

SANCTIONS

UPDATE

INNOVATIONS IN THE ADMINISTRATION
AND DELIVERY OF ALTERNATIVE SANCTIONS

S P R I N G 2 0 0 3

Important new programs have been instituted by the Judicial Branch to encourage long-term behavior change on the part of offenders.

- The Hate Crimes Diversion Project is the first of its kind in the country. It provides education that aims to change behaviors of clients who have committed crimes related to bias and bigotry.

- The STARS program is Bridgeport's newest program for court-involved women. It is the first gender-specific program for adult women in the Branch's alternative sanctions continuum. It has been designed to provide intensive programming that meets the unique needs of women.

- The Branch's new Thinking for a Change (T4C) curriculum works to enhance problem-solving skills on the part of offenders on probation and parole. The curriculum teaches offenders to think and act in new ways – ways that will help them avoid future criminal activity.

In addition, the Branch continues to make sure that offenders are giving back to their communities. New Playscapes have been built in communities across the state, and these Playscapes would not exist were it not for the work of offenders providing community service hours.



The Hon. Joseph H. Pellegrino,
Chief Court Administrator

In the decade between 1990 and 2000, hate crimes nearly doubled across the State of Connecticut. In response to this disturbing trend, The Judicial Branch spearheaded a Hate Crimes Diversion Project. The initial piece of this project has been the development of a Bias Crimes Diversion Program curriculum for adult offenders – the first of its kind in the country.

HATE CRIMES Diversion Project

PROGRAM DESIGN: 2001

The Judicial Branch initiated an RFP process to develop a Hate Crimes Diversion Project, in response to the passage of Connecticut Public Act 00-72, "An Act Concerning Intimidation Based On Bigotry Or Bias." The Justice Education Center, Inc. (TJEC) was awarded the contract by Judicial's Court Support Services Division (CSSD). The Center's charge was to develop and implement a program that would serve as an alternative sanction for offenders convicted of crimes related to bias or bigotry.

As its first task, The Center conducted a national search of existing hate crimes and discrimination prevention and intervention materials. The Center then designed a bias crimes curriculum, designed to educate adult offenders on the effect that bias crimes have on their lives, victims' lives, and the community as a whole. The curriculum emphasizes self-awareness, empathy, and self-control. The curriculum was reviewed and adapted after input from a number of state and national specialists in the field. In particular, the Center worked closely with the staff of the Anti-Defamation League and its Connecticut Regional Director, David Waren.

PROGRAM IMPLEMENTATION: 2002

Two cognitive skills training curriculum sessions were piloted in the beginning of 2002, providing an opportunity for curriculum testing and modification. After incorporating changes from these pilot programs, The Justice Education Center implemented its first program at New Britain's Alternative Incarceration Center (AIC). Since then, three sessions have been held and a fourth is currently in progress.

THE BIAS CRIMES DIVERSION CURRICULUM

This curriculum has been designed to change the thinking and behaviors of clients convicted of hate crimes. It addresses the power, control, anger and distorted thinking patterns that bias crime offenders often exhibit. Each cycle consists of a one-hour intake interview, followed by 10 consecutive one-hour cognitive skills training sessions, covering such areas as:

- Understanding the impact their behavior has on the victims of their crimes

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A SAMPLE COMPONENT OF THE CURRICULUM: THE INFLUENCE OF MEDIA

One of the key elements of the curriculum is to achieve better decision-making skills by learning to deconstruct today's complex media. Decades of research support evidence that the media exerts a tremendous influence on the lives of youth in particular. Young people themselves report that media is the most significant influence in their lives, greater even than family or friends. Although the media is an important source of education

discusses the influence of the media on the perception of others – encouraging clients to evaluate the degree to which an image from television, for example, triggers their “hate responses.”

WHAT IS THE PROFILE OF THE CLIENTS?

So far there have been 20 client referrals to the program. The population has been predominately Caucasian, aged 25 and younger, and male (17 men and three women). Of those who have participated, 13 have graduated (11 men and two women). Clients

Diversion (continued from page 1)

- ☛ Helping clients become aware of different cultures, religions, and race/ethnicity backgrounds
- ☛ Examination of why they commit these crimes and how they justify their behavior
- ☛ Action planning for future pro-social behaviors

The progression of the lessons helps clients examine their views, beliefs, and judgment processes in a new light. The curriculum also provides clients with alternatives to dealing with the negative feelings and aggressive tendencies that often brought them to the course in the first place.

