

PARTICIPANT PACKET

What About Girls? Females and the Juvenile Justice System



A Live National Satellite Broadcast

Presented by the

**Office of Juvenile Justice and Delinquency Prevention
U.S. Department of Justice**

And the

**Juvenile Justice Telecommunications Assistance Project
Eastern Kentucky University—Training Resource Center**

What About Girls? Females and the Juvenile Justice System

AGENDA May 24, 1999

*All times listed are EDT

- 1:00-1:30 PM Pre-Conference Site Activities
Test Slate
- 1:30-1:35 PM Overview Video
- 1:35-1:50 PM Welcome/Panel Introductions
National Perspective
- 1:50-2:00 PM Overview of PACE Center for Girls
Jacksonville, Florida
- 2:00-2:20 PM Discussion/Call-In Segment
- 2:20-2:30 PM Pulaski County Juvenile Court
Volunteer Probation Officer-Teen Parenting Program
Little Rock, Arkansas
- 2:30-2:50 PM Discussion/Call In Segment
- 2:50-3:00 PM Harriet Tubman Residential Center
Auburn, New York
- 3:00-3:20 PM Discussion/Call In Segment
- 3:20-3:27 PM Closing Comments
- 3:27-3:30 PM Upcoming Events
- 3:30 PM Sign-Off

What About Girls?

Females and the Juvenile Justice System

Overview

For decades, girls who have broken the law have entered a juvenile justice system that was designed to help someone else. Boys commit the overwhelming number of juvenile crimes, and their offenses tend to be more violent and dangerous than the status offenses most girls commit. It's no wonder, then, that female delinquents have been overlooked and neglected by a system engineered to help troubled boys become law-abiding men.

Two important trends are changing this picture.

First, more girls are getting into trouble. While girls still constitute only about one-fourth of all juvenile arrests, their numbers are increasing at an alarming pace. More girls are entering the juvenile justice system, and many at younger ages. While status offenses such as running away still make up most of the cases, some girls are committing more violent crimes such as assault. A small number are involved in gangs previously thought to be male turf. This tells us that we have a bigger problem with girls than we realized.

Second, researchers in fields such as psychology, sociology, and education are looking specifically at how girls develop into women. A new body of scholarly work describes the developmental pathways females travel during adolescence. Researchers now have a better understanding of the risk factors girls face because of their gender which can derail or delay their healthy development. For example, girls are three times as likely as boys to have experienced sexual abuse, which is often an underlying factor in high-risk behaviors that lead to delinquency. Researchers also have identified the protective factors most likely to shield girls from delinquency. This new understanding of female adolescent development points to solutions for helping the increasing number of girls who are engaging in delinquent or risky behaviors.

The most promising solution isn't to continue squeezing girls into a justice system designed for boys, or to separate juvenile delinquents according to gender. Rather, gender-specific programming for girls is a comprehensive approach to female delinquency rooted in the experience of girls. It aims to help girls already in trouble, while preventing future delinquency among girls who are at-risk. It bridges theory-into-practice by combining female adolescent theory with juvenile justice practice.

Statistics

According to an analysis by the National Center for Juvenile Justice, females accounted for 26% or 748,000 of the 2.8 million juvenile arrests reported for 1997. The juvenile Violent Crime Index arrest rate for females more than doubled between 1987 and 1994, then fell in each of the next three years. The growth in juvenile violent crime arrest rates between 1987 and 1994 was far greater for females than for males, and the decline after 1994 was less for females than males. The female violent crime arrest rate for 1997 was 103% above the 1981 rate, while the male arrest rate was 27% above the 1981 level. These statistics illustrate that State and local juvenile justice agencies must be better prepared to meet the unique needs of both at-risk girls and female juvenile offenders.

Why Are Girls' Needs Different?

When creating juvenile justice programs designed for young women, it is critical to begin with an understanding of female development and the specific issues that young women bring into the treatment setting. It is not enough for practitioners to provide services similar to ones provided to young men. It is also not enough for services to focus simply on traditional techniques for meeting the needs of young offenders. Young women present unique treatment issues that stem from their own processes of growing up and developing, and programs and services must reflect an understanding of these issues in order to be effective.

