

The Case for Restoring the New Beginning Program's Funding

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The Framingham based New Beginnings Program has served the youth of Massachusetts for fourteen years. Its funding ceased in January 2009 due to economy driven budget restrictions. This program serves **an average of 130 juvenile offenders** each year and is temporarily continuing its operation using volunteer resources. Its director is presently serving without salary. The New Beginnings program will be forced to cease operating in the immediate future if funding does not become available.

The program focuses on youthful offenders with a focus on stopping the use of drugs including alcohol and preventing violent behaviors. Almost all youth offenders have issues with one or more of these substances and there is clear correlation between their abuses of addicting substances and their additional offenses.

What is New Beginnings?

It is a unique program focused on direct intervention with teenagers and their families who have drug and/or alcohol issues as well as commit other crimes.

New Beginnings was founded by Bill Phillips. He is a unique individual who survived the horrors of violence and addiction in his own family when he was a child and as so often is the case, overcame similar challenges in his own life that included addictions to alcohol and hard drugs. Bill makes no secret his past, the grief that it caused his family and friends and the challenges that he personally overcame during his own passage to a sober life. As such he is a role model that can say, "Been there. Done that." And to say it clearly and to say it was neither fun nor worth the grief that he personally endured.

Bill is also the founder and leader of the Alcohol Anonymous Group known as TSDD ("Tough _____, Don't Drink") based in Framingham, Mass. TSDD serves a hardcore group of non-drinking alcoholics and non-using drug addicts. The Framingham and other local Juvenile and Adult Courts frequently require first time juvenile and adult offenders to attend TSDD AA meetings as part of their sentence.

TSDD does not serve the same purpose as the New Beginnings Program. AA is by its own definition a self help program where attendees choose to learn – or not. Those that attend TSDD due to a court requirement can choose to listen and contribute - or not.

At New Beginnings it is fair to say that everyone participates and that most find it a comfort to speak to someone who once felt what you feel, who understands the complicated world you live in and offers the positive message that there is a better and less painful way to live and he might be able to help you out of the predicament you are enduring.

New Beginnings serves the youth community in two distinct ways:

Prevention:

- Bill makes over 200 visits to Massachusetts high schools and middle schools each year with a clear message regarding making appropriate and responsible decisions delivered in a very direct and down to earth manner, and why the use of drugs truly has a negative impact on both one's physical and emotional well being. These presentations break through the perception that smoking dope, drinking alcohol, popping pills, snorting cocaine or even shooting heroin is pleasurable or healthy, while clearly identifying the negative results to the user.

The school visits also result in numerous requests for follow up services such as classroom workshops, all day events, pre-season meetings for athletes and their parents and other similar workshop events. This is important as it reinforces the information to individuals and groups that indicate need.

Bill's presentations have been highly praised by the school administrators, their students, parents and experts in the prevention of drug and alcohol abuse.

Counseling:

- Bill actively counsels an average of 72 teens at any point in time at his office at Keefe Tech in Framingham Mass. on a "one to one" or a "few to one" basis. Bill also requests that parents occasionally join in sessions with their child providing opportunities for "managed" discussions, issue resolution and most important establishment of compromises within the family.

These counseling sessions are *very practical*, focusing on immediate family issues. Everyone's (including the parents) recent behavior is reviewed, analyzed and suggestions are made on how everyone can better manage issues and temptations.

Due to his connections within the student community, Bill is often aware of who is meeting appropriate behavior standards and who is not. This allows him to intervene before a serious problem occurs and prevent court action and possible incarceration.

Frequently the courts require a youth on probation to meet with Bill on a recurring basis as part of their probation. Bill is always in close contact with the probation officers and other court officials and will at times do drug testing and such on their behalf.

Other students volunteer to meet with him because of personal challenges at home, in school or elsewhere.

What benefits are lost if the state does not refund the New Beginnings Program?

I personally believe that it can be said with certainty that the individuals who attend the program will, without the benefit of the counseling, have significant behavior problems that frequently include serious drug use, thefts for drug money and other illegal behaviors that otherwise would not have occurred.

