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STATE OF SOUTH CAROLINA

DELINQUENCY PREVENTION PLAN



Submitted by:

Office of the Governor

Department of Youth Services

March 25, 1983

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STATE OF SOUTH CAROLINA



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State of South Carolina

Office of the Governor

RICHARD W. RILEY
GOVERNOR

POST OFFICE BOX 11450
COLUMBIA 29211

June 8, 1983

Dear Mr. President, Mr. Speaker, and Members of the
General Assembly:

I am pleased to transmit to you the Delinquency Prevention Plan for the State of South Carolina. This Plan was developed in a cooperative effort by the staffs of my Division of Public Safety Programs and the Department of Youth Services. It is submitted in accordance with provisions set forth in Section 4 of the Youth Services Act of 1981.

The document reinforces the intent of the Legislature to establish delinquency prevention as a priority during the next several years and defines the role of the Department of Youth Services in overseeing a statewide prevention strategy. The Plan encourages utilization of local resources to develop and implement projects which respond to local needs. Prevention efforts are investments in the future and can be beneficial in the entire social service arena. I hope that each of you will become personally involved in the delinquency prevention efforts which may be encouraged by this Plan in your local communities. As members of our General Assembly, I urge your support for these proposed programs for South Carolina for the prevention of juvenile delinquency.

Please join with me in supporting this important initiative which will benefit all of our citizens.

Sincerely,

A handwritten signature in cursive script that reads "Richard W. Riley".

Richard W. Riley

RWR:bj



Youth Services

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Telephone (803) 758-6251

Harry W. Davis, Jr.
Commissioner

June 8, 1983

Dear Mr. President, Mr. Speaker, and Members of the
General Assembly:

On behalf of the State Board and Department of Youth Services, I am pleased to submit for your consideration the 1983 State Delinquency Prevention Plan. This document was developed jointly by Youth Services and the Office of the Governor, as specified by the Youth Services Act of 1981.

The Plan underscores the commitment of the Department of Youth Services to providing statewide direction and technical assistance for local initiatives aimed at the prevention of delinquent behavior among our youth. The Plan encourages citizen involvement in the assessment of needs, planning and implementation of viable, responsible programs. Specific, promising strategies are outlined as priorities for the prevention process. Among these proposals are citizen awareness projects, law-related education, youth employment opportunities, parenting training, tutorial programs and life skills training.

The vitally needed programs included in this Delinquency Prevention Plan will make a significant difference. We invite legislative study of the enclosed proposals and look forward to the adoption of innovative steps to join our communities in positive directions toward the prevention of juvenile delinquency.

Respectfully submitted,

Harry W. Davis, Jr.

Harry W. Davis, Jr.
Commissioner

HWDjr/lwc

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NCJRS

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ACQUISITIONS

INTRODUCTION

The South Carolina General Assembly in the Youth Services Act of 1981 formed a single state agency, the Department of Youth Services, to provide a variety of programs and services for youths who might enter the juvenile justice system. In considering this legislation the General Assembly found that "several problems exist which need immediate attention including:

1. The need for effective programs for prevention
2. The need for a family oriented treatment program to focus on the child and family which emphasizes the greater role of the parent
3. The need for statewide policy to provide prevention services to clarify state and local roles and responsibilities
4. The need for a program for stimulating the private sector to work jointly with the state in the development and utilization of employment opportunities for youths
5. The need for an effective program for providing volunteer services to juveniles and families . . . "

With these problems in mind the General Assembly recognized "that included among the primary concerns of