Groups do not exceed 10 offenders. All groups are facilitated by volunteers who are trained as a team, so that facilitators for any cycle can be chosen dependent on the demographics of the client group. Typically, groups are held at CSSD-funded Alternative Incarceration Centers or Day Incarceration Centers on 10 consecutive Saturdays or week nights.

HATE CRIMES ARE DAMAGING TO THE QUALITY OF LIFE AND PUBLIC SAFETY OF ALL OF CONNECTICUT'S CITIZENS. INTOLERANCE FOR THE DIFFERENCES AMONG PEOPLE PREVENTS US FROM ENJOYING THE DIVERSITY AND RICHNESS THAT THOSE DIFFERENCES BRING TO OUR COMMUNITIES. THE CONNECTICUT JUDICIAL BRANCH HAS TAKEN A LEADERSHIP ROLE IN ADDRESSING AND PREVENTING THIS KIND OF CRIMINAL BEHAVIOR WITH CSSD'S BIAS CRIMES DIVERSION PROGRAM. WE ANTICIPATE THAT OUR EFFORTS WILL BENEFIT ALL OF OUR CITIZENS AND PROVIDE A MODEL THAT CAN BE USED IN OTHER JURISDICTIONS TO REDUCE THE INSTANCES OF HATE CRIMES.

THE HON. JOSEPH H. PELLEGRINO,
CHIEF COURT ADMINISTRATOR

and entertainment, it often portrays risky and even criminal behavior in unrealistic and glamorous ways. Many adolescents at risk for these behaviors watch over 30 hours of television per week, without the skills to critically analyze or evaluate its messages.

With its emphasis on critical thinking and inherent capacity to engage young people, media literacy has emerged as a powerful prevention tool for helping youth and adults gain the necessary critical thinking skills to understand the world of media, and to make better decisions in their own lives. This curriculum has an entire component that

are referred statewide by CSSD personnel and, occasionally, by private attorneys.

WHAT ARE THE OFFENSES WHICH QUALIFY A CLIENT FOR THIS PROGRAM?

According to Connecticut Public Act 00-72, “An Act Concerning Intimidation Based On Bigotry Or Bias,” a client is guilty of bigotry or bias when that person engages in activity “maliciously, and with specific intent to intimidate or harass another person because of the actual or perceived race, religion, ethnicity or sexual orientation of such other person.” Offenses by client participants have included: racial and religious graffiti; racial slurs against victims; harassment, physical threat and intimidation behaviors; and actual physical assault and injury. Most bias crime incidents have been targeted against African-Americans, Hispanics and Jews.

WHAT HAPPENS IF A CLIENT DOES NOT COMPLY?

Attendance is part of a client's probation

One of the most rewarding aspects of facilitating this program's curriculum is the opportunity to witness the “Ah-Ha” moment on the part of some of our participants. While I cannot claim that all participants undergo a transformation, nor that our program is the sole cause of such a change, it remains one of the singular most powerful impacts of working with this population. As a facilitator, it is my sincere hope that I played some small part in bringing to light the importance of learning to respect one another as human beings, regardless of whatever perceived differences exist.

DR. CARMEN RIVERA ADAMS
FACILITATOR

requirements. In cases when a client does not attend or does not comply with the course's rigorous homework assignments, the violation is reported to the client's probation officer. While this course is just one piece of a client's probation requirements, non-compliance has resulted in re-incarceration in some cases, where deemed warranted by probation and by the Court. On the other hand, in select cases, with the encouragement and/or approval of the probation officer, letters were recently sent to some clients who were dismissed because of lack of attendance, offering them a second opportunity to participate in the course so they would not be in violation of their probation. Three responded and have been reinstated in the program.

FACILITATOR TRAINING

The Center's roster of volunteer facilitators is an intentionally diverse group, as measured by such characteristics as sex, race/ethnicity, religion, sexual orientation, and statewide residence. The diversity of this group enables the Center to match co-facilitators to the demographics and geography of the client group. The majority of the early volunteer referrals came from the Anti-Defamation League.