In understanding the developmental pathways that can lead girls to delinquency, it may help to consider what girls need for healthy development while also recognizing the challenges that may put them at greater risk of delinquency. For example:

- Need for physical safety and healthy physical development
 - Challenged by poverty, homelessness, violence, inadequate health care, inadequate nutrition, substance abuse
- Need for trust, love, respect, validation from caring adults to foster healthy emotional development and form positive relationships
 - Challenged by abandonment, family dysfunction, poor communication
- Need for positive female role models to develop identity as a woman
 - Challenged by sexist, racist, homophobic messages, lack of community support
- Need for safety to explore sexuality at own pace for healthy sexual development
 - Challenged by sexual abuse, exploitation, negative messages about female sexuality
- Need to belong, to feel competent and worthy
 - Challenged by weakened family ties, negative peer influences, academic failure, low self-esteem

Several specific factors put girls at greater risk of becoming juvenile delinquents. Seldom, however, do these factors occur in isolation. More typically, risk factors are interconnected like a web, with each risk potentially both cause and consequence of the others. Risks of special concern to girls include: sexual and/or physical abuse, substance abuse, teen pregnancy, poor academic performance, unmet mental health needs, societal factors, gang membership, an early onset of puberty, and alternative lifestyle.

Researchers also have identified the protective factors most likely to shield girls from delinquency. This new understanding of female adolescent development points to solutions for helping the increasing number of girls who are engaging in delinquent or risky behaviors. Just as there is no one path that leads a girl to trouble, there is no single solution to female delinquency. Effective programs work with girls in all sorts of ways and in a variety of settings. Gender-specific programs for female delinquents share key elements that boost girls' confidence and skills at the critical point of adolescence, and allow them to get their lives back on the right track.

One of the key factors to developing and providing gender-specific services to females is to provide a program that is extremely comprehensive and rooted in the experiences of girls. Just as the myriad of problems and risk factors that face girls are complex and interrelated, the solutions must not be fragmented or offered on a piecemeal basis. A comprehensive approach deals with behavior in context, enabling each girl to focus on her individual needs, to understand how risk factors have shaped her development and to address the issues that arise in her relationships with others including family, peers, community and society.

Gender-specific programming goes beyond simply focusing on girls. It assists all girls (not only those involved in the justice system) in positive female development. It takes into account the developmental needs of girls at adolescence, a critical stage for gender identity formation; provides them with decision-making and lifeskills; and recognizes the dangers and risks that girls face because of gender such as sexism, victimization, poverty and racism. All staff who work with girls in juvenile justice settings need to share an understanding of the goals and philosophy of gender-specific programming. Each girl involved in a gender-specific program needs an individual assessment and treatment plan that will integrate services and put her on the path to greater success.

Federal Assistance

In response to growing concern over the lack of gender-specific services for females, Congress, in 1992, amended the Juvenile Justice and Delinquency Prevention (JJDP) Act of 1974 to require that State plans provide an analysis of gender-specific service needs and set forth a plan for providing needed services to this population. This analysis and plan must be completed in order for a State to qualify for Formula Grants programs under the JJDP Act. In addition, in 1992 Congress created a new State Challenge Activities program under Title II of Part E of the JJDP Act. This new program, initially funded in fiscal year (FY) 1995, has provided \$10 million annually to States to address up to ten identified challenge areas. One of the challenges is for States to develop and adopt policies to address gender bias in placement and treatment and to establish programs to ensure that female juveniles have access to a full range of services.

To date, 24 States and the District of Columbia through 91 individual projects have applied for and have been awarded funding for gender-specific services under the State Challenge Activities program. A number of States have completed statewide assessments of the needs of at-risk girls and have developed a variety of programmatic approaches, including public education, training, pilot projects, gender research, and program evaluation.

The preceding was primarily excerpted from the monograph “Guiding Principles for Promising Female Programming: An Inventory of Best Practices” prepared by Greene, Peters, and Associates for the Office of Juvenile Justice and Delinquency Prevention.

