



## PENNSYLVANIA'S ADDRESS CONFIDENTIALITY PROGRAM

### NEW TOOL FOR VICTIMS OF DOMESTIC VIOLENCE, SEXUAL ASSAULT AND STALKING

For victims of domestic violence and stalking, who make the courageous decision to leave an abusive relationship, Pennsylvania now has a program which may help break the chain that allows abusers to find their victims. The Address Confidentiality Program (23 Pa.C.S.A. §6701 *et seq.*) is an important step towards providing safety and freedom for some victims who are forced to flee due to violence. ACP is managed by the Pennsylvania Office of the Victim Advocate.

*Pennsylvania now has  
a program which may help  
break the chain that allows  
abusers to find their victims.*

ACP provides two components of service. Those who enroll in the program are provided with a legal substitute mailing address they can use whenever their residential, work or school address is required. All first class, certified and registered mail received at a post office box in Harrisburg will be forwarded free of charge by ACP to the participant's actual address. The substitute address has no relation to an ACP participant's actual address. By law, ACP cannot disclose a participant's actual address except in very specific and limited circumstances.

ACP participants can also use the ACP substitute address whenever their residential, work or school address is required by state, county, or municipal government agencies for records such as drivers licenses, school records and voter registration. 23 Pa.C.S.A. §6707 directs that "State and local government agencies shall accept the substitute address designated on a valid program participation card issued to the program participant by the Office of the Victim Advocate as the program participant's address...." This enables state, county, or municipal government agencies to respond to requests for public records without disclosing the location of an ACP participant. The goal is to prevent assailants from using public records to locate the participant. Private businesses are also being encouraged to accept the ACP substitute address when doing business with ACP participants.

OVA continues to work with state, county, or municipal government agencies to facilitate the use of the ACP substitute address in day-to-day business practices. For ex-

ample, OVA and the PA Department of Transportation collaborated to find a way by which ACP participants could safely change their address on their licenses to their substitute address ensuring that their new location is kept confidential.

Upon enrollment, ACP participants receive an ACP authorization card that must be provided to state, county, or municipal government agencies when using the ACP substitute address. In addition to the a unique ACP code, the authorization card also provides telephone contact information for agencies to use for confirmation of ACP participation. Participation in the ACP program is NOT confidential. However, the home, work and/or school address of a participant is confidential and will not be released except as specifically allowed by law.

The Address Confidentiality Program is not a victim witness protection program nor can it protect victims' addresses from disclosure in all situations as participants have ultimate discretion about when to use the ACP substitute address. Those considering participation in ACP are encouraged to discuss both the benefits and limitations of the program with a local victim service provider. ACP applications are available from most domestic violence and sexual assault programs or directly from the Office of the Victim Advocate. For most who decide to participate, ACP can be an important resource and part of a broader safety plan.



*For more information about the Address Confidentiality Program or to schedule a local training, please call 1-800-563-6399. Information is also available at [www.paacp.state.pa.us](http://www.paacp.state.pa.us) or through your local rape crisis or domestic violence service center.*



## INTERNSHIPS IN CRIMINAL JUSTICE

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All too often criminal justice internships are undervalued, underutilized, and under-recognized as a meaningful, practical tool for both academic institutions and criminal justice agencies that use interns. Internships are experiential educational opportunities enveloped in productive work for criminal justice agencies. Internships provide a “win-win” situation for academia and for the placement agencies, where the objectives of each can be accomplished through this experience.

A longstanding tradition of internships exists in many highly skilled, well-established professions. Psychiatry, medicine, law, nursing, and social work are a few of the professions which require a high level of human and personal interaction, and that use internships to impart both technical and interactive skills. Other occupations that focus primarily on technical skills include masons, plumbers, and electricians. The skills of these professions are taught through extensive “hands on” experience. One can easily argue that the various jobs in criminal justice require a blend of the interactive and technical skill development, which is significantly advanced through the use of internships.

The 1960's saw the emergence of cross-cultural and service-learning programs, where students became participants, instead of being only observers. It was during this time that a sustained effort was made to establish criminal justice as an academic discipline and to link academia with practice. The major impetus for this was **The Challenge of Crime in a Free Society**, the 1968 report by the President's Commission on Law Enforcement and the Administration of Justice. The report recommended that funds be made available “for sustained support for internships and field placement programs developed with correctional agencies” (1968). By setting forth the view that higher education was critical to the development of criminal justice, the recommendation became the foundation for developing internship programs in colleges and universities across the country. In support of internship programs, the Academy of Criminal Justice Sciences established and adopted minimum standards for criminal justice education in 2005, including the provision of internships as a useful mechanism for students to assess their professional interests and apply their classroom knowledge to an area of criminal justice.

