

**Indiana County Extension**

827 Water Street  
Indiana, PA 15701  
Phone: (724) 465-3880  
Fax: (724) 465-3888  
Email: IndianaExt@psu.edu

**Jefferson County Extension**

Parker P. Blood Block  
180 Main Street  
Brookville, PA 15825  
Phone: (814) 849-7361  
Fax: (814) 849-3106  
Email: JeffersonExt@psu.edu

**Juniata County Extension**

Courthouse Annex  
P.O. Box 147  
Mifflintown, PA 17059  
Phone: (717) 436-7744  
Fax: (717) 436-7745  
Email: JuniataExt@psu.edu

---

**Lackawanna County Extension**

200 Adams Avenue, Lower Level  
Scranton, PA 18503  
Phone: (570) 963-6842  
Fax: (570) 963-6853  
Email: LackawannaExt@psu.edu

**Lancaster County Extension**

1383 Arcadia Road, Room 140  
Lancaster, PA 17601  
Phone: (717) 394-6851  
Fax: (717) 394-3962  
Email: LancasterExt@psu.edu

**Lawrence County Extension**

Courthouse  
430 Court Street  
New Castle, PA 16101  
Phone: (724) 654-8370, (724) 654-2741  
Fax: (724) 656-2298  
Email: LawrenceExt@psu.edu

**Lebanon County Extension**

2120 Cornwall Road, Suite 1  
Lebanon, PA 17042  
Phone: (717) 270-4391  
Fax: (717) 675-2077  
Email: LebanonExt@psu.edu

**Lehigh County Extension**

Lehigh County Agricultural Center  
4184 Dorney Park Road, Room 104  
Allentown, PA 18104  
Phone: (610) 391-9840  
Fax: (610) 391-0683  
E-Mail: LehighExt@psu.edu

**Luzerne County Extension**

16 Luzerne Avenue, Suite 200  
West Pittston, PA 18643  
Phone: (570) 825-1701  
Fax: (570) 825-1709  
Email: LuzerneExt@psu.edu

**Lycoming County Extension**

Lysock View Complex  
542 County Farm Road, Suite 206  
Montoursville, PA 17754  
Phone: (570) 433-3040  
Fax: (570) 433-4331  
Email: LycomingExt@psu.edu

**McKean County Extension**

P.O. Box 1504  
17129 Route 6  
Smethport, PA 16749  
Phone: (814) 887-5613  
Fax: (814) 887-5645  
Email: McKeanExt@psu.edu

**Mercer County Extension**

P.O. Box 530  
463 North Perry Highway  
Mercer, PA 16137  
Phone: (724) 662-3141  
Fax: (724) 662-1933  
Email: MercerExt@psu.edu

**Mifflin County Extension**

152 East Market Street, Suite 100  
Lewistown, PA 17044  
Phone: (717) 248-9618  
Fax: (717) 242-5462  
Email: MifflinExt@psu.edu

**Monroe County Extension**

724 Phillips Street, Suite 201  
Stroudsburg, PA 18360  
Phone: (570) 421-6430  
Fax: (570) 424-1984  
Email: MonroeExt@psu.edu

**Montgomery County Extension**

1015 Bridge Road, Suite H  
Collegeville, PA 19426  
Phone: (610) 489-4315  
Fax: (610) 489-9277  
E-Mail: MontgomeryExt@psu.edu

**Montour County Extension**

114 Woodbine Lane, Suite 102  
Danville, PA 17821  
Phone: (570) 275-3731  
Fax: (570) 275-1357  
Email: MontourExt@psu.edu

**Northampton County Extension**

14 Graceland Avenue  
Nazareth, PA 18064  
Phone: (610) 746-1970  
Fax: (610) 746-1973  
Email: NorthamptonExt@psu.edu

**Northumberland County Extension**

443 Plum Creek Road  
Sunbury, PA 17801  
Phone: (570) 988-3950  
Fax: (570) 988-3953  
Email: NorthumberlandEx@psu.edu

**Perry County Extension**

Courthouse Annex  
8 South Carlisle Street  
P.O. Box 129  
New Bloomfield, PA 17068  
Phone: (717) 582-5150  
Fax: (717) 582-5183  
Email: PerryExt@psu.edu

**Philadelphia County Extension**

111 North 49th Street, Suite KN3-100  
3rd Floor North  
Philadelphia, PA 19139  
Phone: (215) 471-2200  
Fax: (215) 471-2231  
Email: PhiladelphiaExt@psu.edu

**Pike County Extension**

514 Broad Street  
Milford, PA 18337  
Phone: (570) 296-3400  
Fax: (570) 296-3406  
Email: PikeExt@psu.edu

**Potter County Extension**

24 Maple View Lane  
Coudersport, PA 16915  
Phone: (814) 274-8540  
Fax: (814) 274-7891  
Email: PotterExt@psu.edu

**Schuylkill County Extension**

1202 Agricultural Center Drive  
Pottsville, PA 17901  
Phone: (570) 622-4225  
Fax: (570) 622-4481  
Email: SchuylkillExt@psu.edu

---

**Snyder County Extension**

Snyder County Courthouse  
P.O. Box 217  
Middleburg, PA 17842  
Phone: (570) 837-4252  
Fax: (570) 837-4250  
Email: SnyderExt@psu.edu

**Somerset County Extension**

6024 Glades Pike, Suite 101  
Somerset, PA 15501  
Phone: (814) 445-8911, Ext. 7  
Fax: (814) 443-6739  
Email: SomersetExt@psu.edu

**Sullivan County Extension**

9219 Route 487, Suite A  
Dushore, PA 18614  
Phone: (570) 928-8941  
Fax: (570) 928-7469  
Email: SullivanExt@psu.edu

**Susquehanna County Extension**

County Office Building  
31 Public Avenue  
Montrose, PA 18801  
Phone: (570) 278-1158  
Fax: (570) 278-2497  
Email: SusquehannaExt@psu.edu

**Tioga County Extension**

Courthouse Annex  
118 Main Street  
Wellsboro, PA 16901  
Phone: (570) 724-9120  
Fax: (570) 724-8137  
Email: TiogaExt@psu.edu

**Union County Extension**

343 Chestnut Street, Suite 3  
Mifflinburg, PA 17844  
Phone: (570) 966-8194  
Fax: (570) 966-8199  
Email: UnionExt@psu.edu

**Venango County Extension**

867 Mercer Road  
Franklin, PA 16323  
Phone: (814) 437-7607  
Fax: (814) 432-7123  
Email: VenangoExt@psu.edu

**Warren County Extension**

100 Dillon Drive, Suite 101  
Youngsville, PA 16371  
Phone: (814) 563-9388  
Fax: (814) 563-7288  
Email: WarrenExt@psu.edu

**Washington County Extension**

100 West Beau Street, Suite 601  
Washington, PA 15301  
Phone: (724) 228-6881  
Fax: (724) 228-6883  
Email: WashingtonExt@psu.edu

**Wayne County Extension**

648 Park Street, Suite E  
Honesdale, PA 18431  
Phone: (570) 253-5970, Ext. 4110  
Fax: (570) 253-9478  
Email: WayneExt@psu.edu

**Westmoreland County Extension**

Donohoe Center  
214 Donohoe Road, Suite E  
Greensburg, PA 15601  
Phone: (724) 837-1402  
Fax: (724) 837-7613  
Email: WestmorelandExt@psu.edu

**Wyoming County Extension**

71 Hollowcrest Road, Suite 2  
Tunkhannock, PA 18657  
Phone: (570) 836-3196  
Fax: (570) 836-3697  
Email: WyomingExt@psu.edu

**York County Extension**

112 Pleasant Acres Road  
York, PA 17402  
Phone: (717) 840-7408  
Fax: (717) 755-5968  
Email: YorkExt@psu.edu

## BIG BROTHERS BIG SISTERS OF AMERICA (BBBSA)



Contact your county's Big Brothers  
Big Sisters agency to inquire  
about services and eligibility  
requirements.

### **Allegheny County:**

BBBS of Greater Pittsburgh, Inc.  
5989 Penn Circle South  
Pittsburgh, PA 15206  
Phone: (412) 363-6100  
Email: [biginfo@bbbspgh.org](mailto:biginfo@bbbspgh.org)  
Website: [www.bbbspittsburgh.org](http://www.bbbspittsburgh.org)

### **Armstrong County:**

BBBS of Armstrong County  
705 Butler Street  
Kittanning, PA 16201  
Phone: (724) 545-3677  
Email: [donnn@armstrongcap.com](mailto:donnn@armstrongcap.com)  
Website: [www.bbbsarmstrongcounty.org](http://www.bbbsarmstrongcounty.org)

### **Beaver County:**

BBBS of Beaver County  
426 Adams Street, Suite 2  
Rochester, PA 15074  
Phone: (724) 728-4300  
Email: [bbbsbvr@verizon.net](mailto:bbbsbvr@verizon.net)  
Website: <http://bcbig.org>

### **Berks County:**

BBBS of Berks County, Inc.  
303 Windsor Street, Centre Park  
Reading, PA 19601  
Phone: (610) 373-5544  
Email: [email@BigsInBerks.org](mailto:email@BigsInBerks.org)  
Website: [www.bigsinberks.org](http://www.bigsinberks.org)

### **Blair County:**

BBBS of Blair County  
891 23rd Street  
Altoona, PA 16601  
Phone: (814) 944-6129  
Email: [KKelleybbbs@aol.com](mailto:KKelleybbbs@aol.com)

### **Bradford County:**

BBBS of Bradford County  
10 Park Street  
Towanda, PA 18848  
Phone: (570) 265-3009  
Email: [bbbs@sosbbs.com](mailto:bbbs@sosbbs.com)  
Serves Bradford, Sullivan, and Tioga Counties

### **Bucks County:**

BBBS of Bucks County, Inc.  
2875 York Road  
Jamison, PA 18929  
Phone: (215) 343-8260  
Email: [bigbros@bbbsbc.org](mailto:bigbros@bbbsbc.org)

### **Butler County:**

BBBS of Butler County  
339 North Washington Street  
Butler, PA 16001  
Phone: (724) 287-4733  
Email: [ccoulson@bcfymca.org](mailto:ccoulson@bcfymca.org)

### **Carbon County:**

BBBS of The Bridge Serving Carbon County  
214 Walnut Street  
Hazleton, PA 18201  
Phone: (570) 455-6742  
Email: [mentor@bbbswb.org](mailto:mentor@bbbswb.org)  
Note: This is a remote office of BBBS of The Bridge in  
Wilkes-Barre, PA, (570) 824-8756 (see Luzerne County)

### **Centre County:**

BBBS of Centre County  
410 South Fraser Street  
State College, PA 16801  
Phone: (814) 237-5731  
Email: [jmorelli@ccysb.com](mailto:jmorelli@ccysb.com)

### **Chester County:**

BBBS Southeastern Pennsylvania Program (SEPA) Office  
1341 North Delaware Avenue, Suite 400  
Philadelphia, PA 19125  
Phone: (215) 701-8100  
Email: [Bigs@bbbssepa.org](mailto:Bigs@bbbssepa.org)

### **Clarion County:**

BBBS of Venango, Forest and Clarion Counties  
c/o Family Services  
716 East Second Street  
Oil City, PA 16301  
Phone: (814) 677-4005  
Email: [bbbsvfc@usachoice.net](mailto:bbbsvfc@usachoice.net)

### **Clearfield County:**

BBBS of Clearfield County  
1008 South Second Street  
Clearfield, PA 16830  
Phone: (814) 765-2686  
Email: [lyndas@childaid.org](mailto:lyndas@childaid.org)

### **Clinton County:**

BBBS of Clinton County  
8 North Grove Street  
Lock Haven, PA 17745  
Phone: (570) 893-7036  
Email: [BBBS@clintoncountypa.com](mailto:BBBS@clintoncountypa.com)

**Columbia County:**

BBBS of The Bridge serving Columbia County  
37 West Main Street  
P.O. Box 126, Office 210  
Bloomsburg, PA 17815  
Phone: (570) 784-0791  
Email: mentor@bbbswb.org  
Note: This is a remote office of BBBS of The Bridge in Wilkes-Barre, PA, (570) 824-8756 (see Luzerne County)

**Crawford County:**

BBBS of Crawford County, Inc.  
912 Diamond Park  
Meadville, PA 16335  
Phone: (814) 724-8589  
Email: bigscrawfordco@gmail.com

**Cumberland County:**

BBBS Carlisle Office  
1 West High Street, Suite 202  
Carlisle, PA 17013  
Phone: (717) 258-4417  
Email: smover@capbigs.org  
Note: This is a remote office of BBBS of the Capital Region in Harrisburg, PA, (717) 236-0199 (see Dauphin County)

**Dauphin County:**

BBBS of the Capital Region  
1500 North 2nd Street, Suite H  
Harrisburg, PA 17102  
Phone: (717) 236-0199  
Email: info@capbigs.org

**Delaware County:**

BBBS Southeastern Pennsylvania Program (SEPA) Office  
1341 North Delaware Avenue, Suite 400  
Philadelphia, PA 19125  
Phone: (215) 701-8100  
Email: Bigs@bbbssepa.org

**Elk County:**

BBBS of Elk County  
25 Morgan Avenue  
P.O. Box 217  
Ridgway, PA 15853  
Phone: (814) 776-1636  
Email: bbbsselk@penn.com  
Note: This is a remote office of BBBS of Elk & McKean Counties in Bradford, PA (814) 362-6535 (see above)

**Erie County:**

BBBS Program  
c/o Family Services  
5100 Peach Street  
Erie, PA 16509  
Phone: (814) 866-4500  
Email: paulah@fswpa.org

**Fayette County:**

BBBS of the Laurel Region, Inc.  
1011 Old Salem Road, Suite 211  
Greensburg, PA 15601  
Phone: (724) 837-6198  
Email: kelli@bbbslr.org

BBBS of the Laurel Region  
80 Old New Salem Road, Suite 206  
Uniontown, PA 15401  
Phone: (724) 439-8055  
Email: kelli@bbbslr.org  
Note: This is a remote office of BBBS of the Laurel Region, Inc. in Greensburg, PA, (724) 837-6198 (see above)

**Forest County:**

BBBS of Venango, Forest and Clarion Counties  
c/o Family Services  
716 East Second Street  
Oil City, PA 16301  
Phone: (814) 677-4005  
Email: bbbsvfc@usachoice.net

**Franklin County:**

BBBS Franklin County Office  
55 Hamilton Road  
Chambersburg, PA 17201  
Phone: (717) 261-0094  
Email: franklin@capbigs.org  
Note: This is a remote office of BBBS of the Capital Region in Harrisburg, PA, (717) 236-0199 (see Dauphin County)

**Lackawanna County:**

BBBS of Lackawanna, Susquehanna and Wayne Counties  
538 Spruce Street, Suite 420  
Scranton, PA 18503  
Phone: (570) 347-5616  
Email: vac@vacnepa.org

**Lancaster County:**

BBBS of Lancaster County, Inc.  
630 Janet Avenue, Suite D-150  
Lancaster, PA 17601  
Phone: (717) 397-7567  
Email: econway@bbbslancaster.org

BBBS of Lancaster County, Inc, Elizabethtown Branch Office  
8 East High Street  
Elizabethtown, PA 17022  
Phone: (717) 361-9226  
Email: econway@bbbslancaster.org  
Note: This is a remote office of BBBS of Lancaster County, Inc in Lancaster, PA, (717) 397-7567 (see above)

**Lawrence County:**

BBBS of Lawrence County  
332 Highland Avenue  
New Castle, PA 16101  
Phone: (724) 657-3680  
Email: bbbslawco@excite.com

**Lebanon County:**

BBBS Lebanon County Office  
746 Cumberland Street, Suite F  
Lebanon, PA 17042  
Phone: (717) 272-4443  
Email: jbaum@capbigs.org  
Note: This is a remote office of BBBS of the Capital Region in Harrisburg, PA, (717) 236-0199 (see Dauphin County)

**Luzerne County:**

BBBS of The Bridge  
33 East Northampton Street  
Wilkes-Barre, PA 18703  
Phone: (570) 824-8756  
Email: mentor@bbbswb.org

BBBS of The Bridge Serving the Greater Hazleton Area  
214 Walnut Street  
Hazleton, PA 18201  
Phone: (717) 455-6742  
Email: mentor@bbbswb.org  
Note: This is a remote office of BBBS of The Bridge in Wilkes-Barre, PA, (570) 824-8756 (see above)

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**Lycoming County:**

BBBS of Central Susquehanna Valley, Inc.  
1070 Market Street  
Sunbury, PA 17801  
Phone: (570) 286-3127  
Email: csv\_bbbs@msn.com

**McKean County:**

BBBS of McKean County  
P.O. Box 411  
835 South Marvin Street  
Smethport, PA 16749  
Phone: (814) 887-5591  
Email: bbbsmckean@yahoo.com  
Note: This is a remote office of BBBS of Elk & McKean Counties in Bradford, PA, (814) 362-6535 (see above)

**Mifflin County:**

BBBS of Juniata Valley YMCA  
107 East 3rd Street  
Lewistown, PA 17044  
Phone: (717) 248-4034  
Email: information@jvbbbs.org

**Monroe County:**

BBBS of The Bridge Serving Monroe County  
411 Main Street  
P.O. Box 51  
Stroudsburg, PA 18360  
Phone: (570) 421-2877  
Email: mentor@bbbswb.org  
Note: This is a remote office of BBBS of The Bridge in Wilkes-Barre, PA, (570) 824-8756 (See Luzerne County)

**Montgomery County:**

BBBS Southeastern Pennsylvania Program (SEPA) Office  
1341 North Delaware Avenue, Suite 400  
Philadelphia, PA 19125  
Phone: (215) 701-8100  
Email: Bigs@bbbssepa.org

**Montour County:**

BBBS of Central Susquehanna Valley, Inc.  
1070 Market Street  
Sunbury, PA 17801  
Phone: (570) 286-3127  
Email: csv\_bbbs@msn.com

**Northumberland County:**

BBBS of Central Susquehanna Valley, Inc.  
1070 Market Street  
Sunbury, PA 17801  
Phone: (570) 286-3127  
Email: csv\_bbbs@msn.com

**Philadelphia County:**

BBBS Southeastern Pennsylvania Program (SEPA) Office  
123 South Broad Street, Suite 2180  
Philadelphia, PA 19109  
Phone: (215) 790-9200  
Email: Bigs@bbbssepa.org

**Schuylkill County:**

BBBS of Schuylkill County, Inc.  
91 South Progress Avenue  
Pottsville, PA 17901  
Phone: (570) 622-0174  
Email: bbbs.doug@verizon.net

**Snyder County:**

BBBS of Central Susquehanna Valley, Inc.  
1070 Market Street  
Sunbury, PA 17801  
Phone: (570) 286-3127  
Email: csv\_bbbs@msn.com

**Sullivan County:**

BBBS of Bradford County  
10 Park Street  
Towanda, PA 18848  
Phone: (570) 265-3009  
Email: bbbs@sosbbbs.com  
Serves Bradford, Sullivan, and Tioga Counties

**Susquehanna County:**

BBBS of Lackawanna, Susquehanna and Wayne Counties  
538 Spruce Street, Suite 420  
Scranton, PA 18503  
Phone: (570) 347-5616  
Email: vac@vacnepa.org

**Tioga County:**

BBBS of Bradford County  
10 Park Street  
Towanda, PA 18848  
Phone: (570) 265-3009  
Email: bbbs@sosbbbs.com  
Serves Bradford, Sullivan, and Tioga Counties

**Union County:**

BBBS of Central Susquehanna Valley, Inc.  
1070 Market Street  
Sunbury, PA 17801  
Phone: (570) 286-3127  
Email: csv\_bbbs@msn.com

**Venango County:**

BBBS of Venango, Forest and Clarion Counties  
c/o Family Services  
716 East Second Street  
Oil City, PA 16301  
Phone: (814) 677-4005  
E-mail: bbbsvfc@usachoice.net

**Wayne County:**

BBBS of Lackawanna, Susquehanna and Wayne Counties  
538 Spruce Street, Suite 420  
Scranton, PA 18503  
Phone: (570) 347-5616  
Email: vac@vacnepa.org

**Westmoreland County:**

BBBS of the Laurel Region, Inc.  
1011 Old Salem Road, Suite 211  
Greensburg, PA 15601  
Phone: (724) 837-6198  
Email: kelli@bbbslr.org

**Wyoming County:**

BBBS of The Bridge Serving Wyoming County  
102 Warren Street  
P.O. Box 704  
Tunkhannock, PA 18657  
Phone: (570) 836-3389  
Email: mentor@bbbswb.org  
Note: This is a remote office of BBBS of The Bridge in Wilkes-Barre, PA, (570) 824-8756 (see Luzerne County)

**York County:**

BBBS of York County, Inc.  
227 West Market Street  
York, PA 17401  
Phone: (717) 843-0051  
Email: bbbs-york@att.net

## BOYS & GIRLS CLUB PROJECT LEARN

Contact your local Boys & Girls Club to inquire about Project Learn and other educational programming.