These behavior issues impact and disrupt both the school and community *at a real dollar cost* that is not possible to calculate. What can be calculated however is the certainty that the program will operate with a surplus based on common sense cost projections as defined below.

It costs approximately \$65,000 per year to incarcerate a child at the Youth Service Board *excluding* police investigative and judicial costs. (See Attachment 3)

It costs approximately \$200,000 per year to operate the New Beginnings Program. If three years of incarceration are prevented through the program, the state operates at breakeven. Every additional child not remanded to the Youth Service Board is saving the state additional direct expense.

I believe it is fair to say that there are also significant real costs to the Commonwealth that will not occur as a result of fewer crimes being committed. However this cannot be measured.

What is incalculable is the amount of heartache and family disruption that can be avoided. That truly is priceless.....

Attachments:

Two of the attached studies support the premise that the New Beginnings Program is self sufficient as it exists today and in fact will actually save the state far more than the cost of the program. The others provide documentation supporting the report.

Attachment 1 is an independent study of the actual New Beginnings program conducted by the Minnesota Institute of Public Health a provided in early January 2009.

Attachment 2 contains a study of a similar program in Deschutes County, Oregon called the Community Youth Investment Project that was implemented by the Oregon Commission on Children and Families.

Attachment 3: 2008 Patrick Administration CORI Reform Announcement that CORI reform will save taxpayers millions of dollars a year, not only by reducing prison costs but by also reducing the cost of criminal behavior in the Commonwealth's communities, thereby enhancing public safety.

Attachment 4: Annual Cost of Juvenile Incarceration

Attachment 5: Biography of Bill Philips

Attachment 1:

New Beginnings Evaluation Report

**Prepared by the Minnesota Institute of Public Health
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Introduction

New Beginnings was founded by Bill Phillips in 1985 “to promote awareness and acceptance of alcoholism and other dependencies as a health issue of grave concern to everyone, with major ramifications to the welfare of the community.” Today, New Beginnings offers a range of programs based on the belief that it is never too early or too late for young people of today to be “educated to make healthy choices for a non-addicted life.” Presentation type services often conducted by Bill Phillips as well as guest speakers, court officials and “kids in recovery” are designed to fit any middle or high school grade level. These can range from one-hour assemblies, to classroom workshops, all day events, or evening sessions such as pre-season meetings for athletes and their parents. New Beginnings staff encourages schools to implement classroom-based activities, but schools most often request large group assemblies. Other parallel programs are offered for parents, coaches, other school staff, captains and other leadership groups to use their influence to assist young people in making healthy decisions about their futures. In addition a variety of follow-up services are offered including facilitating small at risk student group discussions, one-on-one counseling, assistance to school staff to address school policy and service issues, and to parent or other community groups to address issues at a community level.

Information on the New Beginnings website explains, “The programs are in constant change to keep up with the fast-paced world we live in.” As well as providing current and accurate information about the effects and dangers of alcohol and other drugs, each program focuses on current issues students at their grade level deal with everyday. New strategies and approaches are also frequently created for student interest. And Programs are also adapted for specific issues that school staff or parents “feel are important to encourage young adults to make responsible decisions.”(<http://www.nbprograms.com/> - About Us)

When used alone, knowledge-oriented interventions designed to supply information about the negative consequences of substance use do not produce measurable and long-lasting changes in substance use-related behaviors or attitudes and are considered among the least effective educational strategies (Tobler, 1986). Knowledge-oriented approaches without regard for age appropriateness or readiness to receive messages often does little more than to stir curiosity. In addition, one-time assemblies and presentations that include testimonials by former addicts have been evaluated and found to have minimal value as a prevention strategy because they reinforce a negative norm that "everyone uses drugs" at some point in their lives. Or some students may think that won't happen to me or even if

it does happen, they look okay now. However, New Beginnings programs go beyond these methods and provide the additional follow-up services mentioned above, which can: 1) identify and help students experiencing substance abuse problems, and 2) to engage the school, parents, and possibly community organizations and groups in efforts to change substance abuse among students. This second purpose may have a preventive impact; yet measuring such an impact was beyond the scope of the current evaluation. The focus of this evaluation did not examine the preventive impact of the presentation type of service on students in attendance, but rather focused on the degree to which the New Beginnings “Kids in Recovery” program engaged students experiencing substance use problems in seeking and receiving support services and the impact of the presentations of participating school’s efforts to respond to substance abuse among students.