For more information regarding the monograph and federal funding assistance contact:

OJJDP
800 K Street NW, Suite 300
Washington, DC 20001
PH: 202-307-5940

Greene, Peters, & Associates
1018 16th Avenue, North
Nashville, Tennessee 37208
615-327-0329

Additional Resources

Belknap, J., & Holsinger, K. (1998). *Female Offenders: Critical Perspectives and Effective Interventions*. Gaithersburg, MD: Aspen Publishers.

Budnick, K., Shields-Fletcher, E., (1998) *What About Girls?* Fact Sheet. Washington, DC: US Department of Justice, Office of Juvenile Justice and Delinquency Prevention

Community Research Associates, (1998). *Juvenile Female Offenders: A Status of the States Report*. Washington, DC: US Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

Girls Incorporated. (1996). *Prevention and Parity: Girls in Juvenile Justice*. Washington, DC: US Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

Greene, Peters, & Associates, (1998). *Guiding Principles for Promising Female Programming: An Inventory of Best Practices*. Washington, DC: US Department of Justice, Office of Juvenile Justice and Delinquency Prevention

Martin, E. (1994). Programming for girls in the juvenile correctional and detention facilities. *1994 Juvenile Female Offenders Conference: A Time for a Change* (p. 47-56). Lanham, MD: American Correctional Association.

Maynard, R.A., & Garry, E.M. (1997). *Adolescent Motherhood: Implications for the Juvenile Justice System* (The Office of Juvenile Justice and Delinquency Prevention Fact Sheet 50). Washington, DC: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

Office of Juvenile Justice and Delinquency Prevention. (1995). *Title V Delinquency Prevention Program: Community Self-Evaluation Workbook*. Washington, DC: Author.

Poe-Yamagata, E., & Butts, J., (1996) *Female Offenders in the Juvenile Justice System*. Pittsburgh, PA: National Center for Juvenile Justice.

The majority of these documents can be obtained from the Juvenile Justice Clearinghouse, P.O. Box 6000- Rockville, MD 20849-6000; Phone: 800-638-8736; Fax: 301-519-5600; E-mail: askncjrs@ncjrs.org; or from their website at www.ojjdp.ncjrs.org.

PACE Center for Girls

Jacksonville, Florida

The PACE Center for Girls is a day treatment program offering comprehensive prevention, early intervention and high school education to adolescent girls, ages 12 to 18, who are considered at risk for delinquency. Started by five community volunteers dedicated to making changes in the juvenile justice system, PACE (Practical Academic Cultural Education) opened its doors in 1985 as an alternative to institutionalization or incarceration for delinquent girls. The organization that began with \$100 in a bank account and a borrowed room in Jacksonville church has grown to include 12 centers across Florida, each one offering a fully accredited high school program. Currently, the program is funded primarily by the Department of Juvenile Justice, with additional resources from school boards and private donations.

PACE aims to improve the lives of girls at risk of delinquency by enabling them to further their education and become productive citizens. Education is considered the key to helping girls develop self-esteem, envision a positive future for themselves, and overcome life challenges and family dysfunction.

The majority of PACE staff members are female, although each site typically employs at least one male. Staff members at each center tend to reflect the local community's ethnic composition. New staff spend two weeks in training, often in the form of job shadowing. During their first year, employees must participate in 120 hours of training. In-service training is ongoing and provided at least monthly. Gender-specific topics make up about 60 percent of staff training, and even general topics are presented with special emphasis on how they relate to adolescent girls. Each PACE center employs an executive director, administrative assistant, program manager, social services manager/clinician, teacher advisers, and social workers.

An open referral procedure means that girls can be referred to PACE by juvenile court, family members, teachers, or others. They must meet minimum criteria to be considered, and most centers have long waiting lists. The typical girl at a PACE center has not thrived in a traditional school setting because of a myriad of social and emotional issues. She is either behind in school or has been expelled. Seventy-five percent of the girls live at the poverty level; 45 percent are from single-parent homes; 61 percent have committed status offenses. Most have been exposed to a number of risk factors for delinquency, including physical or sexual abuse (60 percent), and drug or alcohol use (65 percent).

Once a girl enters the program, she undergoes a thorough needs assessment, including an initial home visit. Individual plans are developed to outline each girl's educational needs and address treatment concerns. Home visits are scheduled at least once each month, and families are encouraged to participate in the client's treatment. Each student is assigned a primary advisor who is on-call 24 hours a day.