Facilitators who were trained at the inception of the program co-facilitate with, and serve as mentors to, more recently-trained volunteers. Training includes individual review of the curriculum, teaching techniques, and how to conduct the intake session and consent form procedure for clients prior to the actual course. Facilitators evaluate each other's performance at the end of each cycle. Robert Price, Project Director, is exploring ways to expand opportunities for all facilitators to debrief and provide feedback through teleconference meetings.

OFFENDER EVALUATION

TJEC staff submit end-of-session reports to the courts on each participating offender. Recently, the project has also conducted a client outcome evaluation. Written evaluations, supplemented by phone surveys,

have provided preliminary evidence that the response to the course has been positive, especially as measured by the ways it has changed offenders' opinions and views about hate crimes. Several clients thought the program was useful in helping them understand other types of people and the harmful effects of "hate words," and that it had changed their views of people of different races/ethnicities and sexual orientations.

As Charles Shideler, Curriculum Resource Specialist and Pilot Program Facilitator, notes: *"The Justice Education Center has done an excellent job of soliciting and selecting professional individuals to facilitate this program. They are all committed to educating/re-educating any client who is referred. Moreover, the program allows the facilitator to serve a diverse clientele. It is easily modified or adaptable for people with different ethnic backgrounds and/or educational levels."*


PROJECT EVALUATION

The Justice Education Center, knowing that this is the first program of its kind nationwide, is committed to sharing the results of its evaluation efforts and to refining the program on an ongoing basis, in order to make the curriculum as powerful as possible. Evaluation of the program has been initiated and is being conducted by Stephen M. Cox, Ph.D., Professor of Criminology and Criminal Justice at Central Connecticut State University. Evaluation results are anticipated later this spring.

FUTURE INITIATIVES

The Judicial Branch has been awarded an additional year's funding for this program, commencing August 2003. The Justice Education Center is working collaboratively with Mike Hines, CSSD Program Monitor, to increase the numbers reached by this very powerful curriculum.

Given the success of the program thus far, at least three program expansion initiatives are also being considered as The Justice Education Center evaluates this project and looks to the future:

 Adaptation of curriculum format to make it more flexible

Because of the geographical spread of the clients, and because timely response after program referral is important, plans are underway to adapt the curriculum so it can be taught either with a different facilitator/client ratio, or on a one-on-one basis as well as in groups

 Redefinition of the client base

The success of this program has led system players to ask about making this program available to persons who may not necessarily have been convicted of a hate crime, but who have been convicted of a crime where the underlying issues clearly were hate-crime motivated

 Interaction with schools

Discussion is underway about the possibility of customizing this curriculum for use in school systems. This adaptation might take a number of forms: e.g., bias crimes assembly presentations by trained facilitators; training to encourage peer counseling activities; and/or training to enable teachers to recognize and present the fundamental concepts of the course to their students, both formally and in their day-to-day teaching.

For further information, please contact Sherry Haller or Robert Price of The Justice Education Center, Inc. at justiceeducation@aol.com or (860) 231-8180; or Mike Hines of the Court Support Services Division at michael.hines@jud.state.ct.us or (860) 529-1316.

IT IS IMPORTANT THAT WE REACH AS MANY OFFENDERS AS POSSIBLE. THE ADDITIONAL FUNDING GRANTED BY CSSD WILL ENSURE THAT OUR OUT-REACH EFFORTS WILL EXTEND NOT ONLY TO ALL OFFENDERS CONVICTED OF CRIMES RELATED TO BIGOTRY OR BIAS, BUT ALSO TO OTHER CLIENTS WHOSE BEHAVIORS ARE HATE-CRIME MOTIVATED.

ROBERT PRICE
PROJECT DIRECTOR

On January 27th, Career Resources hosted a gathering of more than 80 community service providers, probation officers, judges and CSSD staff, who joined STARS participants and staff to celebrate the opening of STARS' new facility on Courtland Street in downtown Bridgeport. The large facility had been divided into a living room, a small library, a play space for children and a computer area. The program space was inviting and cheerful – with fresh paint, new carpet and furniture, plants, flowers and balloons. Stars were everywhere welcoming visitors – star-shaped baskets, paperweights and decorations. The best part of the event, however, was happening behind the registration table. Four STARS participants – among the first clients in the program – made sure that visitors signed in, distributed programs, and pinned corsages on speakers. They worked proudly as an integral part of the team.

STARS: Striving Towards Achievement, Renewal & Success

WHAT IS STARS?