The purpose of this evaluation was twofold. First, to determine the impact of the New Beginnings “Kids in Recovery” program and follow-up activities on students from participating schools. Second, to assess the contribution of the program and follow-up services on school substance policy, programs and practices.

Methodology

This evaluation was designed to answer three guiding evaluation questions:

1. To what extent do students who are referred to New Beginnings for follow-up services participate in those services?
2. To what extent do students who participate in New Beginnings follow-up services demonstrate improved quality of life as measured by changes in self-reported substance use, school performance, and social relationships with friends and family?
3. To what extent do schools that participate in the program improve their capacity to help students experiencing substance abuse problems?

The evaluation plan included multiple data collection strategies intended to provide both quantitative and qualitative data relevant to these questions.

1. The number of students referred for follow-up services during the period from April through November of 2008 was tracked using the existing New Beginnings database.
2. The number of students who participate in New Beginnings follow-up services during the period from April through November of 2008 was tracked using the existing New Beginnings database. (April- December 2008)
3. Telephone interviews were conducted with 19 of 25 randomly selected New Beginnings recipients of follow-up services (1) to determine their satisfaction with these services and the impact on their quality of life approximately 6 months after services were completed or 9 months after services were initiated. (See appendix 1 for Interview Protocol)
4. A web-based survey was completed by 46 of 89 school staff members selected by the evaluators from a list of contact persons provided by the New Beginnings Program(2) that have offered the program in their schools in the previous year to determine the impact of the program on improving the school's capacity to help students experiencing substance abuse problems. (See appendix 2 for Survey)

Limitations

The response rates for the telephone interviews (76%) and the web-based survey (52%) are considered acceptable by the evaluation team. The sample of students selected for a telephone interview was drawn from a list of students who had agreed to take part in follow-up evaluation activities at the time they began to participate in the program and may not be fully representative of all students who received program services. All qualitative data collection methods are subject to some interviewer bias and students may be biased toward offering socially desirable answers to interview questions.

Findings

Key findings from review of New Beginnings database

Sixty-three students were referred for follow-up services during the time period from April through November 2008. All students referred (63) participated in one or more follow-up contacts.

Key findings from follow-up telephone interviews with students.

1) The vast majority of students (18 of 19) who participated in a telephone interview were satisfied or very satisfied with the services received.

“He gave me good advice and helped me stay out of trouble.”

“He saved my life. He knows what I am going through. He doesn’t make me feel different. He knows how to help me change the way I think. He shows you the door to a better life and you have to do the leg work.”

“He just told me straight up what to do and what not to do, like what would get me in trouble.”

“He has been through it all. He puts you through the whole thought process what would happen to you if you (engaged in risky behavior.) Makes you think about it.”

“He is someone you can talk to. You can go to him with problems.”

“He was easy to talk to. He is approachable. I felt connection with him.”

“I feel he was a little too old and didn’t know what was going on. I felt he was disrespectful and was always trying to catch me in doing something wrong.”

2) Students who received follow-up services reported receiving services ranging from once a week for two months to two or more times per week for over a year. The majority of students had weekly contact for two to six months.

3) The vast majority of students (18 of 19) who participated in a telephone interview reported improvements in their lives that they attributed to the services received. Only one student expressed concern about the services provided.

“I’m doing better in school. I haven’t used drugs or alcohol since I met him. Home life is better; me and mom get along better. Over all I am happier.”

“He helped out in school last year I am not doing as well this year. . . Made a major impact on reducing my substance abuse. Family life is easier, more agreeable.”

“It made me think. School has improved. I have been clean for 4 months. Family notices a big change. My attitude has changed for the better.”