Girls attend PACE classes for six hours a day, four or five days each week. In addition, they may participate in counseling, group therapy, and community service projects. The curriculum, known as SMARTGIRLS! (Students Making a Right Turn), consists of six academic modules that encourage positive life choices. Girls learn the importance of using correct language; are taught to appreciate cultural differences; study career awareness and planning; learn to make healthy choices regarding sexual activity, nutrition, drugs, and alcohol; identify the cycle of violence; and learn to solve problems peacefully. Finally, students serve as peer counselors to

teach others in their school and in their community about healthy choices. Throughout the curriculum, girls develop self-esteem, learn decision-making skills, and build positive relationships.

Girls complete the PACE program either by completing their high school education or becoming ready to return to traditional school. Transitional services and support continue for up to three years after girls leave the PACE program.

Pulaski County Juvenile Court Little Rock, Arkansas

The Teen Parenting program of the Pulaski County Juvenile Court is an early intervention/probation program that uses volunteer probation officers to supervise first-time and nonviolent offenders who are also teen parents; capacity, 15 girls; funded by grant from OJJDP as part of larger volunteer probation officer supervision program

When Pulaski County Circuit Judge Rita Gruber noticed that many first-time offenders were “falling through the cracks” of juvenile court due to the heavy case loads of probation officers, she established a Volunteer Probation Officer (VPO) program to better supervise minor offenders and prevent future delinquency. Based on a model in Shelby County, Tennessee, Pulaski County’s VPO program began operating in 1992. Because of a high rate of teen pregnancy among girls on probation, and the special risks facing both teen mothers and their children, a gender-specific component was later added to supervise female offenders who are pregnant or parenting. Supervision and parenting education takes place through visits and phone calls to the girls’ homes.

The Volunteer Probation Officer program addresses teen pregnancy as an issue that spans three generations—the juvenile, her parents, and her child. The program not only aims to prevent teen pregnancy among offenders who are on probation, but also to increase the competency of those teens that are pregnant or already parenting. The in-home education and support provided to participant’s fits with the juvenile court’s philosophy of rehabilitating juveniles through the least restrictive means.

Because this program relies on volunteer to serve as probation officers, staffing is dependent on the success of recruitment efforts. Typically, the program operates with a staff of 120 Volunteer Probation Officers, of whom 10 to 15 have undergone extra training to work with teen parents. (All VPOs receive 10 hours of initial training; those in the teen parenting program receive an additional two hours of training focusing on parenting skills and female development.) Female’s volunteers supervise girls. Frequently, girls and their VPO are of the same race or share an ethnic background. The program employs an in-home facilitator, who is a licensed social worker, and a volunteer supervisor.

The majority of girls in the teen parenting program were born to teen mothers themselves. Seventy-four percent of the girls are African American, 26 percent Caucasian. Their most common offenses include shoplifting, battery, or status offenses. Many of the probationers have received poor or inadequate parenting and little adult supervision. They may have been exposed to parental substance abuse, personal substance abuse, and domestic violence (as witnesses or

victims). Many have experienced chronic school failure and may have learning disabilities. Staff believes that many of the girls are seeking attention, love, and acceptance in negative ways.

The first stage of programming, after a girl is referred by Juvenile Court or Children and Family Services, involves 10 weekly home visits by the “in-home facilitator.” Each visit, lasting from one to two hours, offers parenting education and positive skill development to the girl and her family. The girl’s parents are required to attend at least the last four weekly sessions, while the topics include limit setting; supervision; birth control; and sexuality. After the first 10 weeks, follow-up supervision is conducted by a VPO who makes home visits or phone contact every week. Each girl also has an individual needs assessment and service plan, which helps connect her with other community resources.

The program enables girls to bond with a caring adult who provides a positive role model. Relationship building is a major emphasis of the program.