### **Allegheny County:**

Chartiers Boys & Girls Club  
630 Washington Avenue  
Carnegie, PA 15106  
Phone: (412) 276-3151  
Website: [www.bgcwpa.org](http://www.bgcwpa.org)

Duquesne-West Mifflin Boys & Girls Club  
29 North 3rd Street  
Duquesne, PA 15110  
Phone: (412) 466-8262  
Website: [www.bgcwpa.org](http://www.bgcwpa.org)

Estelle S. Campbell Boys & Girls Club  
4600 Butler Street  
Pittsburgh, PA 15201  
Phone: (412) 682-4013  
Website: [www.bgcwpa.org](http://www.bgcwpa.org)

LaRosa Boys & Girls Club of McKeesport  
901 Ravine Street  
McKeesport, PA 15132  
Phone: (412) 678-7070  
Website: [www.bgcwpa.org](http://www.bgcwpa.org)

Northern Area Boys & Girls Club  
500 Farragut Street  
Pittsburgh, PA 15209  
Phone: (412) 821-5779  
Website: [www.bgcwpa.org](http://www.bgcwpa.org)

Sarah Heinz House, Inc.  
One Heinz Street  
Pittsburgh, PA 15212  
Phone: (412) 231-2377  
Website: [www.sarahheinzhouse.org](http://www.sarahheinzhouse.org)

Shadyside Boys & Girls Club  
6 Brownell Place  
Pittsburgh, PA 15232  
Phone: (412) 681-8575  
Website: [www.bgcwpa.org](http://www.bgcwpa.org)

Sto-Ken-Rox Boys & Girls Club  
Willow & Deweyville Road  
McKees Rocks, PA 15136  
Phone: (412) 771-0428  
Website: [www.bgcwpa.org](http://www.bgcwpa.org)

Walnut Avenue Boys & Girls Club

Walnut Avenue Recreation Center  
938 Chestnut Street  
Duquesne, PA 15110  
Phone: (412) 466-3626  
Website: [www.bgcwpa.org](http://www.bgcwpa.org)

Wilksburg Boys & Girls Club  
813 South Avenue  
Pittsburgh, PA 15221  
Phone: (412) 242-1211  
Website: [www.bgcwpa.org](http://www.bgcwpa.org)

### **Berks County:**

10th & Penn Unit  
945 Penn Street  
Reading, PA 19601  
Phone: (610) 373-1314  
Website: [www.olivetbgc.org](http://www.olivetbgc.org)

13th and Perkiomen Unit  
1310 Perkiomen Avenue  
Reading, PA 19602  
Phone: (610) 478-8883  
Website: [www.olivetbgc.org](http://www.olivetbgc.org)

Amanda Stout Unit  
1161 Pershing Boulevard  
Reading, PA 19611  
Phone: (610) 373-1314  
Website: [www.olivetbgc.org](http://www.olivetbgc.org)

Baer Park Field House  
West Douglas & George Streets  
Reading, PA 19601  
Phone: (610) 373-1314  
Website: [www.olivetbgc.org](http://www.olivetbgc.org)

Center for the Arts Unit  
328 Walnut Street  
Reading, PA 19601  
Phone: (610) 373-8910  
Website: [www.olivetbgc.org](http://www.olivetbgc.org)

Clinton Street Unit  
677 Clinton Street  
Reading, PA 19611  
Phone: (610) 373-4266  
Website: [www.olivetbgc.org](http://www.olivetbgc.org)

Exeter Township Extension  
Reading, PA 19606  
Phone: (610) 373-1314  
Website: [www.olivetbgc.org](http://www.olivetbgc.org)

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Glenside Unit  
1301 Schuylkill Avenue  
Reading, PA 19601  
Phone: (610) 478-8881  
Website: www.olivetbgc.org

Jamestown Village  
300 Lackawanna Street  
Reading, PA 19601  
Phone: (610) 373-1314  
Website: www.olivetbgc.org

Kutztown Afterschool Program  
Kutztown, PA 19530  
Phone: (610) 373-1314  
Website: www.olivetbgc.org

Mulberry Street Unit  
722 Mulberry Street  
Reading, PA 19604  
Phone: (610) 376-0756  
Website: www.olivetbgc.org

Oakbrook Unit  
1161 Pershing Boulevard  
Reading, PA 19611  
Phone: (610) 478-8885  
Website: www.olivetbgc.org

Olivet Boys & Girls Club of Reading & Berks Counties  
1161 Pershing Boulevard  
Reading, PA 19611  
Phone: (610) 373-1314  
Website: www.olivetbgc.org

Police Athletic League (PAL) Unit  
325 Walnut Street  
Reading, PA 19601  
Phone: (610) 376-7229  
Website: www.olivetbgc.org

Riverside Extension  
1400 Centre Avenue  
Reading, PA 19601  
Phone: (610) 373-1314  
Website: www.olivetbgc.org

Wyomissing Area Unit  
430 Franklin Street  
Reading, PA 19610  
Phone: (610) 373-1314  
Website: www.olivetbgc.org

**Cumberland County:**  
Boys & Girls Club of Shippensburg  
Shippensburg, PA 17257  
Phone: (717) 532-4100

Carlisle Barracks Youth Services Boys & Girls Club  
637 Liggett Road  
Carlisle, PA 17013  
Phone: (717) 245-4555

Boys & Girls Club of Central Pennsylvania  
Shippensburg Middle School Extension  
Shippensburg, PA 17257  
Phone: (714) 234-3268

**Dauphin County:**  
Angino Clubhouse  
1227 Berryhill Street  
Harrisburg, PA 17104  
Phone: (717) 234-3268

Boys & Girls Club of Central Pennsylvania  
1227 Berryhill Street  
Harrisburg, PA 17104  
Phone: (717) 234-3268

Boys & Girls Club of Steelton  
Steelton, PA 17113  
Phone: (717) 939-8599

Cumberland Road Clubhouse  
Harrisburg, PA 17104  
Phone: (717) 238-7898

John N. Hall Foundation Club House  
Harrisburg, PA 17104  
Phone: (717) 232-1700

**Elk County:**  
Boys & Girls Club of St. Marys, Inc.  
St. Marys, PA 15857  
Phone: (814) 781-1910

**Erie County:**  
Boys & Girls Club of Erie Lincoln Unit  
Erie, PA 16504  
Phone: (814) 874-6685  
Website: www.bgce.net

Boys & Girls Club of Erie Union City Clubhouse  
Union City PA, 16511  
Phone: (814) 459-1977, Ext. 223  
Website: www.bgce.net

Boys & Girls Club of Erie Emerson Gridley Unit  
Erie, PA 16502  
Phone: (814) 459-1977  
Website: www.bgce.net

Boys & Girls Club of Erie, Inc.  
1515 East Lake Road  
Erie, PA 16511  
Phone: (814) 459-1977  
Website: www.bgce.net

Clark Elementary Unit  
Harborcreek, PA 16511  
Phone: (814) 899-0873  
Website: www.bgce.net

**Franklin County:**  
Boys & Girls Club of Chambersburg  
Chambersburg, PA 17201  
Phone: (717) 263-3398

Chambersburg Clubhouse West  
Chambersburg, PA 17201  
Phone: (717) 261-5761

**Indiana County:**  
Evergreen Branch Boys & Girls Club  
Administrative Office  
650 South 13th Street, Unit #5  
Robert Shaw Building  
Indiana, PA 15701  
Phone: (724) 910-6042  
Website: www.bgcwpa.org

Evergreen Purchase Line School District  
Purchase Line High School  
16559 Route 286 Hwy E  
Commodore, PA 15729  
Phone: (724) 254-4312, Ext. 4124  
Website: www.bgcwpa.org

**Lackawanna County:**

Boys & Girls Clubs of Northeastern Pennsylvania Moosic Extension  
Moosic, PA 18507  
Phone: (570) 342-8709 (Central Boys & Girls Clubs, office)  
Website: www.bgcnepa.org

Central Boys & Girls Clubs  
609 Ash Street  
Scranton, PA 18510  
Phone: (570) 342-8709  
Website: www.bgcnepa.org

**Lancaster County:**

Boys & Girls Club of Lancaster, Inc.  
116 South Water Street  
Lancaster, PA 17608  
Phone: (717) 392-6343  
Website: www.bgclanc.org

Columbia Clubhouse  
Columbia Community Center  
248 Locust Street  
Columbia, PA 17512  
Phone: (717) 684-3637  
Website: www.bgclanc.org

Hill Clubhouse  
116 South Water Street  
Lancaster, PA 17608  
Phone: (717) 299-3771  
Website: www.bgclanc.org

Jack Walker Clubhouse  
229 West Lemon Street  
Lancaster, PA 17603  
Phone: (717) 397-5514  
Website: www.bgclanc.org

**Lehigh County:**

Boys & Girls Club of Allentown, Inc.  
720 North Sixth Street  
Allentown, PA 18102  
Phone: (610) 432-9944  
Website: www.bgcallentown.org

Cumberland Gardens Unit  
501 East Susquehanna Street  
Allentown, PA 18103  
Phone: (610) 791-1113  
Website: www.bgcallentown.org

Little Lehigh Extension  
671 Lawrence Court  
Allentown, PA 18102  
Phone: (610) 437-6162  
Website: www.bgcallentown.org

Teen Services Center  
641 North 7th Street  
Allentown, PA 18102  
Phone: (610) 434-4592  
Website: www.bgcallentown.org

Turner Street Unit  
1302 Turner Street  
Allentown, PA 18102  
Phone: (610) 433-0093  
Website: www.bgcallentown.org

**Luzerne County:**

Exeter Extension  
Exeter, PA

Phone: (570) 655-9312  
Website: www.bgcnepa.org

Glen Lyon Boys & Girls Club  
1 Rock Street  
Glen Lyon, PA 18617  
Phone: (570) 736-6875  
Website: www.bgcnepa.org

Marion Terrace Boys & Girls clubs  
200 Mark Drive  
Wilkes-Barre, PA 18702  
Phone: (570) 829-6408  
Website: www.bgcnepa.org

Plymouth Boys & Girls Club  
560 New Street, #45  
Plymouth, PA 18651  
Phone: (570) 779-4615  
Website: www.bgcnepa.org

**Monroe County:**

Tobyhanna Army Depot Boys & Girls Club  
ATTN: AMSEL-TY-F  
11 Hap Arnold Boulevard  
Tobyhanna, PA 18466  
Phone: (570) 895-6156  
Website: www.tobyhanna.army.mil

**Montgomery County:**

Indian Valley Boys & Girls Club  
115 Washington Avenue  
Souderton, PA 18964  
Phone: (215) 723-2402  
Website: www.npvclub.org

North Penn Valley Boys & Girls Club, Inc.  
16 Susquehanna Avenue  
Lansdale, PA 19446  
Phone: (215) 855-7791  
Website: www.npvclub.org

**Northampton County:**

Boys & Girls Club of Easton, Inc.  
508-A Charles Street  
P.O. Box 741  
Easton, PA 18042  
Phone: (610) 253-5846

Boys & Girls Club of Bethlehem  
Northeast Unit/Administrative Office  
1430 Fritz Drive  
Bethlehem, PA 18017  
Phone: (610) 865-4241  
Website: www.bgcob.org

Boys & Girls Club of Bethlehem  
Southside Unit  
115 East 4th Street  
Bethlehem, PA 18015  
Phone: (610) 865-5141  
Website: www.bgcob.org

**Philadelphia County:**

Alexander Adaire School  
Philadelphia, PA 19125  
Phone: (215) 291-4712  
Website: www.caringpeoplealliance.org

Boys & Girls Club of Philadelphia, Inc.  
1508 Walnut Street, Suite 712  
Philadelphia, PA 19102  
Phone: (215) 735-8818  
Website: www.bgcphila.org

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Bridesburg Boys & Girls Club  
2901 Bridge Street  
Philadelphia, PA 19137  
Phone: (215) 743-7755  
Website: www.bgcphila.org

Boys & Girls Club of Somerset County (ages 6-12)  
357 West Fairview Street  
Somerset, PA 15501  
Phone: (814) 445-1802  
Website: www.bgcsomersetcounty.org

Germantown Boys & Girls Club  
25 West Penn Street  
Philadelphia, PA 19144  
Phone: (215) 844-7771  
Website: www.bgcphila.org

Boys & Girls Club of Somerset County (ages 13-18)  
101 West Main Street  
Phone: (814) 443-2996  
Somerset, PA 15501  
Website: www.bgcsomersetcounty.org

Mariana Bracetti Unit  
2501 Kensington Avenue  
Philadelphia, PA 19125  
Phone: (215) 291-4436  
Website: www.bgcphila.org

Moffett School Extension  
Philadelphia, PA 19122  
Phone: (215) 291-4721  
Website: www.caringpeoplealliance.org

NE Frankford Boys & Girls Club  
1709 Kensey Street  
Philadelphia, PA 19124  
Phone: (215) 743-7515  
Website: www.bgcphila.org

Nicetown Boys & Girls Club  
18th & Hunting Park Avenue  
Philadelphia, PA 19140  
Phone: (215) 229-8900  
Website: www.bgcphila.org

R. W. Brown Community Center  
1701 North 8th Street  
Philadelphia, PA 19122  
Website: www.caringpeoplealliance.org

Wayne Avenue Boys & Girls Club  
4223 Wayne Avenue  
Philadelphia, PA 19140  
Phone: (215) 324-6433  
Website: www.bgcphila.org

West Kensington Boys & Girls Club  
Philadelphia, PA 19133  
Phone: (215) 228-1290  
Website: www.bgcphila.org

West Philadelphia Community Center  
3512 Haverford Avenue  
Philadelphia, PA 19104  
Phone: (215) 386-4075  
Website: www.caringpeoplealliance.org

Wissahickon Boys & Girls Club  
328 West Coulter Street  
Philadelphia, PA 19144  
Phone: (215) 438-7394  
Website: www.bgcphila.org

Winnet/Fels South Philadelphia Community Center  
2407 South Broad Street  
Philadelphia, PA 19145  
Phone: (215) 467-1808  
Website: www.caringpeoplealliance.org

**Somerset County:**  
Boys & Girls Club of Somerset County  
P.O. Box 752  
Somerset, PA 15501  
Website: www.bgcsomersetcounty.org

## CAREER ACADEMY



Contact schools from the following list to inquire about admissions requirements.

### **Allegheny County: Pittsburgh School District**

Langley High School  
2940 Sheraden Boulevard  
Pittsburgh, PA 15204  
Phone: (412) 778-2100  
*Programs: Advanced Manufacturing Robotics Academy, Health Academy, Horticulture/Landscaping Academy, Teaching Academy*

Peabody High School  
515 North Highland Avenue  
Pittsburgh, PA 15206  
Phone: (412) 655-2085  
*Programs: Culinary Arts Academy, Health Careers Academy, Information Technologies Academy*

### **Fayette County: Laurel Highlands Area School District**

Laurel Highlands Senior High School  
300 Bailey Avenue  
Uniontown, PA 15401  
Phone: (724) 437-4741  
*Programs: Hospitality & Tourism Academy, Finance Academy, Information Technology Academy*

### **Lehigh County: Allentown City School District**

Allen High School  
126 North 17th Street  
Allentown, PA 18104  
Phone: (484) 765-5000  
*Programs: Academy of the Arts, Academy of Health Science, Academy of Law & Law Enforcement, Academy of Pre-Engineering and Applied Science*

Dieruff High School  
815 North Irving Street  
Allentown, PA 18109  
Phone: (484) 765-5500  
*Program: Academy of Information Technology*

### **Philadelphia County: Philadelphia City School District**

Arts Academy at Benjamin Rush High School  
11081 Knights Road  
Philadelphia, PA 19154  
Phone: (215) 281-2603  
*Programs: Art, Dance, Instrumental Music, Theatre, and Vocal Music*

John Bartram High School  
67th & Elmwood Avenue  
Philadelphia, PA 19142  
Phone: (215) 492-6452  
*Programs: Crossroads Honors Academy*

Bodine High School for International Affairs  
1101 North 4th Street  
Philadelphia, PA 19123  
Phone: (215) 351-7331  
*Program: International Baccalaureate*

CAPA – High School for Creative and Performing Arts  
901 South Broad Street  
Avenue of the Arts  
Philadelphia, PA 19147  
Phone: (215) 952-2462  
*Programs: Creative and Performing Arts, Radio and Television*

Charles Carroll High School  
2700 East Auburn Street  
Philadelphia, PA 19134  
Phone: (215) 291-4707  
*Program: Microsoft Academy*

George Washington Carver High School of Engineering and Science  
1600 West Norris Street  
Philadelphia, PA 19121  
Phone: (215) 684-5079  
*Program: Medical Program*

Central High School  
Ogontz and Olney Avenues  
Philadelphia, PA 19141  
Phone: (215) 276-5262  
*Program: International Baccalaureate*

Stephen A. Douglas High School  
2700 East Huntingdon Street  
Philadelphia, PA 19125  
Phone: (215) 291-4705  
*Program: Academic and Work-based Learning*

Thomas Alva Edison High School/John C. Fareira Skills Center  
151 West Luzerne Street  
Philadelphia, PA 19140  
Phone: (215) 324-9599  
*Programs: 9th Grade Academy, Appliance Installation Repair, Automotive Repair Technology, Business Technology, Computer Networking and Repair, Electrical Construction and Maintenance, Health Information*

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*Management, Logistics and Warehousing, Radio and Television, Welding Technology, Microsoft IT Academy, Motivation Professional Academy*

Samuel S. Fels High School  
901 Devereaux Avenue  
Philadelphia, PA 19111  
Phone: (215) 537-2516  
*Programs: Business, Technology, Creative and Performing Arts, Graphic Design*

Young Men's Leadership School at FitzSimons High School  
2601 West Cumberland Street  
Philadelphia, PA 19132  
Phone: (215) 227-4431  
*Programs: Architectural Drafting/Computer Assisted Drafting, Business/Finance, Electronics Technologies, and Urban Education Academy*

Frankford High School  
Oxford Avenue & Wakeling Street  
Philadelphia, PA 19124  
Phone: (215) 537-2519  
*Programs: Accounting, Architectural Drafting/Computer Assisted Drafting, Creative and Performing Arts*

Furness High School  
1900 South 3rd Street  
Philadelphia, PA 19148  
Phone: (215) 952-6226  
*Programs: Business Systems/Computers, Hotel and Lodging Careers Academy, Urban Education Academy*

Germantown High School  
40 East High Street  
Philadelphia, PA 19144  
Phone: (215) 951-4004  
*Program: Creative and Performing Arts*

GAMP – Girard Academic Music Program  
22nd and Ritner Streets  
Philadelphia, PA 19145  
Phone: (215) 952-8589  
*Program: Creative and Performing Arts*

Simon Gratz High School  
1798 West Hunting Park Avenue  
Philadelphia, PA 19140  
Phone: (215) 227-4408  
*Programs: Computer Networking, Creative and Performing Arts, Web/Multimedia Design*

Kensington High School Multiplex – Creative and Performing Arts  
2051 East Cumberland Street  
Philadelphia, PA 19125  
Phone: (215) 291-5010  
*Programs: Dance, Instrumental Music, Theatre, Visual Arts, and Vocal Music*

Kensington High School Multiplex – International Business, Finance and Entrepreneurship  
2501 Coral Street  
Philadelphia, PA 19125  
Phone: (215) 291-5168  
*Program: International Business*

Martin Luther King High School  
6100 Stenton Avenue  
Philadelphia, PA 19138  
Phone: (215) 276-5253  
*Programs: Engineering-Related Technology, Health-Related Technology*

Abraham Lincoln High School  
3201 Ryan Avenue  
Philadelphia, PA 19136  
Phone: (215) 335-5653  
*Programs: Accounting, Business Technology, Computer Networking, Computer Systems Technology, Creative and Performing Arts, Horticultural Academy, Medical Clinical Assistant, Natural Resource Management Academy, Sports Marketing and Management, Web/Multimedia Design*

Motivation High School  
2555 South 78th Street  
Philadelphia, PA 19153  
Phone: (215) 492-6451  
*Program: Web/Multimedia Design*

Northeast High School  
Cottman and Algon Avenues  
Philadelphia, PA 19111  
Phone: (215) 728-5018  
*Programs: International Baccalaureate, Creative and Performing Arts, Academy for Academic English Achievement, Academy for the Sciences*

Northeast Medical, Engineering and Aerospace Magnet at Northeast High School  
1601 Cottman Avenue  
Philadelphia, PA 19111  
Phone: (215) 728-5019  
*Program: Project SPARC (Space Research Center)*

Olney High School East  
100 West Duncannon Avenue  
Philadelphia, PA 19120  
Phone: (215) 456-3014  
*Program: Business/Finance*

Olney High School West  
100 West Duncannon Avenue  
Philadelphia, PA 19120  
Phone: (215) 456-0109  
*Programs: Dance, Instrumental Music, Law, Visual Arts, Vocal Music*

Overbrook High School  
5898 Lancaster Avenue  
Philadelphia, PA 19131  
Phone: (215) 581-5507  
*Programs: Business Technology, Creative and Performing Arts, Urban Education Academy*

Parkway Northwest high School for Peace and Social Justice  
7500 Germantown Avenue  
Philadelphia, PA 19119  
Phone: (215) 248-6220  
*Program: Peace Academy*

Parkway West High School  
4725 Fairmount Avenue  
Philadelphia, PA 19139  
Phone: (215) 471-5007  
*Programs: Business Technology, Urban Education Academy*

William Penn High School  
Broad and Master Streets  
Philadelphia, PA 19122  
Phone: (215) 684-5900  
*Programs: Business/Finance, Communications/Graphic Arts, Creative and Performing Arts, Information Technology, Radio and Television*

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Philadelphia High School for Business and Technology  
5400 North 13th Street  
Philadelphia, PA 19123  
Phone: (215) 351-7375  
*Programs: Accounting/Finance, Business Technology*

Paul Robeson High School for Human Services  
4125 Ludlow Street  
Philadelphia, PA 19104  
Phone: (215) 823-8207  
*Program: Urban Education Academy*

Roxborough High School  
6498 Ridge Avenue  
Philadelphia, PA 19128  
Phone: (215) 487-4464  
*Program: Creative and Performing Arts (Instrumental and Voice Music)*

Sayre High  
5800 Walnut Street  
Philadelphia, PA 19139  
Phone: (215) 471-2904  
*Program: Graphic Design*

South Philadelphia High School  
2101 South Broad Street  
Philadelphia, PA 19148  
Phone: (215) 952-6220  
*Programs: Business Technology, Cisco Academy, Hospitality & Tourism, Health Professions/Sciences, Law*

Strawberry Mansion High School  
3133 Ridge Avenue  
Philadelphia, PA 19121  
Phone: (215) 684-5100  
*Programs: Business/Finance, Creative and Performing Arts, Law Academy*

University City High School  
3601 Filbert Street  
Philadelphia, PA 19104  
Phone: (215) 387-5100  
*Programs: Business Technology, Construction Technology, Engineering Related Technology*

Robert Vaux High School  
2300 West Master Street  
Philadelphia, PA 19121  
Phone: (215) 684-5068  
*Program: Business Technology*

George Washington High School  
10175 Bustleton Avenue  
Philadelphia, PA 19116  
Phone: (215) 961-2001  
*Programs: Biotechnology, Creative and Performing Arts, Hotel Administration, Information Technology, International Baccalaureate*

West Philadelphia High School  
4700 Walnut Street  
Philadelphia, PA 19139  
Phone: (215) 471-2902  
*Programs: Creative and Performing Arts, Urban Studies*

## CHARTER SCHOOL

Contact schools from the following list to inquire about admissions requirements.



Cyber charter schools are listed twice—by county and as a group at the end of this list. Students may enroll in any cyber charter school within Pennsylvania, providing they have a parent or other adult available to supervise instruction.

### **Allegheny County:**

Academy Charter School  
900 Agnew Road  
Pittsburgh, PA 15227  
Phone: (412) 885-5200  
Website: [www.theacademysystem.com](http://www.theacademysystem.com)  
Description: Addresses the special needs of youth who are active in the Juvenile Justice System. Grades 8-12.

Career Connections Charter High School  
4412 Butler Street  
Pittsburgh, PA 15201  
Phone: (412) 682-1816  
Website: [www.ccchs.net](http://www.ccchs.net)  
Description: Small classes, interdisciplinary curriculum, innovative teaching techniques and internship programs. Grades 9-12.

City Charter High School  
717 Liberty Avenue  
Pittsburgh, PA 15222  
Phone: (412) 690-2489  
Website: [www.cityhigh.org](http://www.cityhigh.org)  
Description: Curriculum based on educational best practices, industry and academic partnerships, organizational innovations and technological advances. Grades 9-12.

Environmental Charter School at Frick Park  
829 Milton Street  
Pittsburgh, PA 15218  
Phone: (412) 247-7970  
Website: [www.environmentalcharterschool.org](http://www.environmentalcharterschool.org)  
Description: Themed curriculum that will foster knowledge, love of and respect for the environment. Grades K-4.

Manchester Academic Charter School  
1214 Liverpool Street  
Pittsburgh, PA 15233  
Phone: (412) 322-0585  
Website: [www.macsk8.org](http://www.macsk8.org)  
Description: Academic achievement. Emphasis on developing cooperative and collaborative relationships enabling choices leading to productive life experiences. Grades K-8.

Northside Urban Pathways Charter School  
914 Penn Avenue  
Pittsburgh, PA 15222  
Phone: (412) 392-4601  
Website: [www.pathways.k12.pa.us](http://www.pathways.k12.pa.us)  
Description: Standards-based curriculum. Grades 6-12.

Pennsylvania Learners Online Regional Cyber Charter School  
Allegheny Intermediate Unit #3  
475 East Waterfront Drive  
Homestead, PA 15120  
Phone: (412) 394-5733  
Email: [david.martin@aiu3.net](mailto:david.martin@aiu3.net)  
Website: [www.palearnersonline.com](http://www.palearnersonline.com)  
Description: To provide high quality instruction and assessment options for independent, motivated learners of all ages who seek educational alternatives available at times and places convenient to them. Grades K-12.

Propel Andrew Street High School  
605 East 10th Avenue  
Munhall, PA 15120  
Phone: (412) 462-4625  
Website: [www.propelschools.org](http://www.propelschools.org)  
Description: Tailored programs and project-based learning. Grades 9-12.

Propel Charter School East  
1611 Monroeville Avenue  
Turtle Creek, PA 15145  
Phone: (412) 823-0347  
Website: [www.propelschools.org](http://www.propelschools.org)  
Description: Rigorous academics and solid discipline. Grades K-7.

Propel Charter School Homestead  
129 East Tenth Avenue  
Homestead, PA 15120  
Phone: (412) 464-2604  
Website: [www.propelschools.org](http://www.propelschools.org)  
Description: Rigorous academics and solid discipline. Grades K-8.

Propel Charter School McKeesport  
2412 Versailles Avenue  
McKeesport, PA 15132  
Phone: (412) 678-7215  
Website: [www.propelschools.org](http://www.propelschools.org)  
Description: Rigorous academics and solid discipline. Grades K-7.

Propel Charter School Montour  
340 Bilmar Drive  
Pittsburgh, PA 15205  
Phone: (412) 539-0100  
Website: [www.propelschools.org](http://www.propelschools.org)  
Description: Rigorous academics and solid discipline.  
Grades K-6 (will expand to grade 8).

Spectrum Charter School  
4369 Northern Pike  
Monroeville, PA 15146  
Phone: (412) 374-8130  
Website: [www.spectrumcharterschool.org](http://www.spectrumcharterschool.org)  
Description: School-to-work transition instruction for students aged 14-21 with unique cognitive, communication and sensory challenges, including students with autism spectrum disorders. Grades 9-12+.

Urban League of Pittsburgh Charter School  
327 North Negley Avenue  
Pittsburgh, PA 15206  
Phone: (412) 361-1008  
Website: [www.ulpgg/programs/charter/asp](http://www.ulpgg/programs/charter/asp)  
Description: Curriculum includes math, science, Spanish and world cultures. Program stresses family support.  
Grades K-5.

#### **Beaver County:**

Beaver Area Academic Charter School  
Gypsy Glen Road  
Beaver, PA 15009  
Phone: (724) 774-0250  
Description: Core education program. Provides students with individualized academic opportunities based on their needs and abilities. Grades 9-12.