“I focus more on school. I go to a school where he works and I can talk to him. I used to smoke weed and I stopped. I have Bill to talk to. Family all goes to see him and he helps us talk it out if we were having a problem.”

“School didn’t (improve for me), but I have been clean for 3 months. (I have) improved relationships with family and friends. We get along better because I am clean. I get more respect from my friends because I am a different person.”

“I wouldn’t be alive if it weren’t for him. My family is closer to me. He helped them understand. I have graduated from college. He helped me stay sober.”

“The program changed my substance use. I am sober now. I have a better relationship with family. I’m able to talk with them better. I just started back to school.”

“Doing way better in school was failing in 4 classes now passing in 3 classes and I am working on a report to pass the 4th class. Helped me quit weed.”

“Everything improved. I now talk with my father. I can go to my dad with problems when I couldn’t before. I was failing in school and helped me to talk with my teachers. Helped me improve. I haven’t used in 4 years. (marijuana) He wrote me a recommendation for college.”

3) Six students reported being referred by New Beginnings staff to another organization or individual and all participated in services recommended. Students reported being referred to rehabilitation centers, mental health therapists, and alcoholics anonymous.

Key findings from school staff web-base survey

1) All respondents were satisfied with the services provided by Bill Phillips through the New Beginnings Program and 95% reported being very satisfied.

“The students remember the message they received during the program and are still talking about it 7 months later. For a program to make that big an impact it has to offer a specific message in a way it relates to the adolescents of today.”

“The Program brings students up close with young people who they can relate to.”

“Bill has a great way of relating to people. He gets the students involved in the activities. Also bringing in H.S. students who are recovering and sharing their stories leaves an impact on middle school students.”

“... Amazing program... Bill is the real reason the program works... he keeps people interested... he doesn't talk down to people.”

“It opened up the door for students to talk about concerns regarding substance use and abuse. It also gave students the opportunity to connect with Bill Phillips and to be aware that he works in the community to help children.”

“Having a speaker who was a recovering addict address the students. He was from a similar town, looked like all of the students at our school and came from similar demographics. He was very powerful.”

“NB has provided exceptional presentations at assemblies. Mr. Phillips has also followed up with a number of our families and students at risk. His wealth of knowledge and area resources is unbelievably valuable to our school community. He has really made a difference here.”

2) Ninety-one percent of respondents offered specific examples of ways that students have benefited from their involvement in the New Beginnings Programs.

“Students have stepped forward who think they may have a problem. Students have sought out help for friends and family members. Students do not feel that they are alone when dealing with these issues. Students are more aware of the consequences of their actions and are thinking twice before acting on impulses.”

“There have been several students who, after being exposed to the New Beginnings seminar, have decided to get sober. Bill Phillips involves people who have overcome difficulties with drugs and alcohol to give the students real life examples of overcoming addiction to go on to have a full and happy sober life. In my opinion it is a realistic presentation that students can easily relate to.”

“Positive response from Bill's visit was immediate. We had students ask to get involved with helping their peers stop using drugs/alcohol.”

“Students have opened up about their personal or family's issues and have received help (counseling, rehab, made connection to staff member for help)”

“Students have kept in contact with Bill Phillips asking for advice. Bill's delivery of the material is very effective with students and they feel comfortable seeking him out even after he has left the building.”

“Learning to live drug free gaining confidence making good choices”

“Bill had several students begin counseling with him after he spoke to our seniors. Many of these kids were hopeless and self-destructive. He has given them hope.”

3) In addition to benefits to students, more than 60% of respondents reported school wide changes in substance abuse policy, procedures or programming that occurred within a year following the New Beginnings Program. **(See Table 1)**

Table 1
Perception of contribution of New Beginnings Program to actions by taken by schools to improve school substance abuse policy and programs
N=41*

	Action taken by school in past year	Strong Contribution	Moderate Contribution	Minimal Contribution	No Contribution
Reviewed school substance use policy	68%	29%	57%	7%	7%
Updated school substance use policy	61%	32%	36%	12%	20%
Reviewed school student assistance and/or counseling services	85%	57%	29%	9%	6%
Updated school student assistance and/or counseling services	72%	45%	35%	14%	7%
Improved school climate by adding a resource for students who need help with substance use problems	85%	80%	17%	3%	0%
Increased parental involvement in substance use prevention and treatment for students	75%	48%	35%	13%	3%
Provided additional training on substance use for staff	82%	50%	34%	13%	3%
Strengthened relationships with community –based substance abuse service providers	86%	50%	36%	11%	3%
Reviewed school-based substance use prevention efforts	85%	49%	37%	6%	9%
Updated school-based substance use prevention efforts	76%	55%	29%	13%	3%

* Several respondents chose not to answer this specific question.