In December 2002, the STARS program in Bridgeport accepted its first participants. STARS (Striving Toward Achievement, Renewal and Success) is the first gender-specific program for adult women in CSSD's alternative sanctions continuum, designed to provide intensive programming that meets the specific needs of women. Operated by Career Resources, a nationally-known non-profit organization, this program was conceived in response to research and best practices that identified the need to develop effective rehabilitative programming specifically for women involved with the criminal justice system.

ELIGIBILITY

STARS serves women age 16 and older who are referred by probation, bail commissioners and, occasionally, parole officers. Women can be sent to STARS as pretrial, direct sentence, or alternative to incarceration program (AIP) clients. The program is slotted for 50 participants at any given time, with a separate, specific track for young women (ages 16 – 21) that addresses their unique developmental needs.

PROGRAM DESCRIPTION AND SERVICES

When a woman is referred to STARS, staff conduct a thorough risk/needs assessment and develop a customized individual service plan for her. All staff members are committed to a therapeutic approach to rehabilitation and risk reduction. Services offered by STARS include:

- ★ Individual and family counseling/ clinical services
- ★ Substance abuse assessment, counseling, education and treatment
- ★ Trauma, victimization and domestic violence recovery
- ★ Cognitive skills training (Thinking for a Change curriculum)
- ★ Educational Services
- ★ Vocational and employment services
- ★ Childcare resources
- ★ Volunteer opportunities
- ★ Access to parenting education
- ★ Specific youth services for women 16-21

The program environment is positive, safe, trusting, and supportive. Physical and emotional safety is the premise of gender-specific programming for women, and staff are committed to these basic principles. Staff are trained in gender specific programming, relational and strength-based approaches, cognitive behavioral therapy techniques, and risk reduction strategies.

“THE STARS PROGRAM IS A GIANT STEP FORWARD FOR CSSD IN PROVIDING BEST PRACTICES FOR FEMALE OFFENDERS.”

WILLIAM H. CARBONE,
EXECUTIVE DIRECTOR,
COURT SUPPORT SERVICES DIVISION,
CONNECTICUT JUDICIAL BRANCH

Staff development is particularly important in gender-specific programs because of the emphasis on role-modeling behavior. Programs designed for women need to demonstrate that staff receive training in sexual assault; domestic violence; substance abuse; HIV and other health-related issues; mental illness; and parenting issues.

WHAT MAKES THIS PROGRAM UNIQUE?

The majority of female offenders entering the criminal justice system are poor, undereducated, unemployed and unskilled. They have a complex range of physical, social, financial, and mental health needs that extend beyond the scope of the criminal justice system. Motivational and dependency issues unique to women often underlie substance abuse and criminal activity. Programming for women and girls is often the same as that for men and boys, even though research demonstrates that women require intermediate sanction programs that are different in design from those for men. Female offenders and their children often have fallen through the cracks of mainstream social service/ employment/ education networks – networks that might have helped the women access services that could have addressed and diminished their presenting problems.

The goal of the STARS program is to reduce the risk female offenders pose to themselves and the community by helping them address issues that contribute to their destructive behavior: substance abuse, trauma, domestic violence and sexual abuse.

CLIENT INVOLVEMENT IN PROGRAM PLANNING

In light of these concerns, careful attention was paid to the design,

development, and implementation of this program to ensure that everything – from the program site and staffing to the content and facilitation of the curricula – would provide the best possible services for court-involved women. During STARS’ design phase, future STARS participants (who were in a mixed-gender AIC) were invited to focus groups to help develop the program mission and operational philosophy, and to choose a name for the program. STARS participants continue to assist staff with program development and are encouraged to give feedback about all aspects of the program. As part of their treatment plan, participants contribute to the STARS community by peer mentoring, assisting with groups, planning community service activities, and maintaining a safe, respectful environment.

GENDER-SPECIFIC PLANNING

As Barbara Lanza of CSSD’s Center for Best Practices observes: “The key to a successful program for court-involved women is being deliberate in approach, training, development and implementation to ensure that the key principles of gender specific programming are incorporated throughout all activities. What makes this program unique is the blending of evidence-based programming with the ideology of gender-responsive programming.” Lanza worked collaboratively with Robbie Prymula, former CSSD monitor. Together they drew from the best national research available on service provision for women, and applied it to the design and implementation of the program. They also solicited input from female offenders, representatives from future collaborating organizations, and Kimberly Sokoloff, CSSD’s Project Coordinator for the Court-Involved Girls Initiative.