Lincoln Park Performing Arts Charter School  
One Lincoln Park  
Midland, PA 15059  
Phone: (724) 643-9004  
Website: [www.lppacs.org](http://www.lppacs.org)  
Description: College preparatory curriculum, individualized plans with training in music, theater, dance and media arts. Grades K and 8-12.

Pennsylvania Cyber Charter School  
9002 Midland Avenue  
Midland, PA 15059  
Phone: (724) 643-1180  
Email: [ntrombetta@midlandpa.org](mailto:ntrombetta@midlandpa.org)  
Website: [www.pacyber.org](http://www.pacyber.org)  
Description: Seeks to meet the needs of a small population of students and their families who desire an alternative form of learning based upon each student's level, desires, aptitude and goals. Grades K-12.

#### **Blair County:**

Central Pennsylvania Digital Learning Foundation (Cyber) Charter School  
1500 4th Avenue  
Altoona, PA 16602  
Phone: (814) 946-6989  
Email: [njmiller@aasdc.org](mailto:njmiller@aasdc.org)  
Website: [www.cpdf.org](http://www.cpdf.org)  
Description: Student-centered educational program that relies on the basic foundation of educational principles while utilizing the latest information and communications technology to promote student achievement. Grades K-12.

#### **Bucks County:**

Bucks County Montessori Charter School  
219 Tyburn Road  
Fairless Hills, PA 19030  
Phone: (215) 428-6700  
Website: [www.bcmcs.com](http://www.bcmcs.com)  
Description: Montessori elementary. Offers Spanish, the performing arts, art and music. Grades K-6.

Center for Student Learning Charter School  
705 Hood Boulevard  
Fairless Hills, PA 19030  
Phone: (215) 428-4100  
Website: [www.pennsburycharter.com](http://www.pennsburycharter.com)  
Description: Positive educational environment for students who need an individualized approach or who are experiencing difficulty in the traditional school program. Grades 6-12.

School Lane Charter School  
2400 Bristol Pike  
Bensalem, PA 19020  
Phone: (215) 245-6055  
Website: [www.schoollane.org](http://www.schoollane.org)  
Description: Rigorous academics, solid discipline.  
Grades K-8.

#### **Centre County:**

Centre Learning Community Charter School  
2643 West College Avenue  
State College, PA 16801  
Phone: (814) 861-7980  
Website: [www.clccharter.org](http://www.clccharter.org)  
Description: Safe, active, project-based learning environment in which students develop necessary knowledge, skills and attributes leading to a successful life. Grades 5-8.

Nittany Valley Charter School  
1612 Norma Street  
State College, PA 16801  
Phone: (814) 867-3842  
Website: [www.nvcs.org](http://www.nvcs.org)  
Description: Small classes responding to the needs of the whole child. Grades 1-8.

Wonderland Charter School  
2112 Sandy Drive  
State College, PA 16803  
Phone: (814) 234-5886  
Website: [www.wonderlandcharter.com](http://www.wonderlandcharter.com)  
Description: Focus on Early Childhood education by providing a full day kindergarten curriculum with a proven, innovative curriculum featuring an IEP for each child and full parental involvement. Grade K.

Young Scholars of Central Pennsylvania Charter School  
1530 Westerly Parkway  
State College, PA 16801  
Phone: (814) 237-9727  
Website: [www.yscp.org](http://www.yscp.org)  
Description: Offers an academically accelerated program with a focus on math, language arts and computer science. A strong emphasis on mentoring experiences with community leaders. Grades K-5.

#### **Chester County:**

21st Century Cyber Charter School  
805 Springdale Drive  
Exton, PA 19341  
Phone: (484) 875-5400  
Email: [jmarsh@21stcenturycyber.org](mailto:jmarsh@21stcenturycyber.org)  
Website: [www.21stcenturycyber.org](http://www.21stcenturycyber.org)  
Description: Engage students in a highly motivational,

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student-centered educational program that utilizes the latest information and communications technology to maximize student achievement. Grades 6-12.

Avon Grove Charter School  
110 East State Street  
West Grove, PA 19390  
Phone: (484) 667-5000  
Website: [www.agcharter.org](http://www.agcharter.org)  
Description: Inquiry and discovery-based instruction. Grades K-12.

Chester County Family Academy Charter School  
323 East Gay Street, Suite B7  
West Chester, PA 19380  
Phone: (610) 696-5910  
Website: <http://ccfacfs.tripod.com>  
Description: Serves students living in low income families through hands-on, minds-on learning. Grades K-2.

Collegium Charter School  
535 James Hance Court  
Exton, PA 19341  
Phone: (610) 903-1300  
Website: [www.collegium-charter.org](http://www.collegium-charter.org)  
Description: Provides a classical education using technology. Grades K-12.

Erin Dudley Forbes Charter School  
P.O. Box 197  
Lincoln University, PA 19352  
Phone: (484) 368-2575  
Website: [www.edfcs.org](http://www.edfcs.org)  
Description: Provides early childhood education with a literature focus. Offers full day kindergarten. Grades K-6.

Graystone Academy Charter School  
139 Modena Road  
Coatesville, PA 19320  
Phone: (610) 383-4311  
Website: [www.graystoneacademy.org](http://www.graystoneacademy.org)  
Description: Classical education using technology, extended school day and school year. Emphasizes core academics and Western civilization. Grades K-8.

Pennsylvania Leadership (Cyber) Charter School  
1332 Enterprise Drive  
West Chester, PA 19380  
Phone: (610) 701-3333  
Email: [jhanak@palcs.org](mailto:jhanak@palcs.org)  
Website: [www.palcs.org](http://www.palcs.org)  
Description: Knowledge-based curriculum and individualized programs through a virtual school. Grades K-12.

Renaissance Academy-Edison Charter School  
40 Pine Crest Street  
Phoenixville, PA 19460  
Phone: (610) 983-4080  
Website: [www.edisonlearning.com](http://www.edisonlearning.com)  
Description: Prepares children and young adults for success as students, workers and citizens by providing a high quality liberal arts and college preparatory education. Grades K-12.

Sankofa Academy Charter School  
446 West Gay Street  
West Chester, PA 19380  
Phone: (610) 696-0333  
Website: [www.sankofa-academy.com](http://www.sankofa-academy.com)  
Description: Offers an Africa-centered educational approach with an emphasis on math, science and technology. Grades 5-12.

**Clinton County:**  
Sugar Valley Rural Charter School  
236 East Main Street  
Loganton, PA 17747  
Phone: (570) 725-7822  
Website: [www.svracs.org](http://www.svracs.org)  
Description: Continuum education integrated in a rural environment with a goal to produce life long learners. Grades K-12

**Cumberland County:**  
Commonwealth Connections Academy (Cyber) Charter School  
5010 Trindle Road, Suite 200  
Mechanicsburg, PA 17050  
Phone: (717) 605-8900  
Email: [ggettle@connectionsacademy.com](mailto:ggettle@connectionsacademy.com)  
Website: [www.connectionsacademy.com](http://www.connectionsacademy.com)  
Description: Quality personalized education for students and their families outside the traditional classroom. Grades K-12.

**Dauphin County:**  
Infinity Charter School  
51 Banks Street, Suite 1  
Penbrook, PA 17103  
Phone: (717) 238-1880  
Website: [www.infinityschool.org](http://www.infinityschool.org)  
Description: Addresses the intellectual, academic and social-emotional needs of mentally gifted children. Grades K-8.

PA Distance Learning (Cyber) Charter School  
2200 Georgetown Drive, Suite 300  
Sewickley, PA 15143  
Phone: (724) 933-7300  
Email: [jhoover@pdela.com](mailto:jhoover@pdela.com)  
Website: [www.pdela.com](http://www.pdela.com)  
Description: Personalized, basic and enhanced learning opportunities for students whose parents have opted for a home-based education. Grades K-12.

Sylvan Heights Science Charter School  
915 South 13th Street  
Harrisburg, PA 17104  
Phone: (717) 232-9220  
Website: [www.shscs.org](http://www.shscs.org)  
Description: Broad-based, interdisciplinary curriculum highlighting language arts. Grades K-4.

**Delaware County:**  
Chester Community Charter School  
302 East 5th Street  
Chester, PA 19013  
Phone: (610) 447-0400  
Website: [www.chestercommunitycharter.org](http://www.chestercommunitycharter.org)  
Description: Inclusive environment, individualized computer-based instruction, focus on high academic growth and achievement. Grades K-8.

Widener Partnership Charter School  
One University Place  
Chester, PA 19013  
Phone: (612) 497-7399  
Website: [www.widener.edu/civicDescription/partnership-charter](http://www.widener.edu/civicDescription/partnership-charter)  
Description: Music, art, drama, foreign language, technology, and writing are fundamental components of the curriculum that support development of skills in reading, math, and emotional competence through active learning. Grades K-5.

**Erie County:**

Montessori Regional Charter School  
2910 Sterrettania Road  
Erie, PA 16506  
Phone: (814) 833-7771  
Website: [www.mrcserie.org](http://www.mrcserie.org)  
Description: Public Montessori curriculum. Grades K-6.

Perseus House Charter School of Excellence  
2931 Harvard Road  
Erie, PA 16508  
Phone: (814) 459-3954  
Website: [www.perseushouse.org](http://www.perseushouse.org)  
Description: Individualized learning plans. Grades 7-12.

Robert Benjamin Wiley Community Charter School  
1446 East Lake Road  
Erie, PA 16507  
Phone: (814) 461-9600  
Website: [www.rbwileyccs.org](http://www.rbwileyccs.org)  
Description: Active learning environment instills twin attributes of respect and discipline. Grades K-8.

**Huntingdon County:**

Tuscarora Blended Learning Charter School  
101 South Fifth Street  
Huntingdon, PA 16652  
Phone: (888) 541-5830  
Website: [www.tblcs.org](http://www.tblcs.org)  
Description: Expands upon traditional educational opportunities by offering students, through a blended classroom, a comprehensive education program that prepares them for their futures. Grades K-12.

**Lackawanna County:**

Fell Charter Elementary School  
777 Main Street  
Simpson, PA 18407  
Phone: (570) 282-5199  
Website: [www.fellcharter.org](http://www.fellcharter.org)  
Description: Focus on high academic standards, student discipline, responsibility, respect for others, community involvement, multicultural learning and computer technology. Grades K-8.

**Lancaster County:**

La Academia Charter School  
30 North Ann Street  
Lancaster, PA 17602  
Phone: (717) 295-7763  
Description: Innovative educational program for students with linguistic differences. Grades 6-12.

**Lehigh County:**

Roberto Clemente Charter School  
136 South 4th Street  
Allentown, PA 18102  
Phone: (610) 439-5181  
Description: Seeks to inspire and educate students to provide each with a sense of belonging and to instill in each a generosity of spirit, cultural identity and pride. Grades 6-12.

**Luzerne County:**

Bear Creek Community Charter School  
2000 Bear Creek Boulevard  
Wilkes-Barre, PA 18702  
Phone: (570) 820-4070  
Website: [www.bearcreekschool.com](http://www.bearcreekschool.com)  
Description: Innovative curriculum. Cultivates environmental stewardship. Grades K-8.

**Mercer County:**

Keystone Education Center Charter School  
425 South Good Hope Road  
Greenville, PA 16125  
Phone: (724) 588-2511  
Description: Instills marketable skills and a strong work ethic in children who are not experiencing success in school. Grades 6-12.

**Monroe County:**

Evergreen Community Charter School  
P.O. Box 523  
Mountainhome, PA 18342  
Phone: (570) 595-6355  
Website: [www.evergreencommunityschool.org](http://www.evergreencommunityschool.org)  
Description: Small classes, high level of community involvement, regular travel and hands-on liberal arts curriculum. Grades 6-12.

Pocono Mountain Charter School  
16 Carriage Square  
Tobyhanna, PA 18466  
Phone: (570) 894-5108  
Description: Safe, supportive, character building, orderly educational environment in which students can achieve their potential through an individualized, high tech and challenging curriculum. Grades K-12.

**Montgomery County:**

Achievement House (Cyber) Charter School  
1021 West Lancaster Avenue, Suite 207  
Bryn Mawr, PA 19010  
Phone: (610) 527-0143  
Email: [drgrande@achievementcharter.com](mailto:drgrande@achievementcharter.com)  
Website: [www.achievementcharter.com](http://www.achievementcharter.com)  
Description: Provides a comprehensive curriculum to high school students. Grades 9-12.

Pennsylvania Virtual (Cyber) Charter School  
One West Main Street, Suite 400  
Norristown, PA 19401  
Phone: (610) 275-8500  
Email: [info@pavcs.org](mailto:info@pavcs.org)  
Website: [www.pavcs.org](http://www.pavcs.org)  
Description: Online instruction, delivering lessons plans to parents electronically via email. Students and parents have regular contact via email with a teacher trained to provide Internet-based instruction. Grades K-12.

Souderton Charter School Collaborative  
110 East Broad Street  
Souderton, PA 18964  
Phone: (215) 721-4560  
Website: [www.scsc4kids.org](http://www.scsc4kids.org)  
Description: Individualized and project-based learning to enhance academic skills. Grades K-8.

**Northampton County:**

Lehigh Valley Academy Regional Charter School  
1560 Valley Center Parkway, Suite 200  
Bethlehem, PA 18017  
Phone: (610) 866-9660  
Website: [www.lvacademy.org](http://www.lvacademy.org)  
Description: School features extended school days, IB programs, and character development. Grades K-12.

Lehigh Valley Charter High School for Performing Arts  
675 East Broad Street  
Bethlehem, PA 18018  
Phone: (610) 868-2971  
Website: [www.lvpa.org](http://www.lvpa.org)  
Description: Performing arts program providing a rich and comprehensive educational program for students with talents and potential in dance, instrumental music, vocal music or theater. Grades 9-12.

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Vitalistic Therapeutic Charter School  
902 Fourth Avenue  
Bethlehem, PA 18018  
Phone: (610) 861-7570  
Description: Comprehensive educational program to at-risk students. Grades K-3.

**Northumberland County:**

SusQ-Cyber Charter School  
90 Lawton Lane  
Milton, PA 17847  
Phone: (570) 523-1155  
Email: [jstreet@csiu.org](mailto:jstreet@csiu.org)  
Website: [www.susqcyber.org](http://www.susqcyber.org)  
Description: Independent educational program. Grades 9-12.

**Philadelphia County:**

Ad Prima Charter School  
124 Bryn Mawr Avenue  
Bala Cynwyd, PA 19004  
Phone: (610) 617-9121  
Description: Emphasis on academic excellence and conflict resolution. Grades K-8.

Agora Cyber Charter School  
60 Chestnut Avenue  
Devon, PA 19333  
Phone: (866) 548-9452  
Email: [info@agora.org](mailto:info@agora.org)  
Website: [www.k12.com/agora](http://www.k12.com/agora)  
Description: Preparation for higher education. Specially tailored research-based curriculum. Grades K-12.

Alliance for Progress Charter School  
1821-39 Cecil B. Moore Avenue  
Philadelphia, PA 19121  
Phone: (215) 232-4892  
Website: [www.afpcs.org](http://www.afpcs.org)  
Description: Offers family life education. Focus on science and math. Grades K-5.

Antonia Pantoja Community Charter School  
4322 North 5th Street, 3rd Floor  
Philadelphia, PA 19140  
Phone: (215) 455-1300  
Description: Grades K-8.

Architecture and Design Charter High School  
675 Sansom Street  
Philadelphia, PA 19106  
Phone: (215) 351-2900  
Website: [www.chadphila.org](http://www.chadphila.org)  
Description: Seeks to develop high standards through interactive processes and visual learning experiences. Grades 9-12.

Belmont Charter School  
4030 Brown Street  
Philadelphia, PA 19104  
Phone: (215) 823-8208  
Website: [www.cea-philly.org](http://www.cea-philly.org)  
Description: High-quality academics and extensive social service programs in a neighborhood with at-risk students. Grades K-8.

Boys' Latin of Philadelphia Charter School  
5501 Cedar Avenue  
Philadelphia, PA 19143  
Phone: (215) 387-5149  
Website: [www.boyslatin.org](http://www.boyslatin.org)  
Description: All-boys school that provides academic rigor of Boston Latin, offers support services for students, after-school tutoring and summer programs. Grades 9-12.

Christopher Columbus Charter Middle School  
1242 South 13th Street  
Philadelphia, PA 19147  
Phone: (215) 389-6000  
Website: [www.cccs.k12.pa.us](http://www.cccs.k12.pa.us)  
Description: Emphasis on international language and computer technology. Grades 6-8.

Christopher Columbus Charter School  
916 Christian Street, North Building  
Philadelphia, PA 19147  
Phone: (215) 925-7400  
Website: [www.cccs.k12.pa.us](http://www.cccs.k12.pa.us)  
Description: Emphasis on international language and computer technology. Grades K-5.

Community Academy of Philadelphia Charter School  
1100 East Erie Avenue  
Philadelphia, PA 19124  
Phone: (215) 533-6700  
Website: [www.communityacademy.org](http://www.communityacademy.org)  
Description: Seeks to effectively serve urban youth in search of a positive school experience in a supportive environment. Grades K-12.

Delaware Valley Charter High School  
5201 Old York Road  
Logan Plaza, Suite A  
Philadelphia, PA 19141  
Phone: (215) 455-2550  
Website: [www.dvchs.net](http://www.dvchs.net)  
Description: School-to-career program that is supported by rigorous academic curriculum. Grades 9-12.

Discovery Charter School  
5070 Parkside Avenue, Suite 6200  
Philadelphia, PA 19131  
Phone: (215) 879-8182  
Website: [www.discoverycharterschool.com](http://www.discoverycharterschool.com)  
Description: Rigorous academics, quality instruction. Grades K-8.

Esperanza Academy Charter High School  
301 West Hunting Park Avenue  
Philadelphia, PA 19140  
Phone: (215) 457-3667  
Website: [www.edline.net/GroupHome.page](http://www.edline.net/GroupHome.page)  
Description: Quality education that prepares critically thinking, socially capable, spiritually sensitive and culturally aware young adults who can use English, Spanish and technology as tools for success in the 21st Century. Grades 9-12.

Eugenio Maria De Hostos Charter School  
4322-42 North 5th Street  
Philadelphia, PA 19140  
Phone: (215) 455-2300  
Description: Offers bilingual, bi-cultural curriculum. Grades K-2, 6-8.

First Philadelphia Charter School For Literacy  
4300 Tacony Street  
Philadelphia, PA 19124  
Phone: (215) 743-3100  
Website: [www.firstphiladelphiacharter.org](http://www.firstphiladelphiacharter.org)  
Description: Core curriculum. Focus on literacy. Grades K-5.

Folk Arts-Cultural Treasures Charter School  
1023 Callowhill Street  
Philadelphia, PA 19123  
Phone: (215) 569-2600  
Website: [www.factschool.org](http://www.factschool.org)  
Description: Love of learning in students with their own cultures and communities as well as others in our city, country and world. Focus on Asian culture and language through the arts. Grades K-8.

Franklin Towne Charter High School  
5301 Tacony Street  
Box 310, Building 108  
Philadelphia, PA 19137  
Phone: (215) 289-5000  
Website: [www.franklintowne.org](http://www.franklintowne.org)  
Description: Rigorous academics. Grades 9-12.

Freire Charter School  
2027 Chestnut Street  
Philadelphia, PA 19103  
Phone: (215) 557-8555  
Website: [www.freirecharterschool.org](http://www.freirecharterschool.org)  
Description: In line with the work of Paulo Freire, connecting students' learning to family, home, workplace and community. Grades 8-12.

Germantown Settlement Charter School  
4811 Germantown Avenue  
Philadelphia, PA 19144  
Phone: (215) 713-0855  
Website: [www.germantown.org/g charter.htm](http://www.germantown.org/g charter.htm)  
Description: Offers learning through simulations of institutions such as businesses, legislatures and real-world experiences. Focus on civic leadership, social development and multicultural understanding. Grades 5-8.

Global Leadership Academy Charter School  
5151 Warren Street  
Philadelphia, PA 19131  
Phone: (215) 477-6672  
Website: [www.glacharter.org](http://www.glacharter.org)  
Description: Focuses on the study of aerospace and aviation. Grades K-8.

Green Woods Charter School  
8480 Hagy's Mill Road  
Philadelphia, PA 19128  
Phone: (215) 482-6337  
Website: [www.greenwoodscharter.org](http://www.greenwoodscharter.org)  
Description: Children learn the value of ethical behavior while participating in project-based learning. Grades K-8.

Hope Charter School  
2116 East Haines Street  
Philadelphia, PA 19138  
Phone: (267) 336-2730  
Website: [www.hopeschool.org](http://www.hopeschool.org)  
Description: Serves at-risk students. Grades 9-12.

Imani Education Circle Charter School  
5612 Greene Street, 2nd Floor  
Philadelphia, PA 19144  
Phone: (215) 713-9240  
Website: [www.imanicircle.org](http://www.imanicircle.org)  
Description: Uses a constructivist approach for teaching and learning, driven by high standards and a focus on education about African heritage. Grades K-8.

Imhotep Institute Charter High School  
2101 West Godfrey Avenue  
Philadelphia, PA 19138  
Phone: (215) 438-4140  
Website: [www.imhotepcharter.com](http://www.imhotepcharter.com)  
Description: Emphasis on high standards and character development. Grades 9-12.

Independence Charter School  
1600 Lombard Street  
Philadelphia, PA 19146  
Phone: (215) 238-8000  
Website: [www.independenc charter.org](http://www.independenc charter.org)  
Description: Rigorous curriculum builds a strong foundation of traditional skills, language and a knowledge of and appreciation for a wide range of world cultures as well as the arts. Grades K-8.

Khepera Charter School  
144 West Carpenter Lane  
Philadelphia, PA 19119  
Phone: (215) 843-1700  
Website: [www.kheperacharterschool.org](http://www.kheperacharterschool.org)  
Description: Rigorous academics and solid discipline. Grades K-8.

KIPP Academy Charter School  
2709 North Broad Street, 4th Floor  
Philadelphia, PA 19132  
Phone: (215) 227-1728  
Website: [www.kippphiladelphia.org](http://www.kippphiladelphia.org)  
Description: Develops the character, knowledge, and skills of students so they succeed in top-quality high schools, colleges, and the world beyond. Grades 5-8.

Laboratory Charter School of Communication and Languages  
800 North Orianna Street  
Philadelphia, PA 19123  
Phone: (215) 574-1680  
Description: Emphasis on communication and international language. Grades K-8.

Mariana Bracetti Academy Charter School  
2501 Kensington Avenue  
Philadelphia, PA 19125  
Phone: (215) 291-4436  
Website: [www.mbacs.org](http://www.mbacs.org)  
Description: Core curriculum with focus on math, science and technology. Grades 6-12.

Maritime Academy Charter School  
2775 Bridge Street  
Philadelphia, PA 19137  
Phone: (215) 535-4555  
Website: [www.maritimecharter.org](http://www.maritimecharter.org)  
Description: Hands-on projects, interdisciplinary classroom lessons and computer-supported curriculum. Grades 5-12.

Mastery Charter High School Lenfest Campus  
35 South 4th Street  
Philadelphia, PA 19106  
Phone: (215) 922-1902  
Website: [www.masterycharter.org](http://www.masterycharter.org)  
Description: Technology-themed high school that prepares urban youth for college and the information-based economy. Grades 9-12.

Mastery Charter School Pickett Campus  
5700 Wayne Avenue  
Philadelphia, PA 19144  
Phone: (215) 866-9000  
Website: [www.masterycharter.org](http://www.masterycharter.org)  
Description: Technology-themed high school that prepares urban youth for college and the information-based economy. Grades 7-12.

Mastery Charter School Shoemaker Campus  
5301 Media Street  
Philadelphia, PA 19131  
Phone: (267) 296-7111  
Website: [www.masterycharter.org](http://www.masterycharter.org)  
Description: Technology-themed high school that prepares urban youth for college and the information-based economy. Grades 7-12.

Mastery Charter School Thomas Campus  
927 Johnston Street  
Philadelphia, PA 19148  
Phone: (267) 236-0036  
Website: [www.masterycharter.org](http://www.masterycharter.org)  
Description: Technology-themed high school that prepares urban youth for college and the information-based economy. Grades 7-12.

Math Civics and Sciences Charter School  
447 North Broad Street  
Philadelphia, PA 19123  
Phone: (215) 923-4880  
Website: [www.mcscs.org](http://www.mcscs.org)  
Description: Nurturing environment for students of diverse learning styles. Instructional technique uses visual aids and hands-on experiences. Grades 1-12.

Math Science and Technology Community Charter School  
1800 East Byberry Road  
Philadelphia, PA 19116  
Phone: (267) 348-1100  
Website: [www.mastcharter.org](http://www.mastcharter.org)  
Description: Focus on math, science and technology (MaST). Curriculum is integrated and constructivist. Grades K-12.