4) All respondents would recommend the New Beginnings Program presented by Bill Phillips to colleagues in other schools.

“I highly recommend this program to all schools. It's a great avenue for students at risk!”

“I have encouraged our national office to meet with Bill Phillips and get a national relationship with him but right now that is on hold due to other pressing issues the national organization is involved with. I can't say enough about the value of Bill Phillips' program.”

5) Most school staff, responsible for bringing the New Beginnings Program to his/her school, learned of the program through a recommendation from a school staff member in his/her own school (50%), a school staff member from another school (27%), or a student (10%). Direct marketing from New Beginnings accounted for 30% of the program implementations. (See **Table 2**)

N=30	Response Percent
Recommendation from a teacher of other school staff member	50.0%
Direct marketing communication from New Beginnings staff	30.0%
Recommendation from a colleague in another school	26.7%
Recommendation from a student	10.0%
Recommendation from a parent	6.7%
Media coverage about the New Beginnings program	3.3%
Information on a website	3.3%

Table 2
Ways school staff learned of New Beginnings Program

Suggestions for improving New Beginnings Program

Six school staff offered suggestions for improving New Beginnings services. All of these suggestions focus on structure, schedule, timing, and target audiences. No suggestions about content or delivery style were offered.

“I wonder if Bill/New Beginnings listed a number of different ways that he could be helpful to schools. For example, he could list "classroom presentation", meeting with small groups for 5, 7, or 10 sessions, consultation with guidance and counseling staff per hour fees, etc. It might draw more interest if schools saw different ways they could use his skills.”

“(Provide) additional classroom time.”

“It would be great if students were able to be more in a class room setting with questions and answers, however there is not enough time to reach all the students using this method.”

“Bill is wonderful, but seems to over book himself which causes a delay in responding to a situation or availability to meet with students.”

“Perhaps, a meeting with guidance & mental health counselors to learn of each school's needs may help. Also, connecting with community organizations such as PTOs and local substance abuse coalitions may help as well.”

“Possibly more professional development for teachers and practitioners.”

Discussion

As data were being collected, it became clear that it would be difficult to address the first guiding evaluation question, “To what extent do students who are referred to New Beginnings for follow-up services participate in those services?” in the manner originally conceived during the development of the evaluation plan. Because so many students self-refer to Bill Phillips and the New Beginning Program following a presentation at their school, it became clear that most, if not all students referred would also participate in those services. This proved to be true based on data available in the New Beginnings database. The evaluation team was not able to determine how many students were referred by school staff and how many were self referrals, but it appears that 100% of students referred actually participated in follow-up programs and services.

The sample of students interviewed who had participated in follow-up services with Bill Phillips were overwhelming positive in response to questions about their satisfaction with the services as well as their perception that quality of life had improved. With one exception, the students attributed specific changes in self-

reported substance use, school performance, and social relationships with friends and family as examples of improvements in their quality of life. Students perceive his style to be direct and instructive. Students regularly used the term “advice” to describe how Bill interacted with them. Because students interviewed were selected from a population of students who volunteered to participate in follow-up evaluation, there may be some selection bias in this sample.