COLLABORATIVE PARTNERS

STARS is operated by Career Resources through a grant from the Court Support Services Division of the Judicial Branch. Career Resources’ local partners include:

CSSD’s community service work crews have helped build four more Playscapes, bringing the state’s total to 17. Clients and citizens have worked side by side to build these handicapped accessible playgrounds for physically-challenged children and parents alike.

New Neighborhood PLAYSCAPES



Community Service Crew members work together to build a community playground.

BACKGROUND

In the early 1990s, communities identified the need for Playscapes with “inclusive play” – in short, playgrounds with accessibility for all children, including those children and/or parents who are physically challenged. Community service work crews have worked successfully side by side with local citizens in building

these community Playscapes. This past year’s include:

- 👤 Bristol: Universally Accessible Playground, Dewitt Page Park
- 👤 Guilford: Jacobs Beach Project
- 👤 Southington: Southington Playground Build, Rainbow Playground – Panthorn Park
- 👤 Willimantic: Memorial Park



BRISTOL PLAYGROUND: THE SOUL OF THE PROJECT

Sandra Zarick is the mother of a disabled child, and was the linchpin in the development of the Bristol Universally Accessible Playground. She was involved with every phase of the Playscape – the planning and design of the site, the equipment selection, and fund raising. She even coordinated food donations for the work crews. The following comments from her in an e-mail capture the essence of this broader project:

“Just wanted to reiterate that our own community support – including businesses, individual volunteers, Rotary members, inter-service club members and families along with the community service crews – were all a very big part of the actual construction of the Playscape. It did not seem to matter where any certain volunteer was from, but that we all blended to work for a very important cause -- and that was to build the Playscape. I personally like to think we all learn by looking at the bigger picture. That all volunteers walk away with a sense of pride for contributing. That we all have varying abilities and ranges of diversities that are influenced by many factors, but we can also learn to value each others differences and help to build stronger communities. That it starts in our schools, playgrounds and communities, and any programs that teach those values are invaluable. The need to be a valued member of a community, a society, is just that reason to give back without looking back. I believe that is an important factor for the community service groups. Hopefully some will feel the rewards of their efforts when they have an opportunity to look back at just what we did. The pride of seeing it in use by so many – a true valued community recreational resource. The biggest reward now is that my child (Anthony) who is now almost 16, sees other kids over there enjoying themselves. It is a special feeling to know you were a part of making this happen, and that it will continue to be there for them – for people of all abilities.”

GUILFORD’S JACOBS BEACH PROJECT: THE SPIRIT

The Jacobs Beach Project was established in March 2001 to improve the recreational area of Jacobs Beach, while creating a memorial for Rachael Crum, Kyle Redway, both of whom, and their mother, lost their lives in December 2000.

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Through a new curriculum, Thinking for a Change, offenders are learning how to think and act in new ways— ways that help them avoid future criminal activity. Both staff and clients have given this new program high marks so far.

THINKING *for* a CHANGE (T4C)



GOALS OF THE T4C CURRICULUM

Thinking for a Change (T4C) is a cognitive behavioral program that aims to change the way offenders think – a program that trains them in coping skills that can help them respond in more positive ways to situations that have led them to negative behaviors in the past. This curriculum is broken into three sections:

- ❖ Problem solving skills, which address the impulsive and reactive behaviors that often lead offenders to criminal conduct when faced with difficult situations
- ❖ Social skills training, to help offenders deal with stressful situations involving other people, e.g., responding to anger or dealing with an accusation

In short, the curriculum provides skill building techniques that work to address and replace cognitive deficits and anti-social behaviors with new problem solving and pro-social skills interventions.

BEST PRACTICES PROGRAM

Programs that offer cognitive behavioral programming that focus on how an offender thinks and acts and that address criminogenic needs have consistently been found to be an effective strategy for both adult offenders and court-involved youth. The use of cognitive behavioral programming is one of the eight principles of effective correctional programming that provide the cornerstone of CSSD's Center for Best Practices and Risk Reduction Program. Thinking For a Change is a research-based curriculum, developed in 1997 and revised in 2002, by an interdisciplinary team of professionals connected with the criminal justice field. It was prepared under authorization from the National Institute of Corrections, U.S. Department of Justice. Both the curriculum and the training represent an important opportunity for Connecticut's service providers to enhance their work with offenders.