Multi-Cultural Academy Charter School  
4666-68 North 15th Street  
Philadelphia, PA 19140  
Phone: (215) 457-6666  
Website: [www.macs.k12.pa.us](http://www.macs.k12.pa.us)  
Description: Focus on holistic development through a standards driven curriculum. Grades 9-12.

New Foundations Charter School  
8001 Torresdale Avenue  
Philadelphia, PA 19136  
Phone: (215) 624-8100  
Website: [www.nfcsonline.org](http://www.nfcsonline.org)  
Description: Provides academic, social and emotional foundations and skills needed to become high achieving socially competent stewards of the community. Grades K-8.

New Media Technology Charter School  
7800 Ogontz Avenue  
Philadelphia, PA 19150  
Phone: (267) 286-6900  
Website: [www.newmediatech.net](http://www.newmediatech.net)  
Description: Project-based learning model that incorporates traditional high school curriculum with tangible projects to bring the core academic subjects to life. Grades 5-12.

Northwood Academy Charter School  
4621 Castor Avenue  
Philadelphia, PA 19124  
Phone: (215) 289-5606  
Description: Promotes critical thinkers, skilled knowledge workers and an involvement in the community. Grades K-6.

Pan American Academy Charter School  
126-136 West Dauphin Street  
Philadelphia, PA 19133  
Website: [www.panamericaacademy.org](http://www.panamericaacademy.org)  
Description: Integration of cultural awareness into academically rigorous, inquiry-based curriculum. Grades K-8.

People for People Charter School  
800 North Broad Street  
Philadelphia, PA 19130  
Phone: (215) 763-7060  
Website: [www.pfpcs.org](http://www.pfpcs.org)  
Description: A Nobel Learning Dynamics school. Grades K-8.

Philadelphia Academy Charter School  
11000 Roosevelt Boulevard  
Philadelphia, PA 19116  
Phone: (215) 676-8320  
Website: [www.philadelphiaacademy.org](http://www.philadelphiaacademy.org)  
Description: Helps students develop integrity, self-discipline, compassion and respect for themselves and others. Grades K-12.

Philadelphia Electrical and Technology Charter High School  
1420-22 Chestnut Street  
Philadelphia, PA 19102  
Phone: (267) 514-1823  
Website: [www.pettech.org](http://www.pettech.org)  
Description: Students develop skills in the emerging high tech industries, while attaining a strong foundation in the core academic subjects of math, science, language arts and social studies. Grades 9-12.

Philadelphia Harambee Institute of Science and Technology Charter School  
640 North 66th Street  
Philadelphia, PA 19151  
Phone: (215) 472-8770  
Website: [www.histcs.org](http://www.histcs.org)  
Description: Science and technology with a community cultural and service based curriculum. Grades K-8.

Philadelphia Montessori Charter School  
2227 Island Avenue  
Philadelphia, PA 19142  
Phone: (215) 365-4011  
Website: [www.philadelphiamontessori.org](http://www.philadelphiamontessori.org)  
Description: Offers a Montessori program. Grades K-6.

Philadelphia Performing Arts Charter School  
2600 South Broad Street  
Philadelphia, PA 19145  
Phone: (215) 551-4000  
Website: [www.ppacs.net](http://www.ppacs.net)  
Description: Rigorous academics. Caring environment. Grades K-8.

Planet Abacus Charter School  
6660 Keystone Street  
Philadelphia, PA 19135  
Phone: (610) 617-9121  
Description: Focus on science, math and technology. Grades K-8.

Preparatory Charter School  
1928 Point Breeze Avenue  
Philadelphia, PA 19145  
Phone: (215) 334-6144  
Website: [www.theprepcharterschool.org](http://www.theprepcharterschool.org)  
Description: Emphasis on community service. Offers college preparatory curriculum. All seniors take courses at the Community College of Philadelphia. Grades 9-12.

Renaissance Advantage Charter School  
1712 South 56th Street  
Philadelphia, PA 19143  
Phone: (215) 724-2344  
Description: Focus both on academics and character education. Grades K-8.

Renaissance Charter School  
7500 Germantown Avenue  
Philadelphia, PA 19119  
Phone: (215) 753-0390  
Description: Focuses on helping students make gains in their achievement through a curriculum emphasizing science, technology and fine arts. Grades 6-8.

Richard Allen Preparatory Charter School  
2601 South 58th Street  
Philadelphia, PA 19143  
Phone: (215) 878-1544  
Website: <http://rapsc.org>  
Description: Small teams focus on themes such as health technology. Grades 5-8.

Russell Byers Charter School  
1911 Arch Street  
Philadelphia, PA 19103  
Phone: (215) 972-1700  
Website: [www.byersschool.org](http://www.byersschool.org)  
Description: Rigorous education that cultivates self-assurance, love of fresh ideas and a sense of joy. Grades K-6.

Southwest Leadership Academy Charter School  
7101 Paschell Avenue  
Philadelphia, PA 19142  
Phone: (215) 729-1939  
Website: [www.southwestleadershipacademy.org](http://www.southwestleadershipacademy.org)  
Description: Focus on leadership and character. Dual academy that separates boys and girls in the classroom. Grades K-4.

Truebright Science Academy Charter School  
926 West Sledgley/Allegheny Avenue  
Philadelphia, PA 19132  
Phone: (888) 225-3437  
Website: [www.truebright.org](http://www.truebright.org)  
Description: Focus on science and technology and plans to provide students with laptops. Grades 7-12.

Universal Institute Charter School  
801 South 15th Street  
Philadelphia, PA 19146  
Phone: (215) 732-7988  
Website: [www.universalcompanies.org](http://www.universalcompanies.org)  
Description: Emphasis on self-sufficiency, civic responsibility, and problem solving through academics. Grades K-8.

Wakisha Charter School  
1209 Vine Street  
Philadelphia, PA 19107  
Phone: (267) 256-0950  
Description: Afro-centric instructional curriculum focused on high academic standards. Grades 6-8.

Walter D. Palmer Leadership Learning Partners Charter School  
910 North 6th Street  
Philadelphia, PA 19122  
Phone: (215) 739-2007  
Website: [www.wdplpcs.org](http://www.wdplpcs.org)  
Description: Core curriculum. Solid discipline Grades K-8.

West Oak Lane Charter School  
7115 Stenton Avenue  
Philadelphia, PA 19138  
Phone: (215) 927-7995  
Website: [www.wolcs.org](http://www.wolcs.org)  
Description: Emphasis on computer skills and critical thinking. Grades K-8.

West Philadelphia Achievement Charter Elementary School  
111 North 49th Street  
Philadelphia, PA 19139  
Phone: (215) 476-6471  
Website: [www.wpaces.org](http://www.wpaces.org)  
Description: Core curriculum and an extended school year. Grades K-5.

Wissahickon Charter School  
4700-G Wissahickon Avenue  
Philadelphia, PA 19144  
Phone: (267) 338-1020  
Website: [www.wissahickoncharter.org](http://www.wissahickoncharter.org)  
Description: Founded on three elements: an environmental focus; recognition of service learning projects; and an emphasis on family involvement at all levels of the school organization, with parents as partners in the learning experiences of their children. Grades K-8.

World Communications Charter School  
512-20 South Broad Street  
Philadelphia, PA 19146  
Phone: (215) 735-3198  
Website: [www.worldcomcs.org](http://www.worldcomcs.org)  
Description: Offers an applied academic program related to the real world with a service learning orientation in lower grades and internships in upper grades. Affiliated with the Delaware Valley Alliance. Grades 6-12.

Young Scholars Charter School  
1415 North Broad Street, 1st Floor Rear  
Philadelphia, PA 19122  
Phone: (215) 232-9727  
Website: [www.phillyscholars.org](http://www.phillyscholars.org)  
Description: Offers an academically accelerated program with a focus on math, language arts and computer science. A strong emphasis on mentoring experiences with community leaders. Grades 6-8.

YouthBuild Philadelphia Charter School  
1231 North Broad Street, 3rd Floor  
Philadelphia, PA 19122  
Phone: (215) 627-8671  
Website: [www.youthbuildphilly.org](http://www.youthbuildphilly.org)  
Description: A combination of academic, work-related and leadership training with emphasis on a successful transition to employment. The program rehabs older housing. Ages 17-21.

**Warren County:**  
Tidioute Community Charter School  
241 Main Street  
Tidioute, PA 16351  
Phone: (814) 484-3550  
Website: [www.tidioutecharter.com](http://www.tidioutecharter.com)  
Description: Community involvement, innovative

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teaching practices, individualized attention and a mentor program. Grades K-12.

**Westmoreland County:**

Dr. Robert Ketterer Charter School  
1133 Village Way  
Latrobe, PA 15650  
Phone: (724) 537-9110  
Website: [www.ridgeviewacademy.org](http://www.ridgeviewacademy.org)  
Description: Core curriculum. Focus on respect. Grades 1-12.

**York County:**

Crispus Attucks YouthBuild Charter School  
605 South Duke Street  
York, PA 17403  
Phone: (717) 848-3610  
Website: [www.crispusattucks.org/YouthBuild.html](http://www.crispusattucks.org/YouthBuild.html)  
Description: Academic, work-related and leadership training with an emphasis on a successful transition to employment. Ages 17-21

Lincoln Charter School  
559 West King Street  
York, PA 17404  
Phone: (717) 699-1573  
Website: [www.lincolncharterschoolpa.com](http://www.lincolncharterschoolpa.com)  
Description: Featuring rigorous academics in a caring environment Grades K-5.

New Hope Academy Charter School  
459 West King Street  
P.O. Box 1564  
York, PA 17401  
Phone: (717) 845-4046  
Website: [www.threecordyouthservice.com/newhope-academy](http://www.threecordyouthservice.com/newhope-academy)  
Description: Technology-based program in an urban setting. Grades 6-12.

**Cyber Charter Schools**

21st Century Cyber Charter School  
805 Springdale Drive  
Exton, PA 19341  
Phone: (484) 875-5400  
Email: [jmarsh@21stcenturycyber.org](mailto:jmarsh@21stcenturycyber.org)  
Website: [www.21stcenturycyber.org](http://www.21stcenturycyber.org)  
Description: Engages students in a highly motivational, student-centered educational program that utilizes the latest information and communications technology to maximize student achievement. Grades 6-12.

Achievement House (Cyber) Charter School  
1021 West Lancaster Avenue, Suite 208  
Bryn Mawr, PA 19010  
Phone: (610) 527-6160  
Email: [drgrande@achievementcharter.com](mailto:drgrande@achievementcharter.com)  
Website: [www.achievementhousecharter.com](http://www.achievementhousecharter.com)  
Description: Provides a comprehensive curriculum to high school students. Grades 9-12.

Agora Cyber Charter School  
60 Chestnut Street  
Devon, PA 19333  
Phone: (866) 548-9452  
Email: [foксаunt@aol.com](mailto:foксаunt@aol.com)  
Website: [www.k12.com/agora](http://www.k12.com/agora)  
Description: Preparation for higher education. Specially tailored research-based curriculum. Grades K-12.

Central Pennsylvania Digital Learning Foundation (Cyber) Charter School  
1500 4th Avenue  
Altoona, PA 16602  
Phone: (814) 946-6989  
Email: [njmiller@asdsdcat.com](mailto:njmiller@asdsdcat.com)  
Website: [www.cpdf.org](http://www.cpdf.org)  
Description: Student-centered educational program that relies on the basic foundation of educational principles while utilizing the latest information and communications technology to promote student achievement. Grades K-12.

Commonwealth Connections Academy (Cyber) Charter School  
5010 Trindle Road, Suite 200  
Mechanicsburg, PA 17050  
Phone: (717) 605-8900  
Email: [ggettle@connectionsacademy.com](mailto:ggettle@connectionsacademy.com)  
Website: [www.connectionsacademy.com](http://www.connectionsacademy.com)  
Description: Utilizes technology to provide top-quality, personalized education for students and their families outside the traditional classroom. Grades K-12.

Pennsylvania Cyber Charter School  
652 Midland Avenue  
Midland, PA 15059  
Phone: (724) 643-1180  
Email: [ntrombetta@midlandpa.org](mailto:ntrombetta@midlandpa.org)  
Website: [www.pacyber.org](http://www.pacyber.org)  
Description: Seeks to meet the needs of a small population of students and their families who desire an alternative form of learning based upon each student's level, desires, aptitude and goals. Grades K-12.

PA Distance Learning (Cyber) Charter School  
2200 Georgetown Drive, Suite 300  
Sewickley, PA 15143  
Phone: (724) 933-7300  
Email: [jhoover@pdela.com](mailto:jhoover@pdela.com)  
Website: [www.pdela.com](http://www.pdela.com)  
Description: Personalized, basic and enhanced learning opportunities for students whose parents have opted for a home-based education. Grades K-12.

Pennsylvania Leadership (Cyber) Charter School  
1332 Enterprise Drive  
West Chester, PA 19380  
Phone: (610) 701-3333  
Email: [jhanak@palcs.org](mailto:jhanak@palcs.org)  
Website: [www.palcs.org](http://www.palcs.org)  
Description: Knowledge-based curriculum and individualized programs through a virtual school. Grades K-12.

Pennsylvania Learners Online Regional Cyber Charter School  
Allegheny Intermediate Unit #3  
475 East Waterfront Drive  
Homestead, PA 15120  
Phone: (412) 394-5733  
Email: [david.martin@aiu3.net](mailto:david.martin@aiu3.net)  
Website: [www.palearnersonline.com](http://www.palearnersonline.com)  
Description: A cyber school. Grades K-12.

Pennsylvania Virtual Charter School  
One West Main Street, Suite 400  
Norristown, PA 19401  
Phone: (610) 275-8500  
Email: [info@pavcs.org](mailto:info@pavcs.org)  
Website: [www.pavcs.org](http://www.pavcs.org)  
Description: Online instruction, delivering lesson plans to parents electronically via email. Students and parents have regular contact via email with a teacher trained to provide Internet-based instruction. Grades K-12.

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SusQ-Cyber Charter School  
90 Lawton Lane  
Milton, PA 17847-0756  
Phone: (570) 523-1155  
Email: [jstreet@csiu.org](mailto:jstreet@csiu.org)  
Website: [www.susqcyber.org](http://www.susqcyber.org)  
Description: Independent educational program. Grades  
9-12.

## COMMUNITIES IN SCHOOLS (CIS)



Contact the Pennsylvania CIS affiliates below for specific information about services offered, school districts served, and referral processes.

### **Allegheny County:**

CIS Pittsburgh-Allegheny County  
P.O. Box 335  
Larimer, PA 15647  
Phone: (724) 864-2412  
Fax: (724) 864-2091  
Email: cis@cispac.org  
Website: www.cispac.org

### **Cambria County:**

CIS of the Laurel Highlands  
524 Central Avenue  
Cresson, PA 16630  
Phone: (814) 886-8409  
Fax: (814) 886-5159  
Email: eberhartmh@cislh.org  
Website: www.cislh.org

### **Fayette County:**

CIS of Southwest Pennsylvania, Inc.  
137 North Beeson Avenue  
Uniontown, Pennsylvania 15401  
Phone: (724) 437-2540  
Email: kids@winbeam.com  
Website: www.cisofswpa.org

### **Greene County:**

CIS of Southwest Pennsylvania, Inc.  
137 North Beeson Avenue  
Uniontown, Pennsylvania 15401  
Phone: (724) 437-2540  
Email: kids@winbeam.com  
Website: www.cisofswpa.org

### **Lehigh County:**

CIS of the Lehigh Valley  
P.O. Box 722  
Allentown, PA 18105  
Phone: (610) 969-2697  
Fax: (610) 969-2699  
Email: info@cislv.org  
Website: www.cislv.org

### **Northampton County:**

CIS of the Lehigh Valley  
P.O. Box 722  
Allentown, PA 18105  
Phone: (610) 969-2697  
Fax: (610) 969-2699  
Email: info@cislv.org  
Website: www.cislv.org

### **Philadelphia County:**

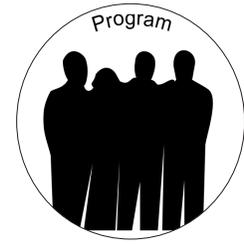
CIS of Philadelphia, Inc.  
Rodin Place  
2000 Hamilton Street, Suite 201  
Philadelphia, PA 19130  
Phone: (267) 386-4600  
Fax: (267) 330-0164  
Email: 4kids@cisphl.org  
Website: www.cisphl.org

### **Westmoreland County:**

CIS of Southwest Pennsylvania, Inc.  
137 North Beeson Avenue  
Uniontown, Pennsylvania 15401  
Phone: (724) 437-2540  
Email: kids15401@verizon.net  
Website: www.cisofswpa.org

## FUNCTIONAL FAMILY THERAPY

Pennsylvania's FFT programs as of March 28, 2008 include the following.



### **Blair County:**

Wardell & Associates, Family Intervention Crisis Services  
1311 Allegheny Street  
Hollidaysburg, PA 16648  
Phone: (814) 696-7327  
Fax: (814) 696-1046  
Email: craigclark@atlanticbb.net

### **Bradford County:**

Laurel Youth Services  
1965 Lycoming Creek Road, Suite 208  
Williamsport, PA 17701  
Phone: (570) 326-0532  
Fax: (570) 326-7301  
Email: sclausen@laurelhs.org

### **Bucks County:**

Family Services Association of Bucks County  
4 Cornerstone Drive  
Langhorne, PA 19047  
Phone: (215) 757-9616, Ext. 234  
Fax: (215) 757-2115  
Email: jrosen@fsabc.org

### **Butler County:**

Community Alternatives, Inc.  
700 Scotland Lane  
New Castle, PA 16101  
Phone: (724) 652-2211  
Fax: (724) 652-2557  
Email: kmrichardson@communityalt.org

### **Chester County:**

The Consortium, Inc.  
5429 Chestnut Street  
Philadelphia, PA 19104  
Phone: (215) 474-3080  
Fax: (215) 474-1136  
Email: lreger@consortium-inc.org

### **Clinton County:**

Laurel Youth Services  
1965 Lycoming Creek Road, Suite 208  
Williamsport, PA 17701  
Phone: (570) 326-0532  
Fax: (570) 326-7301  
Email: sclausen@laurelhs.org

### **Clearfield County:**

CenClear Child Services, Inc.  
900 Old Route 322  
Philipsburg, PA 16866  
Phone: (814) 342-1666  
Fax: (814) 342-2900  
Email: mwendel@cenclear.org

### **Delaware County:**

The Consortium, Inc.  
5429 Chestnut Street  
Philadelphia, PA 19104  
Phone: (215) 474-3080  
Fax: (215) 474-1136  
Email: lreger@consortium-inc.org

### **Elk County:**

CenClear Child Services, Inc.  
900 Old Route 322  
Philipsburg, PA 16866  
Phone: (814) 342-1666  
Fax: (814) 342-2900  
Email: mwendel@cenclear.org

### **Erie County:**

Family Services of NW PA  
5100 Peach Street  
Erie, PA 16509  
Phone: (814) 866-4500  
Email: chrisk@fsnwpa.org

### **Huntingdon County:**

CenClear Child Services, Inc.  
900 Old Route 322  
Philipsburg, PA 16866  
Phone: (814) 342-1666  
Fax: (814) 342-2900  
Email: mwendel@cenclear.org

### **Jefferson County:**

CenClear Child Services, Inc.  
900 Old Route 322  
Philipsburg, PA 16866  
Phone: (814) 342-1666  
Fax: (814) 342-2900  
Email: mwendel@cenclear.org

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**Juniata County:**

CenClear Child Services, Inc.  
900 Old Route 322  
Philipsburg, PA 16866  
Phone: (814) 342-1666  
Fax: (814) 342-2900  
Email: mwendel@cenclear.org

**Lackawanna County:**

Children's Service Center  
335 South Franklin Street  
Wilkes-Barre, PA 18701  
Phone: (570) 825-6425, Ext. 318  
Fax: (570) 829-3337  
Email: jgainard@e-csc.org

**Lawrence County:**

Community Alternatives, Inc.  
700 Scotland Lane  
New Castle, PA 16101  
Phone: (724) 652-2211  
Fax: (724) 652-2557  
Email: kmrichardson@communityalt.org

**Lehigh County:**

Pinebrook Services for Children and Youth  
402 North Fulton Street  
Allentown, PA 18102  
Phone: (610) 432-3919  
Fax: (610) 740-9550  
Email: dhoke@pinebrookservices.org

Valley Youth House  
531 Main Street  
Bethlehem, PA 18018  
Phone: (610) 954-9561  
Fax: (610) 954-5944  
Email: mlabban@valleyyouthhouse.org

**Luzerne County:**

Children's Service Center  
335 South Franklin Street  
Wilkes-Barre, PA 18701  
Phone: (570) 825-6425, ext. 234  
Fax: (570) 829-3337  
Email: gdraina@e-csc.org

**Lycoming County:**

Laurel Youth Services  
1965 Lycoming Creek Road, Suite 208  
Williamsport, PA 17701  
Phone: (570) 326-0532  
Fax: (570) 326-7301  
Email: sclausen@laurelhs.org

**Mifflin County:**

CenClear Child Services, Inc.  
900 Old Route 322  
Philipsburg, PA 16866  
Phone: (814) 342-1666  
Fax: (814) 342-2900  
Email: mwendel@cenclear.org

**Monroe County:**

Children's Service Center  
335 South Franklin Street  
Wilkes-Barre, PA 18701  
Phone: (570) 825-6425, ext. 318  
Fax: (570) 829-3337  
Email: jgainard@e-csc.org

**Northampton County:**

Pinebrook Services for Children and Youth  
402 North Fulton Street  
Allentown, PA 18102  
Phone: (610) 432-3919  
Fax: (610) 740-9550  
Email: dhoke@pinebrookservices.org

Valley Youth House  
531 Main Street  
Bethlehem, PA 18018  
Phone: (610) 954-9561  
Fax: (610) 954-5944  
Email: mlabban@valleyyouthhouse.org

**Philadelphia County:**

The Consortium, Inc.  
5429 Chestnut Street  
Philadelphia, PA 19104  
Phone: (215) 474-3080  
Fax: (215) 474-1136  
Email: lregester@consortium-inc.org

**Tioga County:**

Intercultural Family Services, Inc.  
2317 South 23rd Street  
Philadelphia, PA 19145  
Phone: (215) 468-4673  
Fax: (215) 468-4663  
Email: angelo.adson@ifsinc.org

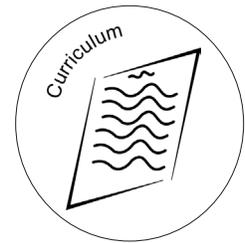
Laurel Youth Services  
1965 Lycoming Creek Road, Suite 208  
Williamsport, PA 17701  
Phone: (570) 326-0532  
Fax: (570) 326-7301  
Email: sclausen@laurelhs.org

**Wyoming County:**

Children's Service Center  
335 South Franklin Street  
Wilkes-Barre, PA 18701  
Phone: (570) 825-6425, Ext. 234  
Fax: (570) 829-3337  
Email: gdraina@e-csc.org

## GIRLS CIRCLE

The following sites in Pennsylvania are listed as having Girls Circles as of January 4, 2008 (see [www.girlscircle.com](http://www.girlscircle.com)).