More than half of School Staff Survey respondents reported a number of program improvements related to their efforts to help students experiencing substance abuse problems that were partially attributed to their work with New Beginnings and Bill Phillips. Thus finding suggest that the New Beginnings Program extends its reach beyond the initial presentation to students and contributes to improvements in school policies, programs and practices related to substance abuse. Since the majority of respondents (70%) reported that they learned of the New Beginnings program from a personal recommendation, it may be that school staff who invite Bill Phillips to present the New Beginnings Program have similar interests to those who have already worked with him and may therefore be predisposed to accepting his message and call to action. Regardless, the degree to which school staff members perceive the Program contributing to improvements in their school is high. It appears that school staff perceive that Bill Phillips’ follow-up services complement school-based prevention and counseling services and may relieve school staff of some burden of counseling required to help students experiencing substance abuse problems.

A remaining evaluation question is the degree to which the New Beginnings Program can be replicated and expanded. A majority of the positive comments and examples of positive outcomes are attributed by students and school staff directly to Bill Phillips and it is not clear whether or not the content and format of the delivery of New Beginnings services can be extended beyond the capacity of one person. His style and skills appear to be essential elements for the Program’s success.

Summary

Responses from both school staff and students indicated overall satisfaction with services provided by Bill Phillips and the New Beginnings Program. All of the school staff respondents reported that they would recommend the programs offered by New Beginnings and Bill Phillips to their colleagues. The majority of schools believe that his work contributed to improvements in their school substance abuse policy, programs, and practices in addition to helping individual students. Both staff and students were able to offer specific examples of benefits of their participation in programs and services provided. With one exception, recipients of the services of New Beginnings who participated in this evaluation believe those services have been valuable personally and/or organizationally.

Endnotes

¹ From an original list of 32 program participants who agreed to participate in a follow-up evaluation, three were eliminated because they were older than traditional high school aged student at the time they received services and four were eliminated because of insufficient contact information needed to reach them by telephone. Of the remaining 25 program participants, interviews were completed with 19 persons.

¹ From an original list of 97 school staff, six were eliminated because of insufficient email address and two responded via email that they did not have sufficient contact with Bill or the project to properly respond to the questions. Of the remaining 89 school staff members, 46 completed the survey.

References

Brown, J.H., D'Emidio-Caston, M. and Pollard, (1997) Evaluation Review 19 (4)

Center for Substance Abuse Prevention, (2001) Principles of Substance Abuse Prevention (DHHS publication No. SMA 01-3507)

Drug Strategies. (1999). Making the grade: A guide to school drug prevention programs. Washington, DC.

Tobler, N. S. (1986). Meta-analysis of 143 adolescent drug prevention programs: Quantitative outcome results of program participants compared to a control or comparison group. Journal of Drug Issues, 16(4), 535-567.

<http://www.nbprograms.com/> --- About Us, etc.

Attachment 2:

Community Youth Investment Project

Deschutes County, OR Commission on Children and Families

The Community Youth Investment Project is a bold effort by state and local government, supported by citizen leaders, to reduce juvenile crime and the high cost of juvenile incarceration in state facilities and to invest the savings in research proven, prevention initiatives.

Their Charter:

The project will hold youth more accountable at the community level. It also provides incentives for Deschutes County to use fewer state close custody beds for local adjudicated delinquents while investing in juvenile crime prevention and helping local youth.

Under the project the County uses county, community and state resources to develop local facilities and programs that address public safety and prevent juvenile crime. The

County will work to:

- (1) Expand local options for at risk youth,
- (2) Increase resources for earlier intervention and prevention
- (3) reduce the long term cost to the State for the cost of crime.

An important state impetus for this law came from Governor Kitzhaber's concern that juvenile crime was having an increasingly negative impact on Oregon's future. In addition to the human impact of crime, ***costs of close custody services for juveniles are projected to increase from \$ 200 million to as much as \$ 700 million by 2005.***

The Governor has asked county governments to expand their efforts on this issue. The project is being implemented in collaboration with the Oregon Youth Authority and the Central / Eastern Oregon Juvenile Justice Consortium (CEOJJC), an association of 17 rural Oregon counties.

SUMMARY:

In 1997, the Oregon State legislature established the Deschutes County Community Youth Investment Program, a six-year demonstration program designed to increase investment in community-based delinquency prevention programs by shifting funds from costly state incarceration programs.