Harriet Tubman Residential Center ***Auburn, New York***

Residential “step-down” facility (between secure and group home) for girls ages 15 to 18 years who are considered minor or first-time offenders; capacity, 25 girls; funded by New York State Division for Youth with additional support from volunteers

The Harriet Tubman Center, opened in 1994, was one of the seven new juvenile facilities built in New York with Title IV grant funding. Director of the Tubman Center, Inez Nieves-Evans, developed the multicultural curriculum, which highlights the rich history of women in the state of New York. The center is located state grounds and includes three buildings: residential facility (with a private bedroom for each girl), gym/media center, and work shed. The walls are decorated with portraits of famous women.

With a goal of enabling delinquent girls to return to their homes as productive members of society, the Tubman Center delivers a unique blend of education and therapy. By learning about the accomplishments of women in history, girls come to understand that they have many options in life, and that they possess the self-determination to set and reach goals.

The staff includes both men and women (currently three male and nine female staff members), who receive 10 hours of gender-specific training before delivering services. At least 120 hours of additional training is required during the first year of employment and 40 hours each subsequent year. Staff positions include a director, assistant director, youth division aides (levels I-III), youth-division counselors, special-education teachers, and an education coordinator.

Girls are referred to the Tubman Center by juvenile court. Typically, girls are first-time offenders, status offenders, or have committed minor assaults. The most prominent risk factors the girls face include unstable home environments, lack of care, and poor bonding. Additionally, many girls have experienced substance abuse or physical, sexual, or emotional abuse. Other risk factors relate to poor academic performance, domestic violence, negative peer relationships, family substance abuse, and family history or criminal involvement. Some girls have attempted or contemplated suicide. The population is racially diverse (the composition changes, but is currently 25 percent Hispanic, 35 percent Caucasian, and 40 percent African American).

Girls progress through a structured program at Tubman Center. When they arrive, they are granted few privileges and are under close supervision. They progress by learning and exhibiting self-control, positive decision-making and relationship-building skills. Gradually, as girls set and reach personal goals, they earn more freedom and move from a highly structured environment to one that relies on the individual girl's internal planning, researching, and making decisions about their own future. Throughout the program, girls receive group and individual counseling, case management, and peer support. Treatment is individualized.

Women's studies are incorporated throughout the program in an effort to expand girls' awareness of opportunities available to them as females. A resource center stocked with videos, books, and more than 1000 biographical files teaches girls about resourceful, inspirational women of diverse cultures who have overcome obstacles and social resistance throughout history. The curriculum teaches girls to take pride in their gender and to develop the determination and self-esteem to overcome sexist messages they may have heard throughout their lives.

A curriculum component called "Adelante" addresses victimization issues, promotion abuse awareness, prevention, and personal empowerment. Other targeted skills include conflict resolution, time management, anger management, stress management, and independent living skills.

As girls prepare to leave the Tubman Center, their families are involved in aftercare planning. Staff also helps girls locate resources in their home communities to provide follow-up support services.

Previous Satellite Videoconferences

Produced by the
Office of Juvenile Justice and Delinquency Prevention

Conditions of Confinement in Juvenile Corrections and Detention Facilities

September 1993

Community Collaboration

June 1995

Effective Programs for Serious, Violent, and Chronic Juvenile Offenders

October 1995

Youth-Oriented Community Policing

December 1995

Juvenile Boot Camps

February 1996

Conflict Resolution for Youth

May 1996

Reducing Youth Gun Violence

August 1996

Youth Out of the Education Mainstream

October 1996

Has the Juvenile Court Outlived Its Usefulness?

December 1996

Youth Gangs in America

March 1997

Preventing Drug Abuse Among Youth

June 1997

Mentoring for Youth in Schools and Communities

September 1997

Juvenile Offenders and Drug Treatment:

Promising Approaches

December 1997

Comprehensive Juvenile Justice in State Legislatures

February 1998

Protecting Children Online

March 1998

Youth Courts: A National Movement

May 1998

Risk Factors and Successful Interventions for

Serious and Violent Juvenile Offenders

September 1998

White House Conference on School Safety:

Causes and Prevention of Youth Violence

October 1998

Juveniles and the Criminal Justice System

December 1998

For Further Information

For videos of previous OJJDP videoconferences, please contact the Juvenile Justice Clearinghouse, PO Box 6000, Rockville, MD 20849-6000; call 800-638-8736; fax 301-251-5212; or e-mail askncjrs@ncjrs.org.