### **Allegheny County:**

Auberle  
1101 Hartman Street  
McKeesport, PA 15132  
Phone: (412) 673-5800

Center for Family Excellence, Inc.  
409 Dinwiddie Street  
Pittsburgh, PA 15219  
Phone:(412) 232-0314

Family Links  
250 Shady Avenue  
Pittsburgh, PA 15206  
Phone: (412) 661-1800

Gwen's Girls  
7230 McPherson Boulevard  
Pittsburgh, PA 15208  
Phone: (412) 731-7670

PACE School  
2432 Greensburg Pike  
Pittsburgh, PA 15221  
Phone: (412) 244-1900

Pine-Richland High School  
700 Warrendale Road  
Gibsonia, PA 15044  
Phone: (724) 625-4444

Shuman Detention Center  
7150 Highland Drive  
Pittsburgh, PA 15206  
Phone: (412) 661-6806

Three Rivers Adoption Council  
307 4th Avenue, # 310  
Pittsburgh, PA 15222  
Phone: (412) 471-8722

### **Bucks County:**

YWCA of Bucks County  
245 Trevoise Road  
Trevoise, PA 19053  
Phone: (215) 953-7793

### **Centre County:**

Centre County Youth Services Bureau  
116 South Allegheny Street, Suite 201  
Bellefonte, Pennsylvania 16823  
Phone: (814) 355-1025

Family Intervention Crisis Services (FICS)  
310 West Linn Street  
Bellefonte, PA 16823  
Phone: (814) 355-3807

Family Intervention Crisis Services (FICS)  
Port Matilda, PA  
Phone: (814) 355-3807

Kennedy Dance Center  
226 West High Street  
Bellefonte, PA 16823  
Phone: (814) 355-4965

### **Cumberland County:**

Children, Youth and Families, Mechanicsburg  
100 Mount Allen Drive  
Mechanicsburg, PA 17055  
Phone: (717) 697-5126

### **Erie County:**

Gannondale  
4635 East Lake Road  
Erie, PA 16511  
Phone: (814) 899-7659

### **Lancaster County:**

YWCA  
110 North Lime Street  
Lancaster, PA 17602  
Phone: (717) 396-1735

### **Philadelphia County:**

The Cardinal Bevilacqua Community Center  
2646 Kensington Avenue  
Philadelphia, PA 19133  
Phone: (215) 426-9422

### **Wayne County:**

Lake Bryn Mawr Camp  
593 Bryn Mawr Road (Summer Address)  
Honesdale, PA 18431 Phone: (570) 253-2488  
P.O. Box 612 (Winter Address)  
Short Hills, NJ 07078 Phone: (973) 467-3518

### **Westmoreland County:**

Adelphoi Village  
1119 Village Way  
Latrobe, PA 15650  
Phone: (724) 520-1111

Vision Quest  
212 Snyder Road  
Donegal, PA 15628  
Phone: (724) 593-7221

# GOODWILL INDUSTRIES INTERNATIONAL, INC.

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Contact the Goodwill regional office that serves your county to inquire about youth workforce development programming, specific eligibility criteria, and cost information. Opportunities for youth change frequently depending upon funding availability and community partnerships.

## COUNTIES SERVED

### **Adams**

Goodwill Industries Keystone Area

### **Allegheny**

Goodwill Industries of Pittsburgh

### **Armstrong**

Goodwill Industries of Pittsburgh

### **Beaver**

Goodwill Industries of Pittsburgh

### **Bedford**

Goodwill Industries of the Conemaugh Valley

### **Berks**

Goodwill Industries Keystone Area

### **Blair**

Goodwill Industries of the Conemaugh Valley

### **Bradford**

Goodwill Industries of Northeastern PA

### **Bucks**

Goodwill Industries Keystone Area

### **Butler**

Goodwill Industries of Pittsburgh

### **Cambria**

Goodwill Industries of the Conemaugh Valley

### **Cameron**

Goodwill Industries of North Central PA

### **Carbon**

Goodwill Industries of Northeastern PA

### **Centre**

Goodwill Industries of North Central PA

### **Chester**

Goodwill Industries Keystone Area

### **Clarion**

Goodwill Industries of North Central PA

### **Clearfield**

Goodwill Industries of North Central PA

### **Clinton**

Goodwill Industries of North Central PA

### **Columbia**

Goodwill Industries of Northeastern PA

### **Crawford**

Goodwill Industries of Ashtabula

### **Cumberland**

Goodwill Industries Keystone Area

### **Dauphin**

Goodwill Industries Keystone Area

### **Delaware**

Goodwill Industries of Delaware and Delaware County

### **Elk**

Goodwill Industries of North Central PA

### **Erie**

Goodwill Industries of Ashtabula

### **Fayette**

Goodwill Industries of Pittsburgh

### **Forest**

Goodwill Industries of North Central PA

### **Franklin**

Horizon Goodwill Industries  
Goodwill Industries Keystone Area

### **Fulton**

Horizon Goodwill Industries

### **Greene**

Goodwill Industries of Pittsburgh

### **Huntingdon**

Goodwill Industries of the Conemaugh Valley

### **Indiana**

Goodwill Industries of the Conemaugh Valley

### **Jefferson**

Goodwill Industries of North Central PA

**Juniata**

Goodwill Industries Keystone Area

**Lackawanna**

Goodwill Industries of Northeastern PA

**Lancaster**

Goodwill Industries Keystone Area

**Lawrence**

Youngstown Area Goodwill Industries

**Lebanon**

Goodwill Industries Keystone Area

**Lehigh**

Goodwill Industries Keystone Area

**Luzerne**

Goodwill Industries of Northeastern PA

**Lycoming**

Goodwill Industries Keystone Area

**McKean**

Goodwill Industries of North Central PA

**Mercer**

Youngstown Area Goodwill Industries

**Mifflin**

Goodwill Industries Keystone Area

**Monroe**

Goodwill Industries of Northeastern PA

**Montgomery**

Goodwill Industries Keystone Area

**Montour**

Goodwill Industries Keystone Area

**Northampton**

Goodwill Industries Keystone Area

**Northumberland**

Goodwill Industries Keystone Area

**Perry**

Goodwill Industries Keystone Area

**Philadelphia**

Goodwill Industries of Southern New Jersey

**Pike**

Goodwill Industries of Northeastern PA

**Potter**

Goodwill Industries of North Central PA

**Schuylkill**

Goodwill Industries Keystone Area

**Snyder**

Goodwill Industries Keystone Area

**Somerset**

Goodwill Industries of the Conemaugh Valley

**Sullivan**

Goodwill Industries of Northeastern PA

**Susquehanna**

Goodwill Industries of Northeastern PA

**Tioga**

Goodwill Industries of North Central PA

**Union**

Goodwill Industries Keystone Area

**Venango**

Goodwill Industries of North Central PA

**Warren**

Goodwill Industries of North Central PA

**Washington**

Goodwill Industries of Pittsburgh

**Wayne**

Goodwill Industries of Northeastern PA

**Westmoreland**

Goodwill Industries of the Conemaugh Valley  
Goodwill Industries of Pittsburgh

**Wyoming**

Goodwill Industries of Northeastern PA

**York**

Goodwill Industries Keystone Area

**GOODWILL INDUSTRIES REGIONAL OFFICES:****Goodwill Industries of Ashtabula**

621 Goodwill Drive  
Ashtabula, OH 44004  
Phone: (440) 964-3565  
Fax: (440) 964-3257  
Email: info@ashtabulagoodwill.com  
Website: www.astabulagoodwill.org

**Goodwill Industries of the Conemaugh Valley**

540-542 Central Avenue  
Johnstown, PA 15902  
Phone: (814) 536-3536  
Fax: (814) 536-5171  
Email: Webmaster@GoodwillJohnstown.org  
Website: www.goodwilljohnstown.org

**Goodwill Industries of Delaware and Delaware County**

300 East Lea Boulevard  
Wilmington, DE 19802  
Phone: (302) 761-4640  
Fax: (302) 761-4649  
Website: www.goodwillde.org

**Goodwill Industries Keystone Area**

Goodwill Industries of Central PA  
1150 Goodwill Drive  
Harrisburg, PA 17101  
Phone: (717) 232-1831  
Fax: (717) 232-0115  
Email: harrisburgwfd@yourgoodwill.org  
Website: www.yourgoodwill.org

**Goodwill Industries of Mid-Eastern PA**

310 North Wyomissing Avenue  
Reading, PA 19607  
Phone: (610) 777-7875  
Fax: (910) 777-0441  
Email: readingwfd@yourgoodwill.org  
Website: www.yourgoodwill.org

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**Goodwill Industries of Southeastern PA**

1048 North Plum Street  
Lancaster, PA 17601  
Phone: (717) 394-0647  
Fax: (717) 291-2367  
Email: lancasterwfd@yourgoodwill.org  
Website: www.yourgoodwill.org

**Goodwill Industries of North Central PA**

163 Preston Way  
Falls Creek, PA 15840  
Phone: (814) 371-2821  
Toll Free: (800) 932-8270  
Fax: (814) 371-5264  
Email: goodwill@goodwillinc.org  
Website: www.goodwillinc.org

**Goodwill Industries of Northeastern PA**

925 Prospect Avenue  
Scranton, PA 18505  
Phone: (570) 343-1166  
Fax: (570) 343-6765  
Website: www.goodwillnepa.org

**Goodwill Industries of Pittsburgh:**

Goodwill Industries of Pittsburgh  
2600 East Carson Street  
Pittsburgh, PA 15203  
Phone: (412) 481-9005  
Fax: (412) 481-3668  
Website: www.goodwillpitt.org

**Goodwill Industries of Fayette County**

40-46 Connellsville Street  
Uniontown, PA 15401  
Phone: (724) 437-9878  
Fax: (724) 437-9865  
Website: www.goodwillpitt.org

**Goodwill Industries of Southern New Jersey**

2835 Route 73  
Maple Shade, NJ 08052  
Phone: (856) 439-0200  
Fax: (856) 439-0843  
Email: kmorris@goodwillnj.org  
Website: www.goodwillnj.org

**Horizon Goodwill Industries**

223 North Prospect Street  
Hagerstown, MD 21740  
Phone: (301) 733-7330  
Fax: (301) 797-8779  
Website: www.horizongoodwill.org

**Youngstown Area Goodwill Industries**

2747 Belmont Avenue  
Youngstown, OH 44505  
Phone: (330) 759-7521  
Fax: (330) 759-0678  
TTD: (330) 759-8415  
Website: www.goodwillyoungstown.org

## JOB CORPS

Youth may apply to any Job Corps Center within Pennsylvania.



Pittsburgh Job Corps Center  
7175 Highland Drive  
Pittsburgh, PA 15206  
Phone: (412) 441-8700  
Fax: (412) 441-1586  
Website: <http://pittsburgh.jobcorps.gov>  
(Located in Allegheny County)

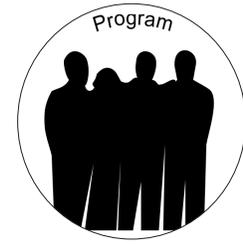
Keystone Job Corps Center  
235 West Foothills Drive  
Drums, PA 18222  
Phone: (570) 788-1164  
Fax: (570) 788-1119  
Website: <http://keystone.jobcorps.gov>  
(Located in Luzerne County)

Philadelphia Job Corps Center  
2810 South 20th Street, Building 12  
Philadelphia, PA 19145  
Phone: (267) 386-2888  
Fax: (215) 334-3675  
Website: <http://philadelphia.jobcorps.gov>  
(Located in Philadelphia County)

Red Rock Job Corps Center  
P.O. Box 218  
Route 487 North  
Lopez, PA 18628  
Phone: (570) 477-2221  
Fax: (570) 477-3046  
Website: <http://redrock.jobcorps.gov>  
(Located in Sullivan County)

## MULTIDIMENSIONAL TREATMENT FOSTER CARE (MTFC)

Pennsylvania's MTFC programs as of April 28, 2008 include the following sites. For an up-to-date list see [www.mtfc.com/current.html](http://www.mtfc.com/current.html).



### **Allegheny County:**

Wesley Spectrum Services  
243 Johnston Road  
Pittsburgh, PA 15241  
Phone: (412) 342-2259  
Fax: (412) 831-8868  
Email: [pweaver@wesleyspectrum.org](mailto:pweaver@wesleyspectrum.org)

### **Blair County:**

NHS Human Services, Canal Ways Center  
1301 Allegheny Street  
Hollidaysburg, PA 16648  
Phone: (814) 695-7180  
Fax: (814) 695-9831  
Email: [rpotter@nhsonline.org](mailto:rpotter@nhsonline.org)  
Website: [www.nhsonline.org](http://www.nhsonline.org)

### **Bradford County:**

Laurel Youth Services  
1965 Lycoming Creek Road, Suite 208  
Williamsport, PA 17701  
Phone: (570) 326-0532  
Fax: (570) 326-7301  
Email: [dhall@laurelhs.org](mailto:dhall@laurelhs.org)

### **Erie County:**

Harborcreek Youth Services  
5712 Iroquois Avenue  
Harborcreek, PA 16421  
Phone: (814) 899-7664  
Fax: (814) 899-3075  
Email: [adaley@hys-erie.org](mailto:adaley@hys-erie.org)  
Website: [www.hys-erie.org](http://www.hys-erie.org)

### **Lehigh County:**

The Children's Home of Reading  
Youth and Family Services, Inc.  
1010 Centre Avenue  
Reading, PA 19601  
Phone: (610) 781-7980  
Fax: (610) 478-1161  
Email: [raskew@childrenshomeofrdg.org](mailto:raskew@childrenshomeofrdg.org)

### **Lycoming County:**

Laurel Youth Services  
1965 Lycoming Creek Road, Suite 208  
Williamsport, PA 17701  
Phone: (570) 326-0532  
Fax: (570) 326-7301  
Email: [dhall@laurelhs.org](mailto:dhall@laurelhs.org)

### **Northampton County:**

The Children's Home of Reading  
Youth and Family Services, Inc.  
1010 Centre Avenue  
Reading, PA 19601  
Phone: (610) 781-7980  
Fax: (610) 478-1161  
Email: [raskew@childrenshomeofrdg.org](mailto:raskew@childrenshomeofrdg.org)

### **Tioga County:**

Laurel Youth Services  
1965 Lycoming Creek Road, Suite 208  
Williamsport, PA 17701  
Phone: (570) 326-0532  
Fax: (570) 326-7301  
Email: [dhall@laurelhs.org](mailto:dhall@laurelhs.org)

### **York County:**

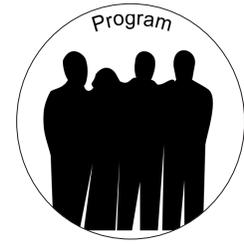
Children's Home of York  
77 Shoe House Road  
York, PA 17406  
Phone: (717) 755-1033  
Fax: (717) 755-9993  
Email: [jjohnsen@choyork.org](mailto:jjohnsen@choyork.org)

### **Venango County:**

Children and Youth Services  
1st Floor, Venango County  
1283 Liberty Street  
P.O. Box 1130  
Franklin, PA 16323  
Phone: (814) 432-9743  
Fax: (814) 432-9728  
Website: [www.co.venango.pa.us/CYS/Index.htm](http://www.co.venango.pa.us/CYS/Index.htm)

## MULTISYSTEMIC THERAPY (MST)

Pennsylvania's licensed MST programs as of September 15, 2009 include the following.



### **Adams County:**

Adelphoi Village MST  
1119 Village Way  
Latrobe, PA 15650  
Phone: (724) 520-1111  
Email: garys@adelphoivillage.org  
Website: www.adelphoivillage.org

### **Allegheny County:**

Adelphoi Village MST  
1119 Village Way  
Latrobe, PA 15650  
Phone: (724) 520-1111  
Email: garys@adelphoivillage.org  
Website: www.adelphoivillage.org

Harbor Creek Youth Services  
Family Services of Northwestern Pennsylvania  
632 Arch Street, Suite B104  
Meadville, PA 16335  
Phone: (814) 724-4800 or (888) 899-9076  
Email: mst-cc@fsmead.org  
Website: www.fsnwpa.org

Mars Home for Youth  
521 Route 228  
Mars, PA 16046  
Phone: (724) 625-3141  
Website: www.marshomeforyouth.org

### **Armstrong County:**

Adelphoi Village MST  
1119 Village Way  
Latrobe, PA 15650  
Phone: (724) 520-1111  
Email: garys@adelphoivillage.org  
Website: www.adelphoivillage.org

### **Beaver County:**

Adelphoi Village MST  
1119 Village Way  
Latrobe, PA 15650  
Phone: (724) 520-1111  
Email: garys@adelphoivillage.org  
Website: www.adelphoivillage.org

Mars Home for Youth  
521 Route 228  
Mars, PA 16046  
Phone: (724) 625-3141  
Website: www.marshomeforyouth.org

### **Berks County:**

Community Solutions, Inc.  
535 Hamilton Street, Suite 103  
Allentown, PA 18101  
Phone: (610) 435-3343

### **Blair County:**

Adelphoi Village MST  
1119 Village Way  
Latrobe, PA 15650  
Phone: (724) 520-1111  
Email: garys@adelphoivillage.org  
Website: www.adelphoivillage.org

Home Nursing Agency  
201 Chestnut Avenue  
P.O. Box 352  
Altoona, PA 16603  
Phone: (814) 946-5411  
Email: help@homenursingagency.com  
Website: www.homenursingagency.com

### **Bucks County:**

KS Consultants  
1352 Easton Road  
Warrington, PA 18976  
Phone: (215) 343-7030

### **Butler County:**

Mars Home for Youth  
521 Route 228  
Mars, PA 16046  
Phone: (724) 625-3141  
Website: www.marshomeforyouth.org

### **Cambria County:**

Adelphoi Village MST  
1119 Village Way  
Latrobe, PA 15650  
Phone: (724) 520-1111  
Email: garys@adelphoivillage.org  
Website: www.adelphoivillage.org

### **Chester County:**

Community Solutions, Inc.  
535 Hamilton Street, Suite 103  
Allentown, PA 18101  
Phone: (610) 435-3343

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**Clarion County:**

Mars Home for Youth  
521 Route 228  
Mars, PA 16046  
Phone: (724) 625-3141  
Website: www.marshomeforyouth.org

**Clinton County:**

Community Solutions, Inc.  
535 Hamilton Street, Suite 103  
Allentown, PA 18101  
Phone: (610) 435-3343

**Crawford County:**

Family Services of Northwestern Pennsylvania  
632 Arch Street, Suite B104  
Meadville, PA 16335  
Phone: (814) 724-4800 or (888) 899-9076  
Email: mst-cc@fsmead.org  
Website: www.fsnwpa.org

**Cumberland County:**

Adelphoi Village MST  
1119 Village Way  
Latrobe, PA 15650  
Phone: (724) 520-1111  
Email: garys@adelphoivillage.org  
Website: www.adelphoivillage.org

**Dauphin County:**

Hempfield Behavioral Health, Inc.  
251 Wisconisco Street  
Harrisburg, PA 17110  
Phone: (717) 221-8004  
Fax: (717) 221-8006  
Website: www.hbhpa.com

**Delaware County:**

Child Guidance Resource Centers (CGRC)  
2000 Old West Chester Pike  
Havertown, PA 19083  
Phone: (484) 454-8700  
Fax: (484) 454-8706  
Website: www.cgrc.org

**Erie County:**

Family Services of Northwestern Pennsylvania  
632 Arch Street, Suite B104  
Meadville, PA 16335  
Phone: (814) 724-4800 or (888) 899-9076  
Email: mst-cc@fsmead.org  
Website: www.fsnwpa.org

**Harborcreek Youth Services**

5712 Iroquois Avenue  
Harborcreek, PA 16421  
Phone: (814) 899-7664  
Fax: (814) 899-3075  
Website: www.hys-erie.org

**Fayette County:**

Adelphoi Village MST  
1119 Village Way  
Latrobe, PA 15650  
Phone: (724) 520-1111  
Email: garys@adelphoivillage.org  
Website: www.adelphoivillage.org

**Forest County:**

Mars Home for Youth  
521 Route 228  
Mars, PA 16046  
Phone: (724) 625-3141  
Website: www.marshomeforyouth.org

**Indiana County:**

Adelphoi Village MST  
1119 Village Way  
Latrobe, PA 15650  
Phone: (724) 520-1111  
Email: garys@adelphoivillage.org  
Website: www.adelphoivillage.org

**Lackawanna County:**

Good Shepherd Corporation  
537 Venard Road  
Clarks Summit, PA 18411  
Phone: (570) 585-6420  
Fax: (570) 586-0030  
Email: dallen@lourdesmont.com  
Website: www.lourdesmont.com

**Lancaster County:**

Pennsylvania Counseling Services  
350 North 6th Avenue  
Lebanon, PA 17046  
Phone: (717) 274-9682  
Fax: (717) 274-9549  
Website: www.pacounseling.com

**Lawrence County:**

Cray Youth and Family Services, Inc.  
332 Highland Avenue  
New Castle, PA 16101  
Phone: (724) 654-5507  
Fax: (724) 654-5546  
Email: m-lillibridge@yahoo.com

**Lebanon County:**

Hempfield Behavioral Health  
251 Wisconisco Street  
Harrisburg, PA 17110  
Phone: (717) 221-8004  
Fax: (717) 221-8006  
Website: www.hbhpa.com

**Pennsylvania Counseling Services**

350 North 6th Avenue  
Lebanon, PA 17046  
Phone: (717) 274-9682  
Fax: (717) 274-9549  
Website: www.pacounseling.com

**Lehigh County:**

Community Solutions, Inc.  
535 Hamilton Street, Suite 103  
Allentown, PA 18101  
Phone: (610) 435-3343

**Lycoming County:**

Community Solutions, Inc.  
535 Hamilton Street, Suite 103  
Allentown, PA 18101  
Phone: (610) 435-3343

**McKean County:**

Beacon Light Behavioral Health  
800 East Main Street  
Bradford, PA 16701  
Phone: (800) 345-1780  
Email: nateolay@beacon-light.org  
Website: www.beacon-light.org

**Mercer County:**

Adelphoi Village MST  
1119 Village Way  
Latrobe, PA 15650  
Phone: (724) 520-1111  
Email: garys@adelphoivillage.org  
Website: www.adelphoivillage.org

**Monroe County:**

Community Solutions, Inc.  
535 Hamilton Street, Suite 103  
Allentown, PA 18101  
Phone: (610) 435-3343

**Montgomery County:**

Child Guidance Resource Centers (CGRC)  
2000 Old West Chester Pike  
Havertown, PA 19083  
Phone: (484) 454-8700  
Fax: (484) 454-8706  
Website: www.cgrc.org

KS Consultants  
1352 Easton Road  
Warrington, PA 18976  
Phone: (215) 343-7030

**Northampton County:**

Community Solutions, Inc.  
535 Hamilton Street, Suite 103  
Allentown, PA 18101  
Phone: (610) 435-3343

**Pike County:**

Community Solutions, Inc.  
535 Hamilton Street, Suite 103  
Allentown, PA 18101  
Phone: (610) 435-3343

**Sullivan County:**

Community Solutions, Inc.  
535 Hamilton Street, Suite 103  
Allentown, PA 18101  
Phone: (610) 435-3343

**Susquehanna County:**

Good Shepherd Corporation  
537 Venard Road  
Clarks Summit, PA 18411  
Phone: (570) 585-6420  
Fax: (570) 586-0030  
Email: dallen@lourdesmont.com  
Website: www.lourdesmont.com

**Union County:**

Adelphoi Village MST  
1119 Village Way  
Latrobe, PA 15650  
Phone: (724) 520-1111  
Email: garys@adelphoivillage.org  
Website: www.adelphoivillage.org

Hempfield Behavioral Health  
251 Wisconsin Street  
Harrisburg, PA 17110  
Phone: (717) 221-8004  
Fax: (717) 221-8006  
Website: www.hbhpa.com

**Venango County:**

Mars Home for Youth  
521 Route 228  
Mars, PA 16046  
Phone: (724) 625-3141  
Website: www.marshomeforyouth.org

**Warren County:**

Beacon Light Behavioral Health  
800 East Main Street  
Bradford, PA 16701  
Phone: (800) 345-1780  
Email: nateolay@beacon-light.org  
Website: www.beacon-light.org

**Washington County:**

Adelphoi Village MST  
1119 Village Way  
Latrobe, PA 15650  
Phone: (724) 520-1111  
Email: garys@adelphoivillage.org  
Website: www.adelphoivillage.org

**Wayne County:**

Community Solutions, Inc.  
535 Hamilton Street, Suite 103  
Allentown, PA 18101  
Phone: (610) 435-3343

**Westmoreland County:**

Adelphoi Villages, Inc.  
1119 Village Way  
Latrobe, PA 15650  
Phone: (724) 520-1111  
Email: garys@adelphoivillage.org  
Website: www.adelphoivillage.org

**Wyoming County:**

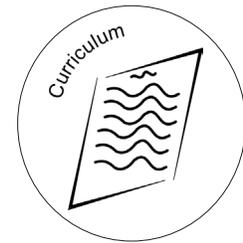
Community Solutions, Inc.  
535 Hamilton Street, Suite 103  
Allentown, PA 18101  
Phone: (610) 435-3343

**York County:**

Adelphoi Village MST  
1119 Village Way  
Latrobe, PA 15650  
Phone: (724) 520-1111  
Email: garys@adelphoivillage.org  
Website: www.adelphoivillage.org

## PARENTING WISELY

The following sites in Pennsylvania are listed as having *Parenting Wisely* groups (see [www.familyworksinc.com](http://www.familyworksinc.com))



### **Beaver County:**

WPIC-Beaver Valley Seneca Ridge  
176 Virginia Avenue  
Rochester, PA 15074  
Phone: (724) 770-8310 or (800) 400-6180

### **Berks County:**

Council on Chemical Abuse  
601 Penn Street, Suite 600  
Reading, PA 19601  
Phone: (610) 376-8669