The discussion that follows offers an argument for the continuation and enhancement of internships as an essential component of education, employee

recruitment, and succession planning. It also serves as encouragement for agencies to use interns as an economical strategy to supplement to their workforce. To that extent, the term internship in this article refers generally to any temporary work experience, in a governmental or private setting, with the purpose of earning academic credit.

Further, practical information is provided which guides the development of new internship programs, and the enhancement of existing internship programs. The essential components of a successful internship program are identified and discussed, for both the academic entity and the placement agency.

While teaching institutions provide an invaluable academic, didactic educational environment, the critical experiential learning component is missing in the university setting. Universities must support students' exposure to the world of work, in which the students can experience the demands of political pressures, the limitations of budgetary constraints, the delicate balance of human interaction, and the requirement of high productivity. Internships afford students the valuable opportunity to apply what is learned in the classroom. They provide an opportunity to transition from the theoretical context to the reality of the workplace. It is in such a setting that theoretical information pertaining to management, communications, criminological theory, prison environment, community corrections, and law enforcement can be experienced by the student in a controlled, secure environment. The exposure to the work environment results in the students' internalization of the rich labyrinth of issues and governance complexities confronting staff at all levels in public agencies.

### Advantages to Recipient Agencies

For the criminal justice agency there are numerous advantages to using interns. What agency has a sufficient number of staff to complete all of the desired areas of research or work on special projects that need to be completed? Interns provide agencies with the unique opportunity of having, on a temporary basis, much needed assistance, with project quality assurance provided by the participating university or college.

Special projects, that would not otherwise be done, can be accomplished by interns.

Interns don't have the dilemma of agency employees with many projects competing for their time. Student



interns are not distracted by multiple tasks; therefore, they can focus on one large project and accomplish it more expeditiously than an employee with other work requirements. Projects, such as reviewing the literature on special topics, completing field surveys, collecting and analyzing data, conducting questionnaires, and compiling research results are all examples of valuable special projects appropriately assigned to interns consistent with their skills. Agency supervisors can assign interns to lower priority projects which may otherwise not be completed. It is quite common for agencies to have numerous issues requiring research and programmatic or conceptual development. Such research projects are often an outgrowth of legislative areas of interest, agency program developmental needs or program expansion, or comparative research with other state's criminal justice systems. Inadequate funding for research and development in many governmental agencies is common, thus making it a challenge to respond to all of the research and program development needs. Interns, particularly those at the advanced degree level, can provide sorely needed support in these areas. Student interns become valuable assets for completing projects that other employees don't have the time to do.

#### **Student Interns are Extensions of Their Professors**

When interns are involved in research projects, statistical analysis, and various special criminal justice research topics, typically they have continuous access to their professors who provide technical guidance, thus enhancing the quality of the product. Professors act as subject matter experts, and thereby can enrich and improve the quality of the research by directing the intern to additional sources of topical information and references. Additionally, the professors will provide valuable guidance regarding appropriate interpretation of data which will strengthen the conclusions of the research. Statistical analysis will be carefully reviewed by the professor to ensure the analysis meets the rigors of acceptable interpretation, and that the method of statistical analysis is appropriate to the situation.

#### **Interns Provide Fresh Insight and Contemporary Perspectives**

Internship programs can bridge the gap between criminal justice agencies and academia through communication, problem solving, resource sharing, and research opportunities. It is common for seasoned, longstanding professionals working in law enforcement, probation, parole and corrections to be entrenched in their day to day work. Not surprisingly, some of them approach new issues, problems, and challenges with a somewhat narrow perspective, heavily influenced by historical experience and personal biases. Most have long since left the academic environment in which they were confronted with different viewpoints, new criminological writings, theoretical interpretation, and research; many

instead have become entrenched in the day to day work world.

Interns bring a fresh perspective because they have been exposed to the latest in criminal justice research, legal concepts and procedures, criminological and organizational theories, and management issues. Educational institutions whose internship programs are well managed will provide students with current skills and tools to introduce criminal justice agencies to contemporary issues.