TRAINING

A training session in the use of the curriculum was held September 17-20, 2002. Eighteen participants (eleven staff from five adult and juvenile contracted programs, and seven CSSD staff) committed to this intensive four-day experience. Training, done by national satellite feed video conferencing, was conducted by the National Institute of Corrections and coordinated by Barbara Lanza, Court Planner, Court Support Services Division's Center for Best Practices.

There were three primary goals in inviting contract providers and CSSD staff to attend the video conference:

- ❖ To introduce staff to a formal, scripted cognitive behavioral intervention that has been shown to help reduce recidivism
- ❖ To train CSSD staff to support and co-facilitate T4C groups as well as to conduct quality assurance visits
- ❖ To provide staff with skills that they could transfer to their day-to-day interaction with clients

The following programs participated in the T4C video conference:

ADULT

- ❖ Stamford Alternative Incarceration Center (AIC)
- ❖ Meriden Alternative Incarceration Center (AIC)

JUVENILE

- ❖ Waterbury Juvenile Supervision Reporting Center (JSRC)
- ❖ Willimantic Juvenile Supervision Reporting Center (JSRC)
- ❖ Waterbury Juvenile Justice Center (JJC)

PROGRAM FORMAT/DESIGN

T4C is a 22-session program. The group sessions follow a structured format: homework review; "thinking" reports; introduction of new skill(s); role playing; and assigned homework. The group structure addresses the learning styles of the participants, with significant time spent in role playing and rehearsing new skills so they may be used routinely in the clients' own environments. T4C is a closed, confidential group. Group size ranges between eight and 12 clients.

STAFF RESPONSE

Staff have noticed changes in the way participants look at and react to situations. As Janice Laats, Program Director of the Willimantic JSRC Perception Programs, observes: "What I like about T4C is the way that the curriculum pays attention to the feelings, thoughts and possible reactions of the other parties in their conflicts. The pre- and post-tests show marked improvements in both

the social and cognitive skills of clients. They rate themselves, but are also rated by their case managers, who see an immense development in their assessments and reactions to situations in their lives.”

CLIENT RESPONSE: THINKING ABOUT CONSEQUENCES

Clients are the best ones to tell what they have learned. Several participants from the Willimantic JSRC Perception Programs volunteered to write their thoughts about T4C:

- 👤 **Jovan, age 15:** *“T4C was an excellent group for us. The group helped us think about our actions before we did them. It helps you think about your consequences before you do something negative. It also helps me deal with anger in a positive way. By being in that group it helped me think twice about everything and succeed further in the program.”*
- 👤 **Jose, age 16:** *“T4C – It helped me to think about my actions before I do it. I also look over all the consequences before I make an action, and pick the best one. I learn how to control my anger and make a point without exploding on someone.”*
- 👤 **Steven, age 13:** *“T4C helped me by thinking what the consequences would be if I did something and how to respond to my anger or know what I’m feeling at the particular moment.”*
- 👤 **Edwin, age 16:** *“I feel for the most part T4C has helped me know this program. It taught me that just talking out a few scenes to think about something could change the whole outcome in your favor. It has taught me to recognize my feeling and others. – P.S. I am not afraid to do role plays anymore!”*

PROGRAM COMPLETION

Overall program completion rates have been high: 32 adult and juvenile clients have completed the course since its inception, with 10 clients anticipated to finish by the end of April. In the four sessions of T4C, only five of the clients failed to complete the program successfully.

Most laudable, perhaps, is the completion rate of the Willimantic JSRC Perception Programs. They have achieved 100% completion from both of their T4C groups. Moreover, all the clients who attended the T4C groups have successfully completed not only the T4C class, but also the JSRC program. Small incentives such as prizes and extra furlough time (one or two days during a vacation period) have been offered to those who complete T4C.

GRADUATION CEREMONY

At the end of each 22-session cycle, all graduates are presented with certificates acknowledging their accomplishment. Food and refreshments follow to celebrate their hard work.