### **Butler County:**

Community College Beaver County  
1 Campus Drive  
Monaco, PA 15061  
Phone: (724)-775-8561 or (800) 335-0222

### **Cameron County:**

Penn State Cooperative Extension  
Cameron County  
Courthouse, 20 East Fifth Street  
Emporium PA 15834  
Phone: (814) 486-3350

### **Centre County:**

Pennsylvania State University  
201 Shields Building  
University Park, PA 16802  
Phone:(814) 865-7611

### **Chester County:**

County of Chester  
2 North High Street, Box 2748  
West Chester, PA 19380  
Phone: (610) 344-6000 or 1-800-692-1100

### **Clearfield County:**

Clearfield County League on Social Services, Inc.  
10438 Clearfield-Curwensville Highway  
Clearfield, Pennsylvania 16830  
Phone: (814) 765-3353 or (814) 970-7349

Devereux-Beneto Center  
655 Sugartown Road  
Malvern, PA 19355  
Phone: (610) 296-6820

Downingtown Area Communities That Care  
699 Rice Boulevard  
Exton, PA 19341  
Phone: (610) 458-9553

West Chester Area School District  
829 Paoli Pike  
West Chester, PA 19380  
Phone: (484) 266-1000

### **Clinton County:**

Penn State Cooperative Extension Service  
Clinton County Resource and Education Center  
47 Cooperation Lane  
Mill Hall, PA 17751  
Phone: (570) 726-0022

### **Delaware County:**

Holcomb Behavioral Health  
126 East Baltimore Pike  
Media, PA 19063  
Phone: (484) 444-0412  
Email: [info@holcombprevention.org](mailto:info@holcombprevention.org)

### **Erie County:**

MCH Program  
Erie County Health Department  
606 West Second Street  
Erie, PA 16507  
Phone: (814) 451-6700 or (800) 352-0026

### **Indiana County:**

ARIN Intermediate Unit 28  
2895 West Pike  
Indiana, PA 15701  
Phone: (724) 463-5300  
Email: [info@iu28.org](mailto:info@iu28.org)  
[www.iu28.org](http://www.iu28.org)

### **Lehigh County:**

Council on Alcohol and Drug Abuse  
126 North 9th Street  
Allentown, PA 18102  
Phone: (610) 437-0801

### **Lycoming County:**

Laurel Health System  
1965 Lycoming Creek Road  
Williamsport, PA 17701  
Phone: (570) 326-0532 or (800) 734-8291

### **Mercer County:**

Penn State Shenango  
147 Shenango Avenue  
Sharon, PA 16146  
Phone: (724) 983-2803

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**Mifflin County:**

Children & Youth Social Services  
144 East Market Street  
Lewistown, PA 17044  
Phone: (717) 248-3994

**Monroe County:**

Carbon/Monroe/Pike Drug and Alcohol Commission  
724 Phillips Street, Suite 203  
Stroudsburg, PA 18360  
Phone: (570) 421-1960

**Montgomery County:**

Children's Aid Society  
1314 Dekalb Street  
Norristown, PA 19401  
Phone: (610) 279-2755

Creative Health Services  
1 Mennonite Church Road  
Pottstown, PA 19475  
Phone: (610) 948-6490

Project Hope, Norristown  
3125 Ridge Pike  
Eagleville, PA 19403  
Phone: (610) 630-2111

Youth & Family Services  
1494 Gravel Pike  
Green Lane, PA 18054  
Phone: (215) 234-9372

**Northampton County:**

ERASE Antidrug Coalition  
Minority Health Center  
211 Federal Street  
Farrell, PA 16121  
Phone: (724) 981-3856

Valley Youth House, Inc.  
531 Main Street  
Bethlehem, PA 18018  
Phone: (610) 954-9561

**Northumberland County:**

Northumberland County Drug and Alcohol Program  
Human, Senior and Social Services Building  
217 North Center Street  
Sunbury, PA 17801  
Phone: (570) 495-2154

**Philadelphia County:**

Anti-Violence Partnership  
2000 Hamilton Street, #304  
Philadelphia, PA 19130  
Phone: (215) 567-6776

Cora Services, Inc.  
8540 Verree Road  
Philadelphia, PA 19111  
Phone: (215) 342-7660

Philadelphia Health Management Corporation  
260 South Broad Street, #1800  
Philadelphia, PA 19102  
Phone: (215) 985-2500

**Schuylkill County:**

Good Samaritan Counseling Center  
502 South 2nd Street, Suite A  
St Clair, PA 17970  
Phone: (570) 622-5898

**Somerset County:**

Somerset County Drug Free Communities  
300 North Center Avenue, Suite 500  
Somerset, PA 15501

**Tioga County:**

Tioga County Partnership  
P.O.Box 812  
33 Pearl Street  
Wellsboro, PA 16901  
Phone: (570) 723-0520

Tioga County DHS, Mansfield  
1873 Shumway Hill Road  
Wellsboro, PA 16901  
Phone: (570) 724-5766

**Washington County:**

Juvenile Probation Department  
29 West Cherry Avenue, Suite M414  
Washington, PA 15301  
Phone: (724) 228-6794

**York County:**

York County Juvenile Probation  
45 North George Street, 3rd Floor  
York, PA 17401  
Phone: (717) 771-9567

# PENNSYLVANIA CAREERLINK



Contact your county's CareerLink office to inquire about available youth workforce development services.

**Adams County:**

PA CareerLink Adams County  
150 V-Twin Drive  
Gettysburg, PA 17325  
Phone: (717) 334-1173  
Email: lgomez-rui@state.pa.us

**Allegheny County:**

PA Careerlink Alle-Kiski  
1150 5th Avenue  
New Kensington, PA 15068  
Phone: (724) 334-8600  
Email: eseftas@state.pa.us  
Note: Serves Allegheny and Westmoreland County

PA CareerLink Allegheny East  
2040 Ardmore Boulevard  
Pittsburgh, PA 15221  
Phone: (412) 436-2225  
Email: csrdoch@dli.state.pa.us  
Website: www.careerlinkpittsburgh.com

PA CareerLink Allegheny West  
Robinson Plaza Two  
Route 60 & Park Manor Drive, 4th Floor  
Pittsburgh, PA 15205  
Phone: (412) 809-3500  
Email: dlively@dhs.county.allegheny.pa.us

PA CareerLink Pittsburgh/Allegheny County  
425 6th Avenue, 22nd Floor  
Regional Enterprise  
Pittsburgh, PA 15219  
Phone: (412) 552-7100  
Email: eburau@pghcareerlink.org

PA CareerLink Westmoreland County at Youngwood  
151 Pavilion Lane  
Business and Industry Center  
Youngwood, PA 15697  
Phone: (724) 755-2330  
Email: RA-LI-BWDP-Youngwood@state.pa.us  
Website: <https://www.cwds.state.pa.us/cwdsonline>  
Note: Serves Allegheny and Westmoreland Counties.

**Armstrong County:**

PA CareerLink Armstrong County  
77 Glade Drive  
West Hills Commons  
Kittanning, PA 16201  
Phone: (724) 548-5693  
Email: mdillon@state.pa.us

**Beaver County:**

PA CareerLink Beaver County at Beaver Falls  
2103 9th Avenue  
Beaver Falls, PA 15010  
Phone: (724) 728-4860  
Email: dikline@state.pa.us

**Bedford County:**

PA CareerLink Bedford County  
1 Corporate Drive, Suite 103  
Bedford, PA 15522  
Phone: (814) 623-6107  
Email: jweidley@state.pa.us  
Note: Serves Bedford and Fulton Counties.

**Berks County:**

PA CareerLink Berks County  
501 Crescent Avenue  
Reading, PA 19605  
Phone: (610) 988-1300  
Email: info@bccl.org

**Blair County:**

PA CareerLink Blair County  
3001 Fairway Drive  
Altoona, PA 16602  
Phone: (814) 940-6200  
Email: jweidley@state.pa.us  
Note: Serves Blair and Clearfield Counties

**Bradford County:**

PA CareerLink Bradford/Sullivan Counties  
218 Main Street, Unit 1  
Towanda, PA 18848  
Phone: (570) 265-2171  
Email: cstanton@state.pa.us

**Bucks County:**

PA CareerLink Bucks County at Bristol  
1260 Veterans Highway  
Bristol, PA 19007  
Phone: (215) 781-1073  
Email: pbond@bcoet.org  
Note: Serves Bucks and Northampton Counties.

PA CareerLink Lehigh Valley at Allentown  
1601 Union Boulevard  
Allentown, PA 18109  
Phone: (610) 437-5627  
Email: khilbert@state.pa.us  
Website: [www.careerlinklehighvalley.org](http://www.careerlinklehighvalley.org)  
Note: Serves Bucks, Carbon, Lackawanna, Lehigh, Luzerne, Monroe, Northampton, Pike, and Wayne Counties.

**Butler County:**

PA CareerLink Butler County  
112 Hollywood Drive, Suite 101  
Pullman Commerce Center  
Butler, PA 16001  
Phone: (724) 431-4000  
Email: mweckerly@state.pa.us

**Cambria County:**

PA CareerLink Cambria County  
200 Lincoln Street  
Johnstown, PA 15901  
Phone: (814) 533-2493  
Email: deoleary@state.pa.us

**Carbon County:**

PA CareerLink Carbon County  
69 Broadway  
Jim Thorpe, PA 18229  
Phone: (570) 325-2701  
Email: carboncl@ptd.net  
Website: www.carboncareerlink.org  
Note: Serves Carbon and Schuylkill Counties.

PA CareerLink Lehigh Valley at Allentown  
1601 Union Boulevard  
Allentown, PA 18109  
Phone: (610) 437-5627  
Email: khilbert@state.pa.us  
Website: www.careerlinklehighvalley.org  
Note: Serves Bucks, Carbon, Lackawanna, Lehigh, Luzerne, Monroe, Northampton, Pike, and Wayne Counties.

**Centre County:**

PA CareerLink Centre County at State College  
1300 Benner Pike, Suite 2  
State College, PA 16801  
Phone: (814) 272-5465  
Email: lcalhoun@state.pa.us

PA CareerLink Clearfield County at Clearfield  
1125 Linden Street  
Clearfield, PA 16830  
Phone: (814) 765-8118  
Email: tvanderbur@state.pa.us  
Note: Serves Centre and Clearfield Counties

**Chester County:**

PA CareerLink Chester County at Coatesville  
250 Harmony Street  
Coatesville, PA 19320  
Phone: (610) 384-9393  
Email: rmcDonald@state.pa.us

**Clarion County:**

PA CareerLink Clarion County  
22 South 2nd Avenue  
Clarion, PA 16214  
Phone: (814) 223-1550  
Email: samuwagner@state.pa.us

**Clearfield County:**

PA CareerLink Blair County  
3001 Fairway Drive  
Altoona, PA 16602  
Phone: (814) 940-6200  
Email: jweidley@state.pa.us  
Note: Serves Blair and Clearfield Counties

PA CareerLink Clearfield County at Clearfield  
1125 Linden Street  
Clearfield, PA 16830  
Phone: (814) 765-8118  
Email: tvanderbur@state.pa.us  
Note: Serves Centre and Clearfield Counties

PA CareerLink Clearfield County at DuBois  
20 North 6th Street  
DuBois, PA 15801  
Phone: (814) 371-0250  
Email: tvanderbur@state.pa.us

**Clinton County:**

PA CareerLink Clinton County  
8 North Grove Street, Suite F  
Lock Haven, PA 17745  
Phone: (570) 893-4022  
Email: bryjones@state.pa.us

**Columbia County:**

PA CareerLink Columbia/Montour Counties  
351 Tenny Street  
Bloomsburg, PA 17815  
Phone: (570) 387-6288  
Email: lvanderpool@censop.com

**Crawford County:**

PA CareerLink Crawford County  
210 Chestnut Street  
Meadville, PA 16335  
Phone: (814) 337-5574  
Email: ssorge@state.pa.us  
Note: Serves Crawford and Erie Counties

**Cumberland County:**

PA CareerLink Cumberland County  
1 Alexandra Court  
Carlisle, PA 17015  
Phone: (717) 243-4431  
Email: smarte@state.pa.us

**Dauphin County:**

PA CareerLink Capitol Region  
349 Wiconisco Street  
Harrisburg, PA 17110  
Phone: (717) 783-3270  
Email: rbelle@state.pa.us

**Delaware County:**

PA CareerLink Delaware County at Chester City  
701 Crosby Street, Suite B  
Chester, PA 19013  
Phone: (610) 447-3350  
Email: gpayton@state.pa.us

PA CareerLink Delaware County at Media  
901 Media Line Road  
Delaware County Community College  
Media, PA 19063  
Phone: (610) 723-6000  
Email: wec@dccc.edu

**Elk County:**

PA CareerLink Elk County  
301 Depot Street  
Saint Marys, PA 15857  
Phone: (814) 834-2857  
Email: tbogacki@state.pa.us

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**Erie County:**

PA CareerLink Erie County  
1309 French Street  
Lovell Place  
Erie, PA 16501  
Phone: (814) 455-9966  
Email: eramalho@state.pa.us

PA CareerLink Crawford County  
210 Chestnut Street  
Meadville, PA 16335  
Phone: (814) 337-5574  
Email: ssorge@state.pa.us  
Note: Serves Crawford and Erie Counties

**Fayette County:**

PA CareerLink Fayette County  
135 Wayland Smith Drive  
Uniontown, PA 15401  
Phone: (724) 434-5627  
Email: emonaghan@state.pa.us

**Franklin County:**

PA CareerLink Franklin County  
600 Norland Avenue  
Chambersburg, PA 17201  
Phone: (717) 264-4584  
Email: ddonnell@state.pa.us  
Note: Serves Franklin and Fulton Counties.

**Fulton County:**

PA CareerLink Bedford County  
1 Corporate Drive, Suite 103  
Bedford, PA 15522  
Phone: (814) 623-6107  
Email: jweidley@state.pa.us  
Note: Serves Bedford and Fulton Counties.

PA CareerLink Franklin County  
600 Norland Avenue  
Chambersburg, PA 17201  
Phone: (717) 264-4584  
Email: ddonnell@state.pa.us  
Note: Serves Franklin and Fulton Counties.

**Greene County:**

PA CareerLink Greene County  
4 West High Street  
Waynesburg, PA 15370  
Phone: (724) 852-2900  
Email: bacole@state.pa.us

**Huntingdon County:**

PA CareerLink Huntingdon County  
54 Pennsylvania Avenue  
Huntingdon, PA 16652  
Phone: (814) 641-6408  
Email: emptrg@uplink.net

**Indiana County:**

PA CareerLink Indiana County  
300 Indian Springs Road  
Indiana, PA 15701  
Phone: (724) 471-7220  
Email: klazor@state.pa.us

**Jefferson County:**

PA CareerLink Jefferson County  
602 East Mahoning Street  
Punxsutawney, PA 15767  
Phone: (814) 938-0504  
Email: lamoses@state.pa.us

**Lackawanna County:**

PA CareerLink Lackawanna County  
135 Franklin Avenue  
Scranton, PA 18503  
Phone: (570) 963-4671  
Email: rmartucci@state.pa.us

PA CareerLink Lehigh Valley at Allentown  
1601 Union Boulevard  
Allentown, PA 18109  
Phone: (610) 437-5627  
Email: khilbert@state.pa.us  
Website: www.careerlinklehighvalley.org  
Note: Serves Bucks, Carbon, Lackawanna, Lehigh, Luzerne, Monroe, Northampton, Pike, and Wayne Counties.

**Lancaster County:**

PA CareerLink Lancaster County  
1016 North Charlotte Street  
Lancaster, PA 17603  
Phone: (717) 299-7631  
Email: lorir@libertyplace.net

**Lawrence County:**

PA CareerLink Lawrence County  
102 Margaret Street  
New Castle, PA 16101  
Phone: (724) 656-3165  
Email: eborrelli@wcjp.org

**Lebanon County:**

PA CareerLink Lebanon County  
243 Schneider Drive  
Lebanon, PA 17046  
Phone: (717) 274-2554  
Email: robertj@state.pa.us

**Lehigh County:**

PA CareerLink Lehigh Valley at Allentown  
1601 Union Boulevard  
Allentown, PA 18109  
Phone: (610) 437-5627  
Email: khilbert@state.pa.us  
Website: www.careerlinklehighvalley.org  
Note: Serves Bucks, Carbon, Lackawanna, Lehigh, Luzerne, Monroe, Northampton, Pike, and Wayne Counties.

**Luzerne County:**

PA CareerLink Luzerne County at Hazleton  
75 North Laurel Street  
Hazleton Center  
Hazleton, PA 18201  
Phone: (570) 459-3854  
Email: mtakach@state.pa.us  
Note: Serves Luzerne and Schuylkill Counties.

PA CareerLink Luzerne County at Wilkes-Barre  
32 East Union Street  
Wilkes-Barre Center  
Wilkes Barre, PA 18711  
Phone: (570) 826-2401  
Email: wdunn@state.pa.us

PA CareerLink Lehigh Valley at Allentown  
1601 Union Boulevard  
Allentown, PA 18109  
Phone: (610) 437-5627  
Email: khilbert@state.pa.us  
Website: www.careerlinklehighvalley.org  
Note: Serves Bucks, Carbon, Lackawanna, Lehigh, Luzerne, Monroe, Northampton, Pike, and Wayne Counties.

**Lycoming County:**

PA CareerLink Lycoming County  
145 West 3rd Street  
Williamsport, PA 17701  
Phone: (570) 601-5465  
Email: jbilger@state.pa.us

**McKean County:**

PA CareerLink McKean County  
40 Davis Street  
Bradford, PA 16701  
Phone: (814) 363-9100  
Email: mawillard@state.pa.us

**Mercer County:**

PA CareerLink Mercer County  
217 West State Street  
Cocca Building  
Sharon, PA 16146  
Phone: (724) 347-9257  
Email: apalumbo@state.pa.us

**Mifflin County:**

PA CareerLink Mifflin County  
McDic Plaza, 6395 SR 103N  
Building 58  
Lewistown, PA 17044  
Phone: (717) 248-4942  
Email: meby@tiu11.org

**Monroe County:**

PA CareerLink Monroe County  
Route 611  
Merchants Plaza  
Tannersville, PA 18372  
Phone: (570) 620-2850  
Note: Serves Monroe and Northampton Counties.

PA CareerLink Lehigh Valley at Allentown  
1601 Union Boulevard  
Allentown, PA 18109  
Phone: (610) 437-5627  
Email: khilbert@state.pa.us  
Website: www.careerlinklehighvalley.org  
Note: Serves Bucks, Carbon, Lackawanna, Lehigh,  
Luzerne, Monroe, Northampton, Pike, and Wayne  
Counties.

**Montgomery County:**

PA CareerLink Montgomery County  
1855 New Hope Street  
Norristown, PA 19401  
Phone: (610) 270-3429  
Email: pdrummond@state.pa.us  
Website: www.montcoworks.org

**Montour County:**

PA CareerLink Columbia/Montour Counties  
351 Tenny Street  
Bloomsburg, PA 17815  
Phone: (570) 387-6288  
Email: lvanderpool@censop.com

**Northampton County:**

PA CareerLink Bucks County at Bristol  
1260 Veterans Highway  
Bristol, PA 19007  
Phone: (215) 781-1073  
Email: pbond@bcoet.org  
Note: Serves Bucks and Northampton Counties.

PA CareerLink Lehigh Valley at Allentown  
1601 Union Boulevard  
Allentown, PA 18109  
Phone: (610) 437-5627  
Email: khilbert@state.pa.us  
Website: www.careerlinklehighvalley.org  
Note: Serves Bucks, Carbon, Lackawanna, Lehigh,  
Luzerne, Monroe, Northampton, Pike, and Wayne  
Counties.

**CareerLink Monroe County**

Route 611  
Merchants Plaza  
Tannersville PA 18372  
Phone: (570) 620-2850  
Note: Serves Monroe and Northampton Counties.

**Northumberland County:**

PA CareerLink Northumberland  
2 East Arch Street  
Shamokin, PA 17872  
Phone: (570) 644-6570  
Email: phess@censop.com

**Philadelphia County:**

PA CareerLink (Philadelphia) Nueva Esperanza  
4261 North 5th Street  
Philadelphia, PA 19140  
Phone: (215) 324-0746  
Email: eortiz@nueva.org

PA CareerLink Philadelphia North  
990 Spring Garden Street  
Philadelphia, PA 19123  
Phone: (215) 560-5465  
Email: niwoods@state.pa.us

PA CareerLink Philadelphia Northeast  
3210 Red Lion Road  
Philadelphia, PA 19114  
Phone: (215) 281-1038  
Email: jbuscher@state.pa.us

PA CareerLink Philadelphia Northwest  
235 West Cheltenham Avenue  
Philadelphia, PA 19144  
Phone: (215) 560-5187  
Email: joswest@state.pa.us

PA CareerLink (Philadelphia) Suburban Station  
1617 John F Kennedy Boulevard, Suite 200  
Philadelphia, PA 19103  
Phone: (215) 557-2592  
Email: esikina@pwdc.org

**Pike County:**

PA CareerLink Lehigh Valley at Allentown  
1601 Union Boulevard  
Allentown, PA 18109  
Phone: (610) 437-5627  
Email: khilbert@state.pa.us  
Website: www.careerlinklehighvalley.org  
Note: Serves Bucks, Carbon, Lackawanna, Lehigh,  
Luzerne, Monroe, Northampton, Pike, and Wayne  
Counties.

**Potter County:**

PA CareerLink Potter County  
279 US Highway 6 W  
Coudersport, PA 16915  
Phone: (814) 274-9330  
Email: tecole@state.pa.us

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**Schuylkill County:**

PA CareerLink Schuylkill County at Pottsville  
203 Arch Street  
Pottsville, PA 17901  
Phone: (570) 622-5253  
Email: fnieddu@redcogrp.com

PA CareerLink Carbon County  
69 Broadway  
Jim Thorpe, PA 18229  
Phone: (570) 325-2701  
Email: carboncl@ptd.net  
Website: www.carboncareerlink.org  
Note: Serves Carbon and Schuylkill Counties.

PA CareerLink Luzerne County at Hazleton  
75 N Laurel Street  
Hazleton Center  
Hazleton, PA 18201  
Phone: (570) 459-3854  
Email: mtakach@state.pa.us  
Note: Serves Luzerne and Schuylkill Counties.

**Snyder County:**

PA CareerLink Union/Snyder Counties  
713 Bridge Street, Suite 2  
Selinsgrove, PA 17870  
Phone: (570) 374-5751  
Email: ssnyder2@censop.com

**Somerset County:**

PA CareerLink Somerset County  
218 North Kimberly Avenue, Suite 4  
Somerset, PA 15501  
Phone: (814) 445-4161  
Email: jeanbrown@state.pa.us

**Sullivan County:**

PA CareerLink Bradford/Sullivan Counties  
218 Main Street, Unit 1  
Towanda, PA 18848  
Phone: (570) 265-2171  
Email: cstanton@state.pa.us

**Tioga County:**

PA CareerLink Tioga County  
56 Plaza Lane  
Wellsboro, PA 16901  
Phone: (570) 724-1939  
Email: phoagland@state.pa.us

**Union County:**

PA CareerLink Union/Snyder Counties  
713 Bridge Street, Suite 2  
Selinsgrove, PA 17870  
Phone: (570) 374-5751  
Email: ssnyder2@censop.com

**Venango County:**

PA CareerLink (Venango County) Oil Region  
255 Elm Street, Suite 1  
Oil City, PA 16301  
Phone: (814) 678-5050  
Email: lischell@state.pa

**Warren County:**

PA CareerLink Warren County  
2 Market Street  
Warren, PA 16365  
Phone: (814) 723-2350  
Email: samuwagner@state.pa.us

**Washington County:**

PA CareerLink Mon Valley  
570 Galiffa Drive  
Donora Industrial Park  
Donora, PA 15033  
Phone: (724) 379-4750  
Email: pbrickner@dli.state.pa.us

PA CareerLink Washington County  
Millcraft Center, Suite 150 LL  
90 West Chestnut Street  
Washington, PA 15301  
Phone: (724) 223-4500  
Email: nsninsky@state.pa.us

**Wayne County:**

PA CareerLink Lehigh Valley at Allentown  
1601 Union Boulevard  
Allentown, PA 18109  
Phone: (610) 437-5627  
Email: khilbert@state.pa.us  
Website: www.careerlinklehighvalley.org  
Note: Serves: Bucks, Carbon, Lackawanna, Lehigh,  
Luzerne, Monroe, Northampton, Pike, and Wayne  
Counties.