For information on future OJJDP programs, contact the Becky Ritchey, Juvenile Justice Telecommunications Assistance Project, Eastern Kentucky University, 300 Stratton Building, 521 Lancaster Avenue, Richmond, KY 40475-3102; call 606-622-6671; fax 606-622-4397; or e-mail beckytrc@iclub.org

Females and the Juvenile Justice System

Program Panelists

Shay Bilchik, Administrator

Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice, 800 K Street NW, North Entrance, Washington, DC 20001; PH: 202-307-5911; Fax: 202-514-6382.

Mr. Bilchik was confirmed by the United States Senate as Administrator of the Office of Juvenile Justice and Delinquency Prevention in 1994. Prior to that time, he served as Associate Deputy Attorney General. Mr. Bilchik's career began in the State of Florida where he worked 17 years as a prosecutor. He served as a Chief Assistant State Attorney and as the coordinator of many special programs, including all juvenile operations as the Police-Juvenile Prosecutor Liaison and the School-Juvenile Prosecutor Liaison.

Dr. Joanne Belknap, Women Studies Program, University of Colorado

Campus Box 246, University of Colorado, Boulder, CO 80309; PH: 303-492-2549

Dr. Joanne Belknap received a Ph.D. in Criminal Justice and Criminology from Michigan State University in 1986. She is currently an Associate Professor in both Sociology and Women's Studies at the University of Colorado. Dr. Belknap has numerous scholarly publications, most of which involve violence against women and female offenders. Her book, *The Invisible Woman: Gender, Crime, and Justice*, was published in 1996. Dr. Belknap has served on state advisory boards for female offenders and women in prison; on US Attorney General Janet Reno's Violence Against Women committee, and gave expert testimony to the Warren Christopher Commission investigating the Rodney King police brutality incident in Los Angeles. She is currently working on research projects on the court processing of woman battering cases. Dr. Belknap is the recipient of the 1997 national award "Distinguished Scholar of the Division on Women and Crime" of the American Society of Criminology.

Inez M. Nieves-Evans, Director, Harriet Tubman Residential Center

6752 Pine Ridge Road, Auburn, NY 13021, PH: 315-255-3481

Ms. Nieves-Evans is the Facility Director for the Harriet Tubman Residential Center, a residential program for girls in upstate New York. She has sixteen years of experience working with delinquent girls and has facilitated specialized programs nationally. She has presented in workshops for the American correctional Association, Centers for Disease Control and Prevention, and the City of New York Department of Juvenile Justice. As a co-partner in her own business, "Juvenile Justice Program Development Trainers", she developed and facilitated workshops in both male and female institutions. Ms. Nieves-Evans has also helped develop gender specific programs for her agency including Abuse Awareness curriculum for girls. She is currently a co-partner in a consultant firm Dynamic Concepts.

Ms. Nieves-Evans is a graduate of the State University at Cortland, NY and holds a Bachelor of Science degree. She earned a Master's Degree in Human Services Administration from Springfield College in Massachusetts. She was born and raised in New York City and currently lives in Cortland, NY with her family.

Margaret Rice-Harvey, Education Coordinator, Harriet Tubman Residential Center

6752 Pine Ridge Road, Auburn, NY 13021, PH: 315-255-3481

Margaret Rice-Harvey is the Education Coordinator of the academic and vocational programs at the Harriet Tubman Residential Center. Her responsibilities include supervising teachers, overseeing the curriculum and assessment, administering stipend and job training placement employment programs. She coordinates and recruits volunteers both on campus and in the community. Mrs. Harvey has presented the Women's History Program, a program on student involvement in women's history activities in numerous forums.

Before becoming the Education Coordinator at Harriet Tubman in 1994, Mrs. Harvey was a teacher in the agency for 12 years. In addition, she taught in adult corrections and public school for 10 years. Mrs. Harvey holds a Bachelor of Arts in Communication Disorders from the State University at Buffalo; a Master of Science in Education-Reading from the State University College at Cortland and has permanent Public School Teacher Certification in both areas.