EVALUATION

Pre- and post-evaluation tests are conducted with all participants to determine how much program participants (both individually and as a group) have learned over the course of the program. These tests have two benefits:

- 👤 They measure the skills learned by program participants
- 👤 They indicate areas of program skill deficits that the program itself needs to address and correct

In order to look at the overall effectiveness of T4C, these data are being collected both by the T4C program itself and by CSSD’s Center for Best Practices, with an eye to further statewide replication.

To learn more about this program, please contact Barbara Lanza (barbara.lanza@jud.state.ct.us) of the Court Support Services Division’s Center for Best Practices, or call her at 860.529.1316.

STARS (continued from page 5)

- ★ Community Solutions, Inc., which trains STARS staff in gender-specific programming and approaches
- ★ Family Re-Entry, which provides clinical services to program participants
- ★ The Center for Women and Families, which provides ongoing groups for women who are recovering from the trauma of domestic violence and/or sexual abuse

CSSD is dedicated to evaluating the effectiveness of this program for possible replication.

STARS is currently accepting referrals for female offenders and pre-trial clients in Bridgeport, age 16 and older. If you are interested in learning more about the program, please contact Barbara Lanza (barbara.lanza@jud.state.ct.us) or Kim Sokoloff (kimberly.sokoloff@jud.state.ct.us). The program director can be contacted directly at STARS, (203)-334-6002, located at 35 Courtland Street in Bridgeport. ★

PLAYSCAPES (continued from page 5)

Laura Porretta, founder of the Jacobs Beach Project, wrote a note of appreciation to Paulette Griffin of The Connection, Inc., who was the key coordinator for this project’s client volunteers: *“Thank you for your coordination of volunteers from the State Judicial Branch Community Service Program. It is the opinion of the committee that, without your participation, we would not have been able to complete the building of the playground within the time required. Your teams were courteous, helpful and eager to assist in any way. We could not have wished for a better groups of volunteers...It has been through the kindness of people like you that this project has been able to be seen through completion. It is with trust and confidence that we will refer your organization to others. Thank you for joining this community-wide effort to honor unfulfilled youth and celebrate life. We are looking forward to enjoying many days at the beach!”*

ANYONE WISHING TO CONTRIBUTE ARTICLES OR IDEAS FOR ARTICLES TO THE *SANCTIONS UPDATE* ARE INVITED TO CONTACT JIM GREENE AT THE COURT SUPPORT SERVICES DIVISION. 860-529-1316.

ALTERNATIVE SANCTIONS PROGRAMS AND PROVIDERS IN CONNECTICUT

ADULT PROGRAMS

Adult Drug Session

LMG Programs, Inc.
Project More
Wheeler Clinic

Adult Services

Associated Psychotherapists of
Western Connecticut
Barbara Grover
Community Partners in Action
Community Prevention and Addiction
Services, Inc.
Connecticut Renaissance, Inc.
Connection, Inc.
Council of Churches of
Greater Bridgeport
CSI Connecticut, Inc.
Danbury Youth Services, Inc.
Families in Crisis
Family Re-Entry
Mandel Mellow and Went (dba: N.A.)
Morris Foundation, Inc.
Network Connecticut, Inc.
New Opportunities for Waterbury, Inc.
Norwalk Economic
Opportunity Now, Inc.
Opportunities Industrialization Center
of New London County, Inc.
Paces Counseling Associates, Inc.
Perception Programs, Inc.
Regional Network of Programs
Stafford Family Services
Wheeler Clinic, Inc.

**Alternative Incarceration
Center Services**

Community Partners in Action
Community Renewal Team
of Greater Hartford
Corporation for Public Management
CSI Connecticut, Inc.
CTE, Inc.
New Opportunities for Waterbury, Inc.
Norwalk Economic
Opportunity Now, Inc.
Perception Programs, Inc.
Project More
The Connection, Inc.

Community Court - Hartford
Community Partners in Action

Day Incarceration Center Services

Community Partners in Action
CSI Connecticut, Inc.

Domestic Violence

Assoc. of Religious Communities, Inc.
Community Consultation Board, Inc.
Families in Crisis

Family Services

Assoc. of Religious Communities, Inc.
Behavioral Health of
Waterbury Hospital
Catholic Charities/
Catholic Family Services
Community Consultation Board, Inc.
CSI Connecticut, Inc.
Greater Bridgeport Community
Mental Health Center
Hartford Hospital
Mandel Mellow and Went (dba: N.A.)
Marianne Cristiano
Maxine L. Varanko (dba: FMHS)
North Central Counseling
Services, Inc.
Stevens and Anderson (dba: NCS)
United Services Inc.
Wheeler Clinic, Inc.
YWCA, Inc. - Greenwich

Intensive Youth Services

Career Resources, Inc.