PA CareerLink Wayne County  
925 Court Street  
Honesdale, PA 18431  
Phone: (570) 253-1163  
Email: adeptue@state.pa.us

**Westmoreland County:**

PA CareerLink Alle-Kiski  
1150 5th Avenue  
New Kensington, PA 15068  
Phone: (724) 334-8600  
Email: eseftas@state.pa.us  
Note: Serves Allegheny and Westmoreland Counties.

PA CareerLink Westmoreland County at Youngwood  
151 Pavilion Lane  
Business and Industry Center  
Youngwood, PA 15697  
Phone: (724) 755-2330  
Email: RA-LI-BWDP-Youngwood@state.pa.us  
Website: www.cwds.state.pa.us/cwdsonline  
Note: Serves Allegheny and Westmoreland Counties.

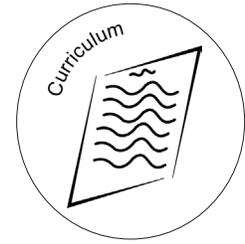
**York County:**

PA CareerLink York County  
841 Vogelsong Road  
York, PA 17404  
Phone: (717) 767-7600  
Email: wthorr@state.pa.us

## STOP NOW AND PLAN (SNAP)

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SNAP was first implemented in Allegheny County in 2008.



### **Allegheny County:**

Auberle  
1101 Hartman Street  
McKeesport, PA 15132  
Phone: (412) 462-7867

Holy Family Social Services  
8235 Ohio River Boulevard  
Pittsburgh, PA 15202  
Phone: (412) 766-9020

Kingsley Association  
6435 Frankstown Avenue  
Pittsburgh, PA 15206  
Phone: (412) 661-8751

## UPWARD BOUND



Contact the Upward Bound program that serves your county to inquire about high schools served and eligibility requirements.

### COUNTIES SERVED:

#### **Allegheny**

University of Pittsburgh Upward Bound

#### **Berks**

The Pennsylvania State University UB Math and Science

Reading Area Community College

#### **Blair**

Saint Francis University

#### **Cambria**

Saint Francis University

#### **Chester**

Lincoln University

#### **Clarion**

Clarion University

#### **Clearfield**

The Pennsylvania State University Upward Bound

#### **Clinton**

Lock Haven University

#### **Columbia**

Bloomsburg University of Pennsylvania

#### **Crawford**

Greater Erie Community Action Committee (GECAC)

#### **Dauphin**

The Pennsylvania State University Upward Bound

The Pennsylvania State University UB Math and Science

#### **Erie**

Greater Erie Community Action Committee (GECAC)

Northwest Tri-County Intermediate Unit

#### **Fayette**

California University of Pennsylvania

#### **Greene**

California University of Pennsylvania

#### **Huntingdon**

The Pennsylvania State University Upward Bound

#### **Indiana**

Indiana University of Pennsylvania UB Math and Science

#### **Jefferson**

Clarion University

#### **Lancaster**

Indiana University of Pennsylvania UB Math and Science

#### **Lawrence**

Clarion University

#### **Lehigh**

East Stroudsburg University

#### **Luzerne**

Wilkes University

#### **Lycoming**

Lock Haven University

#### **Mercer**

Clarion University

#### **Mifflin**

The Pennsylvania State University Upward Bound

#### **Monroe**

East Stroudsburg University

#### **Montgomery**

Montgomery County Community College

#### **Northampton**

East Stroudsburg University

#### **Northumberland**

Bloomsburg University of Pennsylvania

#### **Philadelphia**

Community College of Philadelphia

Educational Advancement Alliance, Inc.

Gwynedd-Mercy College (Serves Catholic High Schools)

Harcum College

Lincoln University

The Pennsylvania State University UB Math and Science

Temple University Upward Bound

Temple University UB Math and Science

University of Pennsylvania

**Schuylkill**

Bloomsburg University of Pennsylvania

**Venango**

Clarion University

**State of Pennsylvania:**

The Pennsylvania State University UB Math and Science

**UPWARD BOUND PROGRAM  
CONTACT INFORMATION:**

**Bloomsburg University of Pennsylvania Upward Bound**

Kate Bauman  
400 East Second Street  
WSSC 258  
Bloomsburg, PA 17815  
Phone: (570) 389-4280  
Fax: (570) 389-3025  
Email: kbauman@bloomu.edu  
Website: <http://departments.bloomu.edu/upwardbound>

**California University of Pennsylvania**

Upward Bound  
Gary Seelye  
250 University Avenue  
Box 76  
California, PA 15419  
Phone: (724) 938-4470  
Fax: (724) 938-5981  
Email: seelye@cup.edu  
Website: [www.cup.edu/education/acaddev/index.jsp?pageId=1580830010421143180937546](http://www.cup.edu/education/acaddev/index.jsp?pageId=1580830010421143180937546)

**Clarion University Upward Bound Program**

Michele Lagnese  
840 Wood Street  
Clarion, PA 16214  
Phone: (814) 393-2342 or (888) 894-2665 (PA only)  
Fax: (814) 393-2368  
Email: mlagnese@clarion.edu  
Website: [www.clarion.edu/admin/academicsupport/upward](http://www.clarion.edu/admin/academicsupport/upward)

**Community College of Philadelphia Upward Bound**

Lynn Sutherland  
1700 Spring Garden Street, Room W1-1  
Philadelphia, PA 19130  
Phone: (215) 751-8780  
Email: lsutherland@ccp.edu  
Website: [www.ccp.edu/VPACAFF/DIVCESS/UP/index\\_up.html](http://www.ccp.edu/VPACAFF/DIVCESS/UP/index_up.html)

**East Stroudsburg University Project Upward Bound**

Uriel Trujillo  
Trio Building  
200 Prospect Street  
East Stroudsburg, PA 18301  
Phone: (570) 422-3509  
Fax: (570) 422-2850  
Email: utrujillo@po-box.esu.edu  
Website: <http://www3.esu.edu/academics/pub/home.asp>

**Educational Advancement Alliance, Inc.**

Upward Bound  
Tia Reese-Moore  
4548 Market Street, Suite LL04  
Philadelphia, PA 19139  
Phone: (215) 472-2500  
Fax: (215) 472-2440  
Email: treece-moore@eaalliance.org  
Website: [http://eaalliance.org/main/index.php?option=com\\_content&view=](http://eaalliance.org/main/index.php?option=com_content&view=)

**Greater Erie Community Action Committee (GECAC)**

Upward Bound  
Michael Simon  
18 West Ninth Street  
Erie, PA 16501  
Phone: (814) 459-4581  
Fax: (814) 456-0161  
Email: msimon@gecac.org  
Website: [www.gecac.org/etcs.htm#ub](http://www.gecac.org/etcs.htm#ub)

**Gwynedd-Mercy College Upward Bound**

1325 Sumneytown Pike  
P.O. Box 901  
Gwynedd Valley, PA 19437  
Phone: (215) 646-7300, ext. 398  
Email: upwardbound@gmc.edu  
Website: [www.gmc.edu/about/upwardbound.php](http://www.gmc.edu/about/upwardbound.php)

**Harcum College Upward Bound Program**

Marsha Besong  
750 Montgomery Avenue  
Bryn Mawr, PA 19010  
Phone: (610) 526-6151 or (800) 669-5663  
Fax: (610) 526-6171  
Email: upwardbound@harcum.edu  
Website: [www.harcum.edu/CS\\_ABO\\_Upward\\_Bound.aspx](http://www.harcum.edu/CS_ABO_Upward_Bound.aspx)

**Indiana University of Pennsylvania**

Connie Kugel  
Upward Bound Math and Science Program  
McElhaney Hall, Room G12  
441 North Walk  
Indiana, PA 15705  
Phone: (724) 357-3033  
Fax: (724) 357-3034  
Email: connie.kugel@iup.edu  
Website: [www.iup.edu/upwardbound/default.aspx](http://www.iup.edu/upwardbound/default.aspx)

**Lincoln University Upward Bound**

Susan Powell  
B-3 University Hall  
1570 Baltimore Pike  
P.O. Box 179  
Lincoln University, PA 19352  
Phone: (610) 932-3551  
Fax: (610) 932-3489  
Email: spowell@lu.lincoln.edu  
Website: [www.lincoln.edu/upwardbound/index.html](http://www.lincoln.edu/upwardbound/index.html)

**Lock Haven University Upward Bound Program**

Caroll Rhodes  
North Fairview Street  
Russell Hall 105  
Lock Haven PA 17745  
Phone: (570) 484-3054  
Email: crhodes@lhup.edu  
Website: [www.lhup.edu/ad\\_c/UpwardBound/home.htm](http://www.lhup.edu/ad_c/UpwardBound/home.htm)

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**Montgomery County Community College**

Upward Bound  
C. Nicole Henderson  
Student Success Center  
340 DeKalb Pike  
Blue Bell, PA 19422  
Phone: (215) 641-6576  
Fax: (215) 619-4189  
Email: nhenders@mc3.edu  
Website: www.mc3.edu/campuslife/outreach

**Northwest Tri-County Intermediate Unit**

Upward Bound Math and Science  
Sheri Welsh  
Millcreek Learning Center  
3814 Asbury Road  
Erie, PA 16506  
Phone: (814) 836-0870  
Fax: (814) 836-8690  
Email: sheri\_welsh@iu5.org  
Website: www.iu5.org

**The Pennsylvania State University Upward Bound**

Mickey Bellet  
203 Grange Building  
University Park, PA 16802  
Phone: (814) 865-2320  
Fax: (814) 865-2766  
Email: mlb43@psu.edu  
Website: www.equity.psu.edu/ub/index.asp

**The Pennsylvania State University**

Upward Bound Math and Science Center  
Jody Markley  
210 Grange Building  
University Park, PA 16802  
Phone: (814) 863-1296  
Fax: (814) 863-7959  
Email: jlm110@psu.edu  
Website: www.equity.psu.edu/ubms/index.asp

**Reading Area Community College Upward Bound**

Mrs. Sandra Sorrels  
10 South 2nd Street  
P.O. Box 1706  
Reading, PA 19603  
Phone: (610) 374-0844  
Fax: (610) 374-6755  
Email: ssorrels@racc.edu  
Website: www.racc.edu/UpwardBound/Default.aspx

**Saint Francis University Upward Bound**

Anne Heinzeroth  
P.O. Box 600  
210 Schwab Hall  
Loretto, PA 15940  
Phone: (814) 472-3203  
Fax: (814) 472-3863  
Email: AHeinzeroth@francis.edu  
Website: www.francis.edu/UpwardBoundHome.htm

**Temple University Upward Bound Program**

Michael Stokes  
Vivacqua Hall 206  
1700 North Broad Street  
Philadelphia, PA 19122  
Phone: (215) 204-5132  
Fax: (215) 204-2173  
Email: michael.stokes@temple.edu  
Website: http://www.temple.edu/rcc/ub.htm

**Temple University Math and Science  
Upward Bound**

Michael Stokes  
Vivacqua Hall 215  
1700 North Broad Street  
Philadelphia, PA 19122  
Phone: (215) 204-3112  
Email: michael.stokes@temple.edu  
Website: www.temple.edu/rcc/msub.htm

**University of Pennsylvania Upward Bound**

Michael Cruz  
220 South 40th Street, Suite 260  
Philadelphia, PA 19104  
Phone: (215) 898-3185  
Fax: (215) 898-9301  
Email: miccruz@upenn.edu  
Website: www.vpul.upenn.edu/aap/ub/

**University of Pittsburgh Upward Bound**

Dione Rawlings  
G-50 Gardner Steel Conference Center  
Pittsburgh, PA 15260  
Phone: (412) 648-1957  
Email: rawlings@as.pitt.edu  
Website: www.as.pitt.edu/undergraduate

**Wilkes University**

Margaret Espada  
Upward Bound  
84 West South Street  
Conyngham Student Center  
Wilkes Barre, PA 18766  
Phone: (570) 408-3232  
Fax: (570) 408-4907  
Email: margaret.espada@wilkes.edu  
Website: www.wilkes.edu/pages/362.asp

# YOUTHBUILD



Pennsylvania has 14 YouthBuild programs as of September 2009.

## **Allegheny County:**

Garfield Jubilee Association, Inc.  
5138 Penn Avenue  
Pittsburgh, PA 15224  
Phone: (412) 665-5200

The Pittsburgh Project  
2801 North Charles Street  
Pittsburgh, PA 15214  
Phone: (412) 321-1678, ext. 141

## **Berks County:**

United Community Services YouthBuild  
116 North 5th Street  
Reading, PA 19601  
Phone: (610) 374-3319

## **Cambria County:**

YouthBuild Johnstown  
540 Central Avenue  
Johnstown, PA 15902  
Phone: (814) 536-3536

## **Clinton County:**

Lycoming-Clinton Commission for Community Action (STEP), Inc.  
2138 Lincoln Street  
Williamsport, PA 17701  
Phone: (570) 601-9675

## **Dauphin County:**

Harrisburg City School District  
2915 North 3rd Street  
Harrisburg, PA 17110  
Phone: (717) 703-4451

## **Delaware County:**

Chester YouthBuild  
1 East 9th Street  
P.O. Box 572  
Chester, PA 19016  
Phone: (610) 490-0205

## **Erie County:**

Bayfront NATO  
312 Chestnut Street  
Erie, PA 16507  
Phone: (814) 459-2761

## **Lancaster County:**

Spanish American Civic Association  
545 North Pershing Avenue  
Lancaster, PA 17602  
Phone: (717) 397-6267

## **Lycoming County:**

Lycoming-Clinton Commission for Community Action (STEP), Inc.  
2138 Lincoln Street  
Williamsport, PA 17701  
Phone: (570) 601-9675

## **Montgomery County:**

Montgomery County Workforce Investment Board  
600 North Franklin Street  
Pottstown, PA 19464  
Phone: (610) 906-6196

## **Philadelphia County:**

Connection Training Services  
2243 West Allegheny Avenue  
Philadelphia, PA 19132  
Phone: (215) 430-5532

YouthBuild Philadelphia Charter School  
1231 North Broad Street, 3rd Floor  
Philadelphia, PA 19122  
Phone: (215) 627-8671  
Website: [www.youthbuildphilly.org](http://www.youthbuildphilly.org)

## **Union County:**

Central Pennsylvania Workforce Development Corporation  
1610 Industrial Boulevard, Suite 500A  
Lewisburg, PA 17837  
Phone: (570) 522-0600  
NOTE: This agency is located in Union County, but serves nine counties: Centre, Clinton, Columbia, Lycoming, Mifflin, Montour, Northumberland, Snyder, and Union. Contact to verify the counties their YouthBuild program serves.

## **York County:**

Crispus Attucks YouthBuild  
605 South Duke Street  
York, PA 17403  
Phone: (717) 848-3610  
Website: [www.crispusattucks.org/youthbuild.html](http://www.crispusattucks.org/youthbuild.html)

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## APPENDIX D

# PENNSYLVANIA CHILD LABOR LAWS AND WORK PERMITS

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## APPENDIX D

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# PENNSYLVANIA CHILD LABOR LAWS AND WORK PERMITS

### **Pennsylvania Child Labor Law**

The Pennsylvania Child Labor Law was enacted to “provide for the health, safety, and welfare of minors by forbidding their employment or work in certain establishments and occupations, and under certain specified ages.”<sup>1</sup> The Child Labor Law requires minors to obtain work permits prior to beginning work. This law, with the exception of farm work or domestic service in a private home, covers work in any establishment other than the minor’s residence.

A summary of the Pennsylvania law is available on the Pennsylvania Department of Labor and Industry’s Abstract of the Child Labor Law (see next page or [www.dli.pa.us](http://www.dli.pa.us)). All employers must have a copy of the abstract posted in a conspicuous place if any person under age 18 is employed.

**MUST BE POSTED IN A CONSPICUOUS PLACE WHERE ANY PERSON UNDER AGE 18 IS EMPLOYED  
ABSTRACT OF THE CHILD LABOR LAW**

This summary is for general information and is not to be considered in the same light as official statements contained in the Law or its regulations.

**MINIMUM AGE:** Minors under 14 years of age may not be employed or permitted to work in any occupation, except children employed on farms or in domestic service in private homes. No minor under 14 years of age may be employed on a farm by a person other than the farmer. Under certain restrictions, caddies may be employed at the age of 12, news carriers at 11 years of age, and juvenile performers in the entertainment field at the age of 7. Minors and infants may be in the cast of a motion picture if special permit is obtained.

**EMPLOYMENT CERTIFICATES:** No person under the age of 18 shall be employed without a general or vacation employment certificate. The employment certificates are issued by school authorities and, except for the transferable work permit, must be kept on file.

Special performance permits are required for minors in theatrical and other performances at ages and hours permitted by the Law. Applications may be obtained from the offices listed on the reverse side of this abstract.

A transferable work permit may be issued to 16 and 17 year olds. Obtain these through your local school district. A minor issued a transferable work permit is not required to obtain a new permit or certificate each time he/she changes employers: however, the employer is required to notify the issuing school district in writing within five days when a minor begins or terminates employment. Additionally, the employer must keep detained records of the minors at the work site. A photocopy of the transferable work permit may be used as a record, provided that the employer records the occupation in which the minor is engaged on such photocopy.

**RECORD KEEPING:** Employers are required to maintain true and accurate schedules for each minor employed

**HOURS OF EMPLOYMENT - AGES 14 & 15**

HOURS OF EMPLOYMENT	NIGHT WORK
<p>During School Term: Maximum 4 hours on school days; 8 hours on any other day, and 18 hours per school week (Monday thru Friday), and only at a time that does not interfere with school attendance. Plus 8 additional hours on Saturday and/or Sunday.</p> <p>During Summer Vacations: Maximum 8 hours per day, 44 hours per week.</p>	<p>Employment prohibited after 7 PM and before 7 AM. (Exception: Summer Vacation employment until 10 PM). (Exception: Minors from age 11 may be employed at distributing or selling newspapers, magazines or other publications between 6 AM and 8 PM) (Exception: Minors employed on a farm by a person other than the farmer in the hatching, raising, or harvesting of poultry may be employed or permitted to work until 10 PM as long as the minors are not working in an agricultural occupation declared hazardous by the U.S. Secretary of Labor.)</p>

**HOURS OF EMPLOYMENT - AGES 16 & 17\***

HOURS OF EMPLOYMENT	NIGHT WORK
<p>During School Term: Maximum 28 hours per school week (Monday thru Friday) if enrolled in regular day school. Plus 8 additional hours on Saturday and 8 additional hours on Sunday. However, maximum daily hours cannot exceed 8 hours per day.</p> <p>During Summer Vacations: Maximum 8 hours per day, 44 hours per week.</p>	<p>During School Term: Students may not work after midnight (Sunday thru Thursday) or before 6 AM during the entire week. (Exception: Students may work the night preceding a school holiday occurring during the school year until 1 AM the next morning.) Students may work Friday night until 1 AM Saturday morning and on Saturday night until 1 AM Sunday morning.</p> <p>During Summer Vacations: No night work limit for students. No night work limit at any time for minors legally excused from school attendance.</p>

**EXCEPTION:** A) 17 year olds, who have graduated from high school or who have attained their academic potential as determined by the Chief School Administrator, may be treated for purposes of the Child Labor Law as 18 years of age.  
B) Special rules apply to 16 and 17 year olds employed during the summer by summer resident camp or a conference or a retreat operated by a religious or scout organization.

**AT ANY TIME:** MAXIMUM EMPLOYMENT 6 DAYS PER WEEK. 30-MINUTE MEAL PERIOD REQUIRED ON OR BEFORE 5 CONSECUTIVE HOURS OF WORK.

**PENALTY:** Any person, agent or manager for any person violating or permitting any violation of the Child Labor Law shall upon conviction, be subject to a fine of not less than \$100 nor more than \$300 for the first offense and not less than \$250 nor more than \$1,000 for any subsequent offense or imprisonment for 10 days or both.

Under the Workers' Compensation Law, fifty- percent additional compensation shall be paid to any minor injured while illegally employed, all of which shall be paid by the employer.

**OCCUPATIONS PROHIBITED - See below**

NOTE THE FOLLOWING:

**Motor Vehicle Code:** Minors 16 and over after July 1, 1977 are permitted to operate a single vehicle not in excess of 30,000 pounds registered gross weight or any such vehicle towing a trailer not in excess of 10,000 pounds gross weight.

**Sec. 493(13) Liquor Code:** Under 16, employed by or in connection with any establishment where alcoholic liquors are distilled, rectified, compounded, brewed, manufactured, bottled, sold or dispensed, provided that minors from age 16 may be employed on licensed premises as food waitresses or waiters and busboys/girls.

At age 18, such persons may serve and handle alcoholic liquors where sold or dispensed.

**ABSTRACT OF THE CHILD LABOR LAW – CONTINUED**

**PROHIBITED OCCUPATIONS FOR MINORS**

**UNDER 18**

BOATS: Pilot, fireman or engineer on any boat or vessel.  
BRICKS: Working on horizontal or vertical pug mills.  
CRANE OPERATORS: Cranes and hoists.  
ELECTRICAL WORK: All electrical wiring\*, installing, removing and testing electric meter\*.  
ELEVATORS: Operators or managers of passenger or freight elevators. Hoisting or lifting machinery.  
EXCAVATION: Within tunnels or shafts and trenches more than four feet in depth\*.  
EXPLOSIVES: Where explosives are manufactured, handled or stored.  
MACHINERY: Cleaning or oiling machinery in motion. Operating or assisting in the operation of the following: Emery Wheels\*\*, metal plate bending machine\*, mixing machine in bakeries\*, punch press\*\*, wire-stitching machines\*, woodworking machinery (power driven)\*.  
MEAT GRINDERS: Operation of power driven food-chopping, meat grinding, slicing or processing machines\*.  
METAL INDUSTRIES: Work in rolling mills\*, handling bull ladles and around furnaces.  
MINES: Dangerous occupations in or around any mine.  
MOTION PICTURES: Projectionist.  
PAINT, ACIDS, AND POISONS: In any capacity in the manufacture of paint, color or white-lead, poisonous dyes, or compositions using dangerous lead or acids.  
PITS AND QUARRIES: Most occupations.  
POOL AND BILLIARD ROOMS: Any occupation.  
PRINTING INDUSTRY: Operate power driven paper cutters or circular saws\*.  
RADIOACTIVE SUBSTANCES: In all occupations involving exposure to radioactive substances\*\*\*, or ionizing radiation\*\*\*.  
RAILROADS AND RAILWAYS: Section hand, track repairing, gatetending, switch-tending, brakeman, fireman, engineer, motorman, or conductor.  
ROOFING: All occupations\*.  
RIVETS: Heating and passing rivets, except under special conditions.  
SPRAY COATING: Spray coating with substances containing lead, benzol or ground siliceous material\*.  
SLAUGHTERING AND MEAT PACKING: Most occupations.  
TANNERIES: Tanning process.  
WELDING: Acetylene or electric welding\*.  
WRECKING AND DEMOLITION: All occupations.

\*EXCEPT APPRENTICES, STUDENT LEARNERS, AND GRADUATES OF AN APPROVED VOCATIONAL, TECHNICAL OR INDUSTRIAL EDUCATION CURRICULUM WHICH PREPARED THEM FOR EMPLOYMENT IN THE SPECIFIC OCCUPATION.

\*\*EXCEPT APPRENTICES, STUDENT LEARNERS, LABORATORY STUDENT AIDES AND GRADUATES OF AN APPROVED VOCATIONAL, TECHNICAL OR INDUSTRIAL EDUCATION CURRICULUM WHICH PREPARED THEM FOR EMPLOYMENT IN THE SPECIFIC OCCUPATION.

\*\*\*EXCEPT LABORATORY STUDENT AIDES AND GRADUATES OF AN APPROVED VOCATIONAL, TECHNICAL OR INDUSTRIAL EDUCATION CURRICULUM WHICH PREPARED THEM FOR EMPLOYMENT IN THE SPECIFIC OCCUPATION.

**UNDER 16**

BOATS: Working on any boat engaged in transportation of passengers or merchandise.  
BOWLING CENTERS: In any capacity except snack bar attendants, control desk clerks, and scorer attendants.  
BUILDING TRADES: Heavy work.  
COAL DREDGES: Any work on coal dredges.  
HEATING AND PASSING RIVETS: In any capacity.  
HIGHWAYS: Sections of the highways that are open to the public for vehicular travel.  
INDUSTRIAL HOMEWORK: May not manufacture at home any materials or articles under a contract from a manufacturer or contractor.  
MANUFACTURING: Any manufacturing or mechanical process.  
MINES: In any capacity.  
POOL AND BILLIARD ROOMS: In any capacity.  
RAILROADS: In any capacity.  
SCAFFOLDING: On scaffolding and ladders.  
STRIKES OR LOCKOUTS: Unless legally certified to work before strike or lockout.  
TUNNELS: In any capacity.  
WINDOW CLEANERS: Above ground level.