#### **Agencies Can Benefit From the Short-term and Inexpensive Labor Force Provided by Student Interns**

Interns provide an inexpensive alternative to staff overtime, consultant costs or additional complement positions. Sometimes there is a need for part time or temporary assistance rather than a full time permanent position. Interns may readily fill this need, particularly given the often protracted process of hiring staff through lengthy civil service processes.

#### **Students Serve as Historical and Technical Repositories of Knowledge and Skill Acquired by Agency Employees**

Interns may be viewed as the legacy of today's professional career employees. Mentorship often imparts the subtle, yet critical skills associated with workplace performance. Such skills may include how to manage difficult employees, responding to politically sensitive media inquiries, addressing sub-performance in staff, marketing a new correctional concept, and ensuring all legislative concerns on a variety of issues are considered as new policy is developed. These are the skills that are not easily taught in the academic setting. Many of these behavioral and analytical skills are experientially based, passed on from employee to employee.

### **Advantages to Student Interns**

Equal to the advantages experienced by the recipient agencies already enumerated, are the numerous advantages to student interns. The internship offers for many students the only experiential opportunity to participate in a work environment that offers the instruction and security of a learning environment. There is a mutual expectation by the agency and the student that the student is there to learn. This is in sharp contrast to the expectations of the agency as an employer in which individuals are selected for the knowledge and skills they already possess.

Students trained through one or more internship placement also have a distinct advantage as a prospective employee, in that they have already acquired some level of reportable work experience. This gives them some



leverage as they compete with other work candidates. For those students who went directly from secondary school onto their bachelors and masters degrees, an internship may be the only work experience they have.

### **Facilitation of the Most Fitting Career Choice**

It is not unusual for students to complete several years of a college education without selecting a career direction. In fact, "the perennial problem of college students [sic] indecision regarding their future career is well documented in the professional counseling literature" (Okacha, 2002: 55). To some extent, this indecision is a result of students' narrow worldview of career alternatives, perceived lack of abilities and skills, negative past experiences, and inability to develop career selection strategies. As such, many students make incorrect assumptions about career alternatives and choose a profession not well suited to their interests, skills, and abilities. Professional counseling in an academic environment is one method for guiding indecisive students toward career alternatives.

Another method is to enlist students in an internship program that focuses on specific career choices. In many instances, providing a pre-approved list of agency placements is sufficient to help students focus in areas not typically considered. A simple description of the agency, supervisor contacts, and duties and responsibilities, may be enough for those who are indecisive to choose a general career direction. When chosen, the internship placement then provides the actual work experience to clarify the career path for students. Whether voluntary or mandatory, an internship program in criminal justice gives students the advantage of determining for themselves if a specific career choice is the correct one. The working environment will quickly reveal to the student if law enforcement, courts, or corrections is the right career choice.

### **Acquisition of Firsthand Knowledge from the Work Experience**

Formal academic learning has historically been considered the purview of universities and colleges. The seminar or lecture in the classroom is viewed as the primary vehicle for conveying knowledge to students without regard to general or specific career paths. Learning is therefore limited to the specific pedagogical methods used at universities or colleges. It is unfortunate that "many people have the misconception that learning only occurs in a formal classroom setting" (Gordon, McBride, & Hage, 2004: 5).

The rich experience offered in "real world" employment can expand the learning that occurs in the academic setting; an internship program can provide a wealth of information not normally available in the classroom. Student interns will interact with employees,

supervisors, community leaders, and clients. They will learn policies, operating procedures, rules and regulations, and applications of law which go beyond typical pedagogy. In some instances, student interns will be confronted with situations and events that challenge their basic understanding of theories, concepts, or functions of specific professions in criminal justice. As such, students working in an agency through an internship program gain firsthand knowledge which places them in a unique learning position not normally available in the classroom (Gordon, McBride, & Hage, 2004: 5; Taylor, 2005: 11). The internship is an extension of the classroom in this regard, as it enhances knowledge acquisition through participation.

### **Application of Classroom Knowledge in the Work Setting**

Knowledge application is distinct from knowledge acquisition, as described above, in that theory learned in the classroom can be practiced in the field. An internship program enables students to apply what they learn in the classroom to the field placement in a criminal justice agency (Gordon, McBride, & Hage, 2004: 6; Taylor, 2005: 11). How well they have learned the theoretical framework, conception, and operating model of the system or specific agency reflects on their academic learning experience, but how well they can apply some of that knowledge reflects on the value of the internship placement. Unless they are given the opportunity to work in a substantive fashion, the student interns will not be able to apply what they learned in the classroom to the field.