Honorable Rita Gruber, Circuit-Chancery Judge

Pulaski County Juvenile Court, 3001 West Roosevelt Road, Little Rock, AR 72204; PH: 501-340-6700

Judge Gruber is currently serving her second term as a Circuit-Chancery Judge for the Sixth Judicial District (Pulaski and Perry Counties). Since taking office in 1989, she has helped establish a Volunteer Probation Officer program to work with first-time offenders. A collaborative effort with the Quapaw Council of the Boy Scouts of America established structured programming for diversion juveniles and their families. She initiated a Generational Teen Parenting (Gender-based) Program that provides specialized supervision and parent training for teen parents and their mothers. She has also helped establish an Intensive Supervision Program (ISP) for more serious offenders that includes a parenting component, and she helped plan and obtain support for the CSTP boot camp at Camp Robinson. The ISP and Gender-based programs have been recognized by their funding sources as innovated and effectively meeting the needs of juveniles and their families.

Judge Gruber has been a lifelong resident of Little Rock and is a graduate of the University of Arkansas at Little Rock and is also a graduate of that University's School of Law. She is a member of the Pulaski, Arkansas, and American Bar Associations serving on numerous committees in these organizations.

Sheila Peters, Partner, Greene, Peters, and Associates

1018 16th Avenue, North, Nashville, TN 37208, PH: 615-327-0329

Dr. Sheila Peters is a licensed clinical psychologist specializing in working with vulnerable child and adolescent populations. She exhibits her expertise in the areas of youth development and juvenile justice programming planning, evaluation, training, and technical assistance. She has served as a staff psychologist in a secure juvenile justice facility. She is a past member and Vice-Chair of the Tennessee Commission on Children and Youth, the Tennessee State Advisory Group (SAG). She is a partner in Greene, Peters, and Associates, P.C., a clinical and consulting psychology firm located in Nashville, Tennessee. Dr. Peters serves as Senior Program Manager for the Gender-specific Programming for Girls Training and Technical Assistance Initiative funded through the Office of Juvenile Justice and Delinquency Prevention (OJJDP).

Dr. Peters is a graduate of the University of North Carolina at Chapel Hill (B.A. with honors in Psychology) and Vanderbilt University (M.S. and Ph.D. in Clinical Psychology). She has completed postdoctoral study in the Developmental Psychopathology Training Program at Vanderbilt University. Currently, she is an Assistant Professor of Psychology at Fisk University and is a Faculty Collaborator with the National Consortium on Violence Research (NCOVR). Some of her civic affiliations include Chair of the Metropolitan Nashville/Davidson County Human Relations Commission, Board member of United Way of Middle Tennessee, Board member and Program Chair of Tennessee Voices for Children, and Board member of Murci Homes and the Alcohol and Drug Council . In her professional and civic obligations, Dr. Peters is committed to the empowerment of children, adolescents, and families.

LaWanda Ravoira, Director, PACE Program, Jacksonville, FL

112 W. Adams Street, Suite 500, Jacksonville, FL 32202; PH 904-358-0555

Dr. LaWanda Ravoira is the President and CEO of PACE Center for Girls, Inc., a statewide not-for-profit organization that provides gender-specific, comprehensive educational and therapeutic support services to at-risk girls throughout the State of Florida. Headquartered in Jacksonville, with 17 centers across the state, PACE has ranked #1 in quality assurance by the State of Florida's Inspector General's Office out of nearly 500 Florida programs. Dr. Ravoira also currently serves as the Board President for the National Girls Caucus, a national membership organization whose mission is to focus national attention on the unique needs of girls and young women who are at-risk or in the justice system in order to create change. She also serves as an advisory committee member for the Florida Department of Juvenile Justice's Girls Initiative which is designed to promote effective gender-specific programming and implement policies and practices that prohibit gender bias in placement, treatment, and services.

Dr. Ravoira has authored the book, Social Bonds and Teen Pregnancy, Greenwood Publishing, Praeger Press, New York (1993) among other publications. She holds a Doctorate in Public Administration from Nova University, Ft. Lauderdale, a Masters in Allied Health from the University of North Florida and a Bachelors Degree in Sociology from the College of Charleston.