Address inquiries, complaints or request for additional copies of this poster to one of the offices of the Pennsylvania Bureau of Labor Standards:

ALTOONA 16601  
STATE OFFICE BUILDING  
1101 GREEN AVENUE, ROOM 143  
TELEPHONE: 814-946-7374

HARRISBURG 17120  
LABOR & INDUSTRY BUILDING  
ROOM 1305A  
SEVENTH & FORSTER STREETS  
TELEPHONE: 717-787-4671

PHILADELPHIA 19130  
STATE OFFICE BUILDING  
ROOM 110B  
1400 SPRING GARDEN STREET  
TELEPHONE: 215-560-1858

PITTSBURGH 15222  
STATE OFFICE BUILDING  
ROOM 1201  
300 LIBERTY AVENUE  
TELEPHONE: 412-565-5300

SCRANTON 18503  
STATE OFFICE BUILDING  
ROOM 201B  
100 LACKAWANNA AVENUE  
TELEPHONE: 717-963-4577

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## Work Permits

All youth between the ages of 14 and 17 who have not graduated from high school or obtained a GED must have a work permit to be legally employed in Pennsylvania. Those under 14 cannot work legally in most jobs in Pennsylvania.

### WORK PERMIT APPLICATION PROCESS:

1. Youth can obtain an Application for Employment Certificate or Transferable Work Permit (see next page) from the school district in which the youth resides or the school the youth attends. (Note: Youth may also wish to obtain an Attestation Documentation form—see next page—in the event their parent, guardian or legal custodian is unable to accompany them when they return the completed work permit application to the issuing officer.)
2. Youth should print name and address in Part “A” prior to giving it to employer and physician to complete. The issuing officer will complete part “A” when the completed application is submitted.
3. Part “C” must be completed by the prospective employer, who will supply the number of hours the youth will be working, name, address and telephone number of employer and signature of owner or manager. (Note: Youth can bring the form when looking for work. If an employer says he cannot hire the youth until he/she has working papers, the youth can ask him to sign the application so working papers can be secured.)
4. Part “D” must be completed by an examining physician, certified nurse practitioner, or certified registered nurse practitioner employed by the school district, youth or prospective employer. (The date of the physical cannot be more than one year old.)
5. The youth will then take the completed application to the issuing officer along with proof of age. Acceptable documents include birth certificate, baptismal certificate, passport, or photo driver’s license/permit. The identification must list the date of birth. Educational records may NOT be used to verify age.
6. The youth must be accompanied by a parent, guardian or legal custodian, who will complete Part “B” in the presence of the issuing officer. If the parent, guardian or legal custodian is unable to attend, they may instead sign an Attestation Document in the presence of a notary public attesting to the accuracy of the facts set forth on the application and have it notarized. The Attestation Document must be attached to the application and proof of age must still be presented to the issuing officer.

## APPLICATION FOR EMPLOYMENT CERTIFICATE OR TRANSFERABLE WORK PERMIT

PDE-4565 (10/91)

Date of Application \_\_\_\_\_  
Certificate/Permit Number \_\_\_\_\_  
Date Issued \_\_\_\_\_

**A. To be completed by issuing officer**

Name of Minor _____	Signature of Issuing Officer _____
Sex _____	
Color of Hair _____	
Color of Eyes _____	

Any Distinguishing Physical Characteristics: \_\_\_\_\_  
School District - Name and Address \_\_\_\_\_

Place of Residence \_\_\_\_\_

Date of Birth			Evidence of age accepted and filed. Evidence shall be required in the order designated. Cross out all but the one accepted.		
Month	Day	Year	a. Transcript of birth certificate	b. Baptismal certificate or transcript	c. Passport
			d. Other documentary evidence	e. Affidavit of parent or guardian accompanied by physician's statement of opinion as to the age of the minor	

**B. To be completed by parent, guardian or legal custodian in presence of issuing officer**

I, the parent, guardian or legal custodian of the above-named minor, request the issuance of an employment certificate as indicated below:

Mark only one

\_\_\_\_\_ General Employment Certificate      \_\_\_\_\_ Transferable Work Permit (in lieu of General Employment Certificate)

\_\_\_\_\_ Vacation Employment Certificate      \_\_\_\_\_ Transferable Work Permit (in lieu of Vacation Employment Certificate)

Signature of Parent, Guardian or Legal Custodian \_\_\_\_\_  
Name and Address of Parent, Guardian or Legal Custodian \_\_\_\_\_

Commonwealth of Pennsylvania - Department of Education

**C. To be completed by prospective employer**

The undersigned expects to employ the minor as \_\_\_\_\_ in the industry of \_\_\_\_\_ (kind of industry)  
 The minor will work during such times and in accordance with the maximum hours permissible by law as established by Section 4 and 12 of the Child Labor Law, Act of May 13, 1915, P.L. 285, No. 177, as amended.

**\* Hours of employment—Ages 14 and 15**

Maximum 3 hours on school days  
 Maximum 18 hours per week  
 Maximum 8 hours on nonschool days  
 Maximum 10 hours per nonschool week

**Summer Vacation**

Maximum 8 hours per day  
 Maximum 40 hours per week

**Night Work**

School term—may not work after 7 p.m. or before 7 a.m.  
 Exception - Summer Vacation until 9 p.m. but not before 7 a.m.

**\*Federal Law**

**Hours of employment—Ages 16 and 17**

Maximum 8 hours on any given day  
 Maximum 28 hours (Mon.-Fri.). Plus an additional 8 hours on Saturday and an additional 8 hours on Sunday.  
 Maximum 44 hours per week.

Summer Vacation: Maximum 8 hours per day  
 44 hours per week.

**Night Work**

School Term: May not work after midnight Sunday thru Thursday or before 6 a.m. any day.  
 Exception: Preceding non-school day 1 a.m.  
 No limits during summer.

Employer: Within the limitations as identified in "Hours of Employment," please fill in the following:

Sun. \_\_\_\_\_ hrs. \_\_\_\_\_ hrs. \_\_\_\_\_ hrs. \_\_\_\_\_ hrs. \_\_\_\_\_ hrs. \_\_\_\_\_ hrs.  
 Mon. \_\_\_\_\_ hrs. \_\_\_\_\_ hrs. \_\_\_\_\_ hrs. \_\_\_\_\_ hrs. \_\_\_\_\_ hrs. \_\_\_\_\_ hrs.  
 Tues. \_\_\_\_\_ hrs. \_\_\_\_\_ hrs. \_\_\_\_\_ hrs. \_\_\_\_\_ hrs. \_\_\_\_\_ hrs. \_\_\_\_\_ hrs.  
 Wed. \_\_\_\_\_ hrs. \_\_\_\_\_ hrs. \_\_\_\_\_ hrs. \_\_\_\_\_ hrs. \_\_\_\_\_ hrs. \_\_\_\_\_ hrs.  
 Thurs. \_\_\_\_\_ hrs. \_\_\_\_\_ hrs. \_\_\_\_\_ hrs. \_\_\_\_\_ hrs. \_\_\_\_\_ hrs. \_\_\_\_\_ hrs.  
 Fri. \_\_\_\_\_ hrs. \_\_\_\_\_ hrs. \_\_\_\_\_ hrs. \_\_\_\_\_ hrs. \_\_\_\_\_ hrs. \_\_\_\_\_ hrs.  
 Sat. \_\_\_\_\_ hrs. \_\_\_\_\_ hrs. \_\_\_\_\_ hrs. \_\_\_\_\_ hrs. \_\_\_\_\_ hrs. \_\_\_\_\_ hrs.

Maximum hours: per day \_\_\_\_\_ per week \_\_\_\_\_

Name, address and telephone number of employer: \_\_\_\_\_

Signature of Owner or Manager: \_\_\_\_\_ Zip \_\_\_\_\_

**D. To be completed by examining physician, certified nurse practitioner or certified registered nurse practitioner employed by the board of school directors, by the minor's family physician or by a physician designated by the prospective employer.**

I hereby certify that the minor named on this form has been thoroughly examined and:

- \_\_\_\_\_ is physically qualified for the employment specified in the statement of the prospective employer.
- \_\_\_\_\_ is physically qualified for the period of \_\_\_\_\_, after which time a new examination is required.
- \_\_\_\_\_ is physically qualified with the following limitations: \_\_\_\_\_

Signature of Examiner: \_\_\_\_\_

Address of Examiner: \_\_\_\_\_

**Attestation Document**

This form may be used as stated in the following excerpt of the Child Labor Law, as amended: Section 10 ". . . . In lieu of the personal appearance of the parent, guardian, legal custodian, or next friend of the minor, such person may execute a statement before a Notary Public or other person authorized to administer oaths attesting to the accuracy of the facts set forth in the application . . . ."

The application referred to in the above law is the Application For Employment Certificate or Transferable Work Permit, Form PDE 4565.

When this form is used in lieu of personal appearance, the completed form shall be attached to the application form PDE-4565 and transmitted to the responsible Work Permit Issuing Officer of the public school district in which the minor, so named on the application, resides.

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I attest that the information contained on the Application For Employment or Transferable Work Permit, Form PDE-4565 made out in the name of \_\_\_\_\_ is true and accurate.

(Minor's Name)

Signature of Notary Public or other person authorized to administer oaths

Signature of parent, guardian legal custodian or next of friend

Signature \_\_\_\_\_

Date \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

PDE-4565A (3/89)

## FREQUENTLY ASKED QUESTIONS:

Following are frequently asked questions regarding work permits.<sup>2</sup>

**Q:** Where do I get a work permit?

**A:** Each school district is responsible for issuing work permits to all minors who reside in the district including those who attend non-public schools or are participating in a home education program. Contact your school district to find out which building you should go to and what hours the work permit-issuing officer is available.

**Q:** What is the procedure for getting a work permit?

**A:** An application for a work permit may be obtained at your local school district. The prospective employer must indicate on the application what type of work the student will be doing and what hours the student will be working. The student then gets a physical and the doctor signs the application. The application is then returned to the issuing officer.

The student must be accompanied by a parent or guardian when returning the application to the issuing officer. If this is not possible, then an Attestation Document may be obtained from the school district and the parent must sign the document and have it notarized. The issuing officer must also be presented with a document that verifies the age of the student. The Child Labor Law prohibits the use of educational records to be used to verify age, so you will need a birth certificate, baptismal certificate, passport, or photo driver's license as proof of age.

**Q:** What are the different kinds of work permits?

**A:** Students who are 14 and 15 are issued Vacation Work Certificates. This allows them to work during the time school is not in session – after school, weekends and vacations. This certificate is good for one employer only. If the student gets a second job, then another Certificate is needed. The Vacation Certificate is good until the student turns 18, so if the student does not change employers, then no other certificate will be needed.

Students who are 16 and 17 are issued Transferable Work Permits. Once this is issued, the student will not need another permit. Each employer is to make a copy of the Transferable Permit and return the original to the student.

**Q:** How long do school districts have to keep the work permit applications on file?

**A:** The Child Labor Law requires that they be kept for two years after the student graduates or leaves the district.

**Q:** If a student had a Vacation Certificate for work last summer and will be employed by the same employer this summer, can they use the same Certificate?

**A:** Only if the student was not officially terminated by the employer. The law requires that upon termination, the employer must return the Vacation Certificate by mail to the school district issuing the certificate. If the student is not terminated, and since Vacation Certificates can only be used for employment with the employer named on the Certificate, it would be permissible for the same certificate to be used.

**Q:** Once a Transferable Permit is issued, how are school districts supposed to know if a student changes jobs?

**A:** Each employer is required by law to notify the school district, in writing, each time a student is hired and when the student is no longer employed. This must be done within five days of the student starting or ending employment.

**Q:** Can a school district refuse to issue a work permit, or revoke one, on the grounds of the student's poor attendance, grades or behavior?

**A:** No. The law has no provision to revoke a permit and a permit **MUST** be issued if a student meets the criteria in the law to have a permit issued.

## FREQUENTLY ASKED QUESTIONS CONTINUED:

Q: How many hours of employment does a 16 year old need in order to drop out?

A: Section 1330 Of the Pennsylvania Public School Code states that a 16 year old student “who is regularly engaged in any useful and lawful employment or service during the time the public schools are in session, and who holds an employment certificate issued according to the law” is exempt from compulsory attendance. There is no specific number of hours given in Section 1330. Therefore, each school district should have a policy that specifies how many hours of employment are necessary in order for a student to withdraw at age sixteen (16).

Q: Can a student drop out at age 16 to work as a babysitter?

A: Section 1330 of the Pennsylvania School Code allows for 16 year olds to drop out if the employment they are seeking requires a work permit. There must be a formal employer-employee relationship. That means that all of the state and federal notifications by employers must be made as well as withholding and reporting of taxes. Most arrangements for babysitting cannot meet this standard. Self-employment would also not fit under the terms established in Section 1330.

Q: If a student drops out at age 17, do they still need a work permit?

A: No. The law states that any 17 year old who is a high school graduate or who has attained his or her academic potential is exempt from the child labor law. The Department of Education has interpreted this to mean that no work permit is needed for a seventeen year old who has dropped out. The school district from which the student has dropped out should give the student a letter that verifies his or her age and that the student has withdrawn. The student should provide the employer with a copy of the letter.

Q: If a student is 18 and still attending high school, does he or she need a work permit?

A: No. Even though a minor is still in high school, once they turn 18, the Child Labor Law no longer covers them.

Q: Can a parent sign a waiver to allow a student to work more hours, or later hours, than is permitted by law?

A: No. The Child Labor law does not have any waiver provisions.

Q: The federal law states that 14 and 15 year old students can work 3 hours after school, but the state law says they can work 4 hours after school. How many hours can they work?

A: Those students can only work 3 hours. When there is a conflict between the state and federal law, the stricter standard is enforced. In this case it is the federal law. As is listed on the back of the Vacation work certificate for 14 and 15 year olds, they can work 3 hours after school. Also under the federal law, 14 and 15 year old students cannot work past 7 PM during the school year. Even though the state law sets the deadline at 10 PM, the 7 PM limit must be observed.

Q: Is there information on the Internet about the federal child labor law standards?

A: Yes. There is an overview at:  
<http://www.dol.gov/esa/regs/compliance/whd/whdfs43.htm>.

The complete set of regulations (pdf) is at:  
<http://www.dol.gov/esa/regs/compliance/whd/childlabor10l.pdf>.

Q: If a family wants to employ their child in their business, are they exempt from the Child Labor Law?

A: No. There is such an exemption under federal law for family business that does not involve manufacturing, but there is no similar exemption under state law.

## FREQUENTLY ASKED QUESTIONS CONTINUED:

- Q: Who issues work permits to students from other states who will be working in Pennsylvania during the summer?
- A: The school district where the employer is located issues the work permit.
- Q: Who issues a work permit for a student from Pennsylvania who will be working in another state?
- A: The student will need a work permit from the state in which he or she will be working. The student should contact the school district in which the employer is located.
- Q: If a Pennsylvania student will be working in another part of the state, who issues the work permit?
- A: The school district in which the student resides issues the work permit for all employment to be performed in Pennsylvania.
- Q: If a student was issued a Vacation Certificate and now turns 16 and wants a Transferable Permit, can a school district issue one without starting the application process over?
- A: If the student is currently working, then yes, the school district may issue a Transferable Permit to that student. If a student has a Vacation Certificate and turns 16 and is not working, then the student would have to fill out a new application when he or she applies for a new job.
- Q: If a student wants to work as a model or performer for theater, television or the movies, what permit is needed?
- A: The Department of Labor and Industry issues a Special Performance Permit for the employment of minors seven (7) to eighteen (18) years of age. This permit is for theatrical productions, musical recitals or concerts, entertainment acts, modeling, radio, television, motion picture making, or in other similar forms or media of entertainment to be performed in Pennsylvania. Children younger than seven (7) may be issued this permit to work in film or video productions, but not still photography.
- If the performance or rehearsals will require any absence from school, there is a section on this permit that requires the signature of the building principal and work permit issuing officer. Arrangements have to be made to ensure that participating in the performances will not interfere with the student's academic progress. To obtain an application for this permit, or for additional information, contact the Department of Labor and Industry at 1-800-932-0665.
- Q: If a student is being home schooled, do all of the Child Labor Laws apply?
- A: The U.S. Department of Labor has ruled that home schooling is not grounds for an exception to the federal Fair Labor Standards Act (FLSA) and thus all work by 14- and 15-year-olds is prohibited during the time the local public school is in session. Since the FLSA does not cover 16- and 17-year-olds, the Pennsylvania Department of Education has ruled that home schooled students who are 16 and 17 may work during the time school is in session as long as they do not work more than 6 consecutive days in one week, or work more than 8 hours per day or more than 44 hours per week. Those students may not work after midnight (Sunday through Thursday) during the school year. It would be helpful if the parent provides the employer with written verification that the student is being schooled at home.
- Q: Can a student who is suspended or expelled work during the time school is in session?
- A: Students who are suspended are considered to be enrolled in the school, and so all the rules that apply to other students also apply to them.
- Students who have been expelled are not considered to be "enrolled in a regular day school" (language from the Child Labor Law) so they may be permitted to work during the time school is in session. They may not, however, exceed the daily and weekly maximum number of hours allowed for their age.

## FREQUENTLY ASKED QUESTIONS CONTINUED:

**Q:** Can a student who has been assigned to an alternative school (and is attending classes after the regular school hours) work during the time the regular school is in session?

**A:** Yes. Students attending an alternative school are not considered to be “enrolled in a regular day school.” They may not work more than the daily and weekly maximum number of hours allowed for their age. It would be helpful if the school district provides the employer with written verification that the student is enrolled in an alternative school.

**Q:** What are the restrictions on minors working where alcohol is served?

**A:** Minors who are 16 years old and over may work in establishments which serve alcohol as long as they are employed to serve food, clear tables and other duties not including the dispensing or serving alcohol.

There is an exception to this rule under Pennsylvania’s Act 47 of 1999 (47 P.S. §4-493(13)). The Act states that it shall be lawful for any ski resort, golf course or amusement park licensee to employ minors fourteen and fifteen years of age to perform duties only in rooms or areas where alcoholic beverages are not dispensed, served or stored during the time the minor is working.

**Q:** Does a student need a work permit to work on a farm?

**A:** No. The Child Labor Law states: “this act shall not apply to children employed on the farm, or in domestic service in private homes.” With the exception of seasonal farm work, the Child Labor Law does not cover farm work and agricultural work in nurseries (non-retail employment). Students working as seasonal farm workers are covered by the Child Labor Law and must obtain work permits.

Students who wish to be exempt from attending school to work on a farm or to work as a domestic in a home other than their own should contact their school district and request a Farm and Domestic Permit.

**Q:** What is the definition of a seasonal farm worker?

**A:** Section 103 of the Pennsylvania Seasonal Farm Labor Act of 1978 (43 P.S. § 1301.103) defines a seasonal farm worker to be an individual employed in raising, cultivating, fertilizing, seeding, planting, pruning, harvesting, gathering, washing, sorting, weighing or handling, drying, packing, packaging, grading, storing or delivering to market or to storage or to a carrier for transportation to market in its unmanufactured state, any agricultural commodity as defined in the act of September 20, 1961 (P.L. 1541, No.657), known as the “Pennsylvania Agricultural Commodities Marketing Act of 1968,” or any farm product as defined in 1 Pa.C.S. §1991 (relating to definitions) on a seasonal or other temporary basis; includes every individual, irrespective of his or her primary employment, while he or she performs agricultural labor on a seasonal or other temporary basis, except any person who commutes daily from his or her permanent residence to the work site unless transportation is provided such a person by a farm labor contractor; and, other provisions of this act to the contrary notwithstanding, includes any person residing in living quarters owned, leased or operated by an employer or a farm labor contractor and occupied by four or more unrelated persons.

**Q:** Is there any information on the Internet about restrictions on what kind of farm work students can do?

**A:** Yes. There is a federal Agricultural Fact Sheet at: <http://www.dol.gov/esa/regs/compliance/whd/whdfs40.htm>.

Students who are under the age of 16 who work on a farm that is not their family farm are allowed to operate the farm machinery listed on the hazardous occupations list if they have successfully completed a course in the safe operation of farm equipment. Information about this program and the required certification can be found in the Basic Education Circular 29 C.F.R. 1500 at <http://www.pde.state.pa.us/k12/cwp/view.asp?A=11&Q=45419>.

## FREQUENTLY ASKED QUESTIONS CONTINUED:

**Q:** If an employer is violating the Child Labor Law, whom do I contact?

**A:** The Pa. Department of Labor and Industry should be given information concerning violations of the law. You can call 1-800-932-0665.

For more information contact:  
Steve Fisher, School Services Advisor  
Pennsylvania Department of Education  
333 Market Street  
Harrisburg, PA 17126-0333  
Phone: (717) 787-6016  
Email: [sfisher@state.pa.us](mailto:sfisher@state.pa.us)

## ENDNOTES:

<sup>1</sup> See [www.dli.state.pa.us](http://www.dli.state.pa.us).

<sup>2</sup> Taken from [www.pde.state.pa.us/k12/cwp/view.asp?A=165&Q=105983&pp=12&n=1](http://www.pde.state.pa.us/k12/cwp/view.asp?A=165&Q=105983&pp=12&n=1) (Information acquired April 28, 2008.)

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## APPENDIX E

# COMPETENCY DEVELOPMENT RESOURCE SURVEYS

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## APPENDIX E

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# COMPETENCY DEVELOPMENT RESOURCE SURVEYS

### INTRODUCTION

NCJJ conducted two online surveys to identify competency development skill training programs and curricula in use throughout Pennsylvania. The purpose of the surveys was to secure a glimpse of resources currently used by juvenile probation departments and providers (not in-house/proprietary) that address competency development in the five domains identified by Pennsylvania.

Each survey provided questionnaires for up to five competency development programs/curricula with the option to open a new survey window to list up to five additional resources. The surveys, which remain active on the SurveyMonkey site, are outlined below.

## CHIEF JUVENILE PROBATION OFFICER ONLINE SURVEY

Please list your title, probation division/unit, and the county in which you work.

1. Title
2. Division/Unit
3. County

*Programs 1–5.*

Please list and describe the skill-training programs your department uses—whether facilitated by probation, a community organization or a residential program—that target competency development domains.

4. Program name
5. Service/program type (check all that apply)
  - Pro-social skills (interaction, anger management, conflict resolution)
  - Moral reasoning Skills (connecting thoughts and actions, pro-social ways of thinking and behaving, victim awareness, cognitive skills)
  - Academic skills (basic proficiency in reading, writing, and math skills; study and learning skills)
  - Workforce development skills (getting a job, keeping a job, and getting a promotion)
  - Independent living skills (daily living skills)
6. Is this program provided in-house by your probation department or by an outside service provider/agency?
  - In-house
  - Outside provider/agency
7. If this program is provided by an outside agency, please indicate the name of the provider/agency.
8. Contact person for this program (first and last name)
9. Contact phone number (with area code)
10. Contact e-mail address

The Chief Juvenile Probation Officer Survey may be found at [http://www.surveymonkey.com/s.aspx?sm=\\_2bzLivgJBwaxiWDQ3s4B4Dw\\_3d\\_3d](http://www.surveymonkey.com/s.aspx?sm=_2bzLivgJBwaxiWDQ3s4B4Dw_3d_3d).

## PROVIDER ONLINE SURVEY

1. Facility Name
2. Respondent's Name
3. Telephone Number
4. E-mail address

*Curricula 1-5.*

Please answer the following questions about the skill-training curricula your agency provides that target the five competency development domains.

1. Competency Development Curriculum Name
2. Targeted Domains(s) (check all that apply)
  - Pro-social skills
  - Moral reasoning skills
  - Academic skills
  - Workforce development skills
  - Independent living skills
3. Are the program facilitators trained to deliver this curriculum?
  - Yes
  - No
  - Don't know
4. Please briefly describe training (length, hours of training, training site, etc.)
5. Does this curriculum include a teacher's manual?
  - Yes
  - No
  - Don't know
6. Does this curriculum include a participant's workbook?
  - Yes
  - No
  - Don't know
7. Does this curriculum consist of more than one session?
  - Yes
  - No
  - Don't know
8. Does this curriculum use pre-/post-tests to evaluate a participant's learning?
  - Yes
  - No
  - Don't know
9. What other method(s) does this curriculum use for measuring a participant's acquisition of skills/knowledge? (check all that apply)
  - Facilitator/trainer ratings
  - Program completion

The Provider Survey may be found at [http://www.surveymonkey.com/s.aspx?sm=CD5vAgSpJFFCGAsnxONA\\_3d\\_3d](http://www.surveymonkey.com/s.aspx?sm=CD5vAgSpJFFCGAsnxONA_3d_3d).