From 2002 to 2003, the consulting firm of Greenwood and Associates conducted an evaluation and cost benefit analysis of the two components of the program:

- Residential treatment program.
- Portfolio of prevention programs for high-risk youth and families.

Key Conclusions

The project director's conclusions about the relative costs and benefits of the residential treatment and prevention components of the program include:

- The program's residential treatment component was less costly than state incarceration.
- Rates for relapse into crime for youth participating in the program were slightly higher than for youth in state custody.
- Effective prevention programs can offset the costs of additional crime.

Attachment 3:

January 11, 2008

MA: Gov. Patrick Announces CORI Reforms
THE COMMONWEALTH OF MASSACHUSETTS
EXECUTIVE DEPARTMENT
STATE HOUSE, BOSTON, MA 02133
DEVAL L. PATRICK, GOVERNOR

PATRICK ADMINISTRATION ANNOUNCES CORI REFORMS

Initiative Aimed at Strengthening Public Safety and Creating Economic Opportunity

Each year, approximately 20,000 inmates return home from incarceration, while 97 percent of all inmates are eventually released from custody. Without proper guidance and support - including access to employment and housing opportunities - 49 percent of offenders recidivate after one year.

Incarcerating an offender costs approximately \$43,000 per year. Estimates based on effective re-entry programs operating in Massachusetts suggest that the cost for the last year of incarceration and the first year of release can be cut by two-thirds with better program services. Coupled with mandatory post-release supervision, which the Governor proposed through legislation last April, CORI reform can save taxpayers millions of dollars a year, not only by reducing prison costs but by also reducing the cost of criminal behavior in the Commonwealth's communities, thereby enhancing public safety.

Attachment 4:

The annual cost of juvenile incarceration:

Incarceration costs vary between different facilities and states. When making comparisons, the cost of each detention program must be weighed against its success at keeping inmates from becoming repeat offenders. The average amount of money it takes to incarcerate a youth for one year is \$43,000. This comes to roughly \$117 per day. High-end programs cost about \$64,000 per year (\$175 per day) and low-end programs cost about \$23,000 (\$63 per day). Much of the money spent on inmates goes toward medical care, supervision, and operating costs. The following points of interest may differ from common conceptions:

- Educational programs held in youth prison centers usually lower prison costs. Youth in the classroom environment require less supervision than youth not participating in structured activities. In addition, earning a GED or credit toward college lowers recidivism rates by increasing the likelihood that a youth will find legitimate employment once out of detention.
- Recreation programs that keep youths healthy and fit cut down on heavy medical costs and create safer prisons with lower security costs.
- Personalized counseling programs (outside of prison) cost less than confinement and are often more effective.

Lawyershop.com

Attachment 5:

William “Bill” Phillips

Addiction causes young people to grow up emotionally and intellectually crippled as adults. Chronic use of alcohol and drugs causes adolescents to avoid normal growing pains. The process need not be complicated. Prevention is the sum of education and early intervention. With courage, concern, patience and the belief that it is never too early or too late, our young people of today can be educated to make healthy choices for a non-addicted life.

Today as president and founder of New Beginnings, Phillips has been developing and presenting workshops and programs at all levels of education for 22 years. Judge Campion, first justice of the Framingham District Courts, and Jack Westcott, former principal of Keefe Tech, have been a major part of the program’s ongoing success and influence in Bill’s life. His research and expertise include adolescent behavior and adolescent alcohol and drug abuse. His program has now been recognized by the Massachusetts Department of Public Health in awarding him a government grant to continue his educational program and his work with young people.

New Beginnings awareness programs are all that and more. The programs are in constant change to keep up with the fast-paced world we live in. Each program focuses on the most current issues students deal with every day, at any grade level, and new strategies and approaches are always created to keep students interested. Programs are also presented to adapt to the issues and concerns parents and schools feel are important to encourage young adults to make responsible decisions. Times change; New Beginnings believes in changing with the times.