Some of the knowledge learned in the classroom is self-evident in the field, while other knowledge is not so apparent in actual practice. The internship program may be the first time students are afforded the opportunity to test various theories, conceptions, or models in a field setting (Gordon, McBride, & Hage, 2004: 6). Working with other employees, responding to instructions from agency supervisors, seeing firsthand the impact of changes in laws, and working on varied activities promotes an experiential learning experience which ensures that students are provided the opportunity to apply, or at least acknowledge, the learning they receive through the educational setting.

### **Skills Development**

Students who apply for an agency placement bring with them a variety of skills learned in the classroom. For many students, an internship allows them to test and improve some of their written and oral communication skills, computer skills, and research skills learned in the academic setting. Agency supervisors can provide guidance in areas that many students lack. While in an internship program, students will acquire investigative, interviewing, and assessment skills and will develop



collaborative strategies for dealing with co-workers and clients. Such skills may be taught in the classroom, but they will be further developed in the work environment (Gordon, McBride, & Hage, 2004: 6; Taylor, 2005: 11-12).

A more subtle aspect of skill development is associated with multicultural sensitivity gained by working with others of diverse backgrounds. Other interpersonal skills are strengthened as interns begin to acquire assertiveness skills with co-workers, and develop increased professional self-confidence and maturity. These important intangibles are the corner stone for assuming leadership in the future positions of increasing leadership.

### **Split Internship**

For students already working in the field of criminal justice, it may be feasible to incorporate the internship experience into the student's existing work responsibilities. The basis for this determination is whether the student's work lends itself to the typical academic internship requirements, such as activity log, research paper, or other assignments attesting to the acquisition of knowledge. The distinction that must be established in these working internships is regarding the university's scope of responsibility. Issues pertaining to hours of work, overtime requirements, remunerations, and benefits are outside the scope of the university's involvement. These issues remain between the employee intern and the employer.

There is a compelling reason to allow working students to use their employed position as an internship. One only has to consider a typical criminal justice program's students to see that many of its students are already working part or full time in their field. Criminal justice programs are populated by veterans, police, correctional officers, and others who are taking advantage of various tuition reimbursement programs. Universities therefore, should strive to have adequate programmatic flexibility to incorporate the work requirements with the internship experience.

## **The Pennsylvania Internship Experience**

### **University and College Internships**

The Commonwealth of Pennsylvania has an established history in the use of interns, both in the field of criminal justice and other fields. For example, the Pennsylvania Board of Probation and Parole provides both graduate and undergraduate student placements to colleges and universities throughout the commonwealth. The belief is that by offering placements, the Board is preparing future employees of the criminal justice system and involving community citizenry in the correctional process.

In a survey undertaken by the Pennsylvania Department of Corrections (Cheike, 2005), 58 colleges and universities, located regionally near correctional facilities offering both undergraduate and graduated majors in the social sciences, sociology, criminal justice, criminology, social work, psychology and other related social and human services curriculum offered some type of internship. Five of the universities have a master's degree level internship. The other schools undergraduate internship requirements varied little among the schools, usually restricting the internship to the junior or senior year for one semester, with the award of 3 to 12 credit hours. Also typical was the requirement for the completion of an activity log and internship related research paper.

### **Pennsylvania Management Associate Internship**

#### **Program: a University-Government Partnership**

Another application of the internship concept is a unique program in Pennsylvania, managed through the state government's Office of Administration, in which eligible Master Degree graduates are offered a twelve month internship in state government in mid-management level assignments. In 1981, Pennsylvania established this program as a commitment to attract talented individuals to remain in Pennsylvania in a managerial role in Commonwealth state agencies. This program, which continues to thrive, has had approximately 403 interns since its inception, and has retained 195 who continue to be employed in the Commonwealth, according to Robert Johnson, Director, Pennsylvania Management Associate Program, Office of Administration. The program has clearly played an important role in succession planning for the state government workforce. It emphasizes hands on managerial experiences for skill development in public administration. The interns complete six two-month rotational assignments based on their areas of interest and study. At the conclusion of the one year rotation, each intern is guaranteed a position commensurate with the internship assignments, in one of the six agencies to which the intern was assigned. In addition to the rotations, interns are divided into teams and are assigned complex research and analytical projects as determined by the various agencies. The projects commonly reflect contemporary issues and topics that must be addressed by the agencies, and therefore are of considerable help to the agencies.

### **Capitol Semester Internship Program**

Another type of internship used by the Commonwealth of Pennsylvania, the Capitol Semester Program offers internship assignments to undergraduate juniors and seniors for one semester. Agencies wishing to participate are responsible for developing a proposed internship project which ensures the students will not only be accomplishing a needed project for the agency, but will also provide the student with a meaningful learning



experience. Students are assigned to one of the state agencies by matching their area of study and interest with the agency objectives.

The PMA and Capitol Semester Internship Programs accomplish three critical objectives. The first two objectives have already been discussed in some detail. They provide students with the opportunity to apply academic, theoretical, and textbook knowledge to a real life work environment. Secondly, they provide much needed specialized support to state government through the completion of special topic projects that likely may not get done, or at least not get completed in as timely or thorough manner.

The third objective of internships, which may be considered as a by-product of the internship experience, rather than a primary objective, is that by exposing some of the best and brightest students to the rewarding work of state government, their interest is piqued. For whatever reason, some students may have a bias against state government because they perceive it as bureaucratic paper pushing, rather than as offering a dynamic, exciting work environment. Oftentimes exposure to government work serves to correct this potential misperception. This is particularly important in that it allows the governmental sector to better compete with private enterprise. It facilitates a continuing attraction of young professionals to the sometimes underserved and misunderstood governmental work sector.

### Establishing an Internship Program

Both the academic institution and the criminal justice agency should consider several criteria when creating a new internship program or continuing an existing one. To the extent that the academic institution, the agency, and the student need guidelines, a Memorandum of Understanding (MOU) should be drafted to delineate the roles and responsibilities of each "partner." The MOU may include should contain the applicable following key elements: student conduct, dress code, specific job duties, performance evaluations, remuneration, medical clearances, relationship with independent contractors, professional liability insurance, release, waiver, or covenant not to sue, confidentiality, dismissal of student, and termination of agreement. Policies should be established to ensure the adequate supervision of students by the academic advisor and agency supervisor. The responsibilities of each "partner" can be included in the MOU or can be established by the academic institution and the agency separately. Some of the responsibilities for the academic advisor might include monitoring the student's progress, requiring the submission of periodic reports, conducting an on-site visit, and maintaining contact with the agency, as well

as the student. The agency supervisor might be responsible for providing an orientation session, assigning meaningful work, exposing the student to new experiences, and allowing the student to participate in meetings. In some instances, the agency might be well advised to develop a training plan specifically focused on the internship student with lists of tasks, learning objectives, and descriptions of projects. Operational boundaries should also be established which limit the placement of students in dangerous physical situations with no supervision, the assignment to caseloads without regard to student maturity, the obligation to review confidential employee information without guidance, or the assignment to full time clerical duties. It should be evident that the purpose of the MOU and the policies and procedures is to protect all the partners involved in the internship program.

### Conclusion

Practical, experiential work as a component of education has had a place in American higher education since at least the 1800's. Evidence that the sciences acknowledged the value of the experiential component of education has been demonstrated at several points in time. The Morrill Act of 1862 was a national, political statement that higher education should have a practical orientation. During the turn of the century, when American higher education called for a mix of theory and practice, the period became known as the "rise of professions." This era was marked by a de-emphasis in trades and a simultaneous rise in the professional occupations (Little, 1981). The 1968 report by the President's Commission on Law Enforcement and the Administration of Justice was the contemporary impetus for encouraging the use of internships for criminal justice professions. Most recently the value of internships was reaffirmed by the Academy of Criminal Justice Sciences, when the established minimum standards for criminal justice education included the use of internships (2005).

It is manifestly clear that internships are mutually beneficial to the student and the recipient agency, in that they offer the opportunity for agencies to successfully recruit the best and brightest students. While recruitment and succession planning have often been relegated as lower priorities for agencies tasked with many other mission-driven priorities, internships assist agencies with these otherwise neglected needs. Secondly, additionally critical guidance is provided on the intern's special research projects, data analyses, the review of special criminal justice topics, and other related assignments. The agencies benefit greatly by the professor's input with respect to the quality of what is ultimately produced and may be able to avoid the use of costly consultants to provide similar technical



assistance.

While we generally accept the value and logic of seeking work savvy employees for hiring and promotion, agencies often fail to support the development of work skills in the students newly entering the workforce. It behooves all involved entities: the university, the student and the employer, each from their individual objectives, to ensure that the prospective employees have an experiential learning component prior to fulltime employment. This experiential component produces employees with a well-grounded work foundation with respect to the realities of political pressures, budget limitations, professional interpersonal interactions and work demands. The internalization of these skills and knowledge helps to produce well-prepared employees.

The practice of mentorship, another aspect of internships, must not be abandoned in the contemporary work world. Yet, with the advent of business processes becoming increasingly automated, criminal justice agencies face the partial dissolution of human interaction to facilitate skill development. The balance of technology and people taught skill development must be struck. Mentorship, which is typically a component of the internship experience, provides this valuable personalized learning and role modeling.

Today's workforce, in contrast to the baby boomer workforce of the prior generation, is more intent in seeking highly rewarding, satisfying careers; careers to fulfill the desire to make an impact in their chosen field. Internships serve as a mechanism for students to test their satisfaction levels in various agencies and career paths. It follows that a portion of interns will be enabled to more to more wisely choose a career path suited to their individual aspirations and interests. This, in turn, helps to create a more stable, long-tenured workforce.

Another important product of internships is recruitment and succession planning, and the exposure of governmental work as rewarding and dynamic. The governmental sector is clearly benefited by creative employment incentive strategies such the use of internships. Private industry, without the encumbrance of civil service systems, and with versatile hiring and benefit packages, is a fierce competitor for attracting the best and brightest. Interns, who may not otherwise be exposed to the governmental sector of work, are able to experience the exciting, fulfilling mission of state or federal careers.

Some learning strategies yield demonstrable improved knowledge and skill development for students; the use of internships is one of those in that they provide students with rich, experientially based knowledge. This article has sought to provoke renewed consideration of

the value of internships, and seeks to challenge academia and prospective internship recipient agencies to collaborate in offering the learning-working strategy to those students transitioning from the classroom to the experiential world of work.

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# Arts Criminal Justice

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**Judith Tannenbaum**, San Francisco Writers Corps Program

**Howard Zehr**, Eastern Mennonite University

Please share this e-mail with your colleagues, both within your organization and with any arts or justice system organization with which you partner.

More information is available at [www.artsincriminaljustice.org](http://www.artsincriminaljustice.org), by E-mail at [info@artsincriminaljustice.org](mailto:info@artsincriminaljustice.org), or by phone at 215/685-0759.

Host Organization: City of Philadelphia **MuralArtsProgram** 1729 Mount Vernon Street, Philadelphia, PA 19130

## CIVIL SERVICE OPENS PAROLE AGENT EXAMINATION

The Pennsylvania Civil Service has opened the Parole Agent examination for qualified individuals desiring a career as a Parole Agent for the Pennsylvania Board of Probation and Parole. The registration period for this examination will remain open until August 3, 2007.

Application and testing information is available at the Civil Service website at [www.scs.state.pa.us](http://www.scs.state.pa.us), or in Harrisburg at 2nd Level, Strawberry Square Complex, 320 Market St., P.O. Box 569, 17108. Telephone (Voice) (717) 783-3058, Text Telephone (Deaf/Hard-of-Hearing callers only) (717) 772-2685.

IN RECOGNITION OF

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# Dennis Michael Maloney

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Pennsylvania's juvenile justice system lost a mentor and pioneer in the principles of balanced and restorative justice in the untimely passing of Dennis Michael Maloney. Mr. Maloney, age 55, collapsed while driving in his hometown of Bend, Oregon on February 6, 2007.

Pennsylvania became the first state to adopt a statutory mission based on the principles of Balanced and Restorative Justice advocated by Dennis Maloney. His legacy and influence are chronicled in the March 2007 issue of the Juvenile Court Judges' Commission newsletter, Pennsylvania Juvenile Justice. See full text at:

<http://www.jcjc.state.pa.us/jcjc/lib/jcjc/publications/newsletters/2007/march.pdf>

A fund has been established to support the college education of Dennis Maloney's five daughters. You can honor and continue his legacy by sending checks to:



Denny Maloney Fund  
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THE PENNSYLVANIA ASSOCIATION ON PROBATION, PAROLE AND CORRECTIONS

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