Latino Treatment Track

Catholic Charities/
Catholic Family Services

Latino Youth Offender Services

Catholic Charities/
Catholic Family Services

Mediation Services

Community Mediation, Inc.
Community Partners in Action
Dispute Settlement Center, Inc.

Mental Health Services

Bridges A Community
Support System, Inc.

Parole Services

LMG Programs, Inc.
UConn Health Center

Residential Services - Halfway House

CSI Connecticut, Inc.

Residential Services - Jail Reinterview

CSI Connecticut, Inc.

Residential Services -

Medical Detoxification

Morris Foundation, Inc.
Rushford Center, Inc.

Residential Services -

Project GREEN

Community Resources for Justice
CSI Connecticut, Inc.

Residential Services -

Substance Abuse Intermediate

McCall Foundation
Morris Foundation, Inc. -
Morris House
Perception Programs, Inc.
Vitam Center, Inc.

Residential Services -

Substance Abuse Long Term

APT Foundation, Inc.
Central Naugatuck Valley Help, Inc.
Connecticut Renaissance, Inc.
Crossroads, Inc.
Open Hearth Association
LMG Programs, Inc.

Residential Services -

Youthful Offender

CSI Connecticut, Inc.

Sex Offender Services

The Connection, Inc.

Women and Children Services

Community Renewal Team
of Greater Hartford
CSI Connecticut, Inc.
LMG Programs, Inc.
The Connection, Inc.

Zero Tolerance Drug

Supervision Program

Project More

JUVENILE PROGRAMS

**Alternative to Juvenile
Detention Program**

Community Renewal Team
of Greater Hartford
Corporation for Public Management
CSI Connecticut, Inc.
Youth Continuum, Inc.

Community Detention for Girls

Community Partners in Action
CSI Connecticut, Inc.
Juvenile Forensic Service, LLP

Court Based Juvenile

Assessment Services

Campagna Associates, LLP
Clinical Consultants of Connecticut
Connecticut Renaissance, Inc.
Natchaug Hospital
Wheeler Clinic, Inc.

Gateway Offender Program -

Academic Support

City of New Britain
Connecticut Junior Republic
North Central Counseling
Services, Inc.

Gateway Offender Program - Girls

Catholic Charities/
Catholic Family Services
City of Meriden
Connecticut Hospital Management
Corporation, (dba: S.I.)
Connecticut Junior Republic
CSI Connecticut, Inc.
Dixwell Community House, Inc.

Gateway Offender Program - General

Connecticut Junior Republic
Community Renewal Team
of Greater Hartford
New Haven Family Alliance, Inc.

Intensive Outreach and

Monitoring Services

Network Connecticut, Inc.
North American Family Institute, Inc.

Juvenile Detention Recreation Services

Community Partners in Action

Juvenile Diversion Program Services

The Connection, Inc.
Family & Children's Agency, Inc.

Juvenile Drug Session

Connecticut Junior Republic

Juvenile Justice Centers

Child and Family Agency of
Southeastern Conn., Inc

City of New Britain

City of Meriden

City of Stamford

City of West Haven

Community Renewal Team

of Greater Hartford

CSI Connecticut, Inc.

Rushford Center, Inc.

Town of Windham

United Services Inc.

Waterbury Youth Service System, Inc.

Juvenile Outpatient Mental Health and

Substance Abuse Treatment Services

Catholic Charities/
Catholic Family Services

Child Guidance Center

of Greater Bridgeport, Inc.

Clinical Consultants of Connecticut

Connecticut Renaissance, Inc.

Family & Children's Aid, Inc.

Natchaug Hospital

New Haven Family Alliance, Inc.

Village for Families and Children, Inc.

Wheeler Clinic, Inc.

Juvenile Supervision and Reporting

Center Program

Connecticut Junior Republic

Corporation for Public Management

CSI Connecticut, Inc.

Perception Programs, Inc.

Vitam Center, Inc./Substance Abuse

Youth Continuum, Inc.

Parent Child Relationship Counseling

Village for Families and Children, Inc.

Supervised Visitation Services

AMPS, Inc.