Bill founded the “New Beginnings” programs in 1985 to promote awareness and acceptance of alcoholism and other dependencies as a health issue of grave concern to everyone, with major ramifications to the welfare of the community. The program helps to identify the links between school discipline, delinquency, violence and achievement. The emphasis is on young adults to make responsible decisions by providing them with current and accurate information regarding the effects and dangers of alcohol and drugs. He works closely with adults, teachers, parents, police and others to use their influence to assist young people in making healthy decisions about their futures. Bill has conducted programs in middle schools, high schools and colleges throughout the country. Locally New Beginnings educational programs have reached over 85,000 students just within the past year.

Bill earned his B.A. in psychology at West Virginia State College, with continued studies at Boston University. He is certified in alcohol and drug evaluation, adolescent behaviors and intervention and prevention counseling. He underwent further studies in Substance Abuse and Behavior Counseling presented by the Supreme Judicial Court & Substance Abuse Project of Massachusetts. He also recently completed the Motivation Interviewing course sponsored by Addiction Technology Transfer Center of New England, at Brown

University. He was a part of the formation of the first Community Based Justice System (CBJ) along with the then D.A., Thomas Riley, the present D.A., Gerry Leone, Judge Champion, Jack Westcott, and Bob Flaherty, former principal of Framingham High School. In addition, Bill has served as an At-Risk-Counselor for a number of high schools in Massachusetts. He was a catalyst in the development of the Framingham, Massachusetts District Court 2nd Offenders Program, which he currently directs. Bill is in the process of establishing the first diversion program for the Framingham Juvenile Court, under the direction of District Attorney Leone's office. He also runs a state funded awareness program on drug and alcohol abuse. Bill also serves as a liaison to Juveniles At-Risk for many of the courts throughout the area. His New Beginnings Program is sponsored by the Massachusetts Department of Public Health and in partnership with several wellness programs throughout the state. He is also a consultant for The Governors' Alliance Against Drugs.

Recently Bill's Science Based, Evidence Based program was evaluated by the Minnesota Institute of Public Health. Kevin Ringhofer, one of the key evaluators, stated that Bill's program was unique and that he would like to see this program offered throughout the United States.

Currently, Bill is working on an educational manual for schools, parents and businesses titled, "Chemical Dependency, Assessing the Problem." Bill is also a regular guest speaker at colleges such as Lasell, Assumption, Mass Bay Wellesley, and Suffolk University.

Today Bill and his New Beginnings staff partner with the Massachusetts Interscholastic Athletic Association (M.I.A.A.), a number of the D.A.R.E. Programs, the Y.M.C.A., S.A.D.D., M.A.D.D., Partners In Prevention, the MA Department of Education, the Juvenile Court Department, N.C.A.A., and also numerous coalition projects throughout the state, and on many boards for high school/middle school wellness programs. youth service programs throughout the state. Also, he has made many guest appearances on local and national TV programs.

This report was compiled by Charles Boodro Wellesley MA

My interest in New Beginnings began when my nephew found himself in a great deal of difficulty with the Framingham Courts due to his use of drugs and related criminal behaviors. It should be no surprise that he has no contact with his father, a convicted drug dealer and that his mother has severe personal issue with drugs. As a result of these circumstances my wife and I made the decision that Rob come to live in our home we are acting as his parents. In this role we became familiar with the New Beginnings Program.

My nephew was first put on probation, offended again and was incarcerated at the Youth Service Board for a few weeks. He now attends school daily, is free of drugs, off probation and he continues to move forward in a positive direction.

Without the New Beginnings Program I am quite sure my nephew would have been remanded to the Youth Service Board and would still be in the system today.

None of these improvements could or would have occurred without the combined efforts of Bill Philips, Probation Officer Dan Floyd and the Judge's willingness to place him in their (Bill and Dan's) good hands. All of his family and my nephew are extremely grateful that alternative options were available to incarceration. Other children deserve this opportunity as well!

I am a retired Tech Exec and a Board member of the Lawrence Boys and Girls Club. My late father was a Student Adjustment Counselor for the Boston Public Schools helping troubled children first in Roxbury and then in Charlestown.

What happens at New Beginnings is very special and is worth every penny that Massachusetts's invested in Robert's future to him, his family and the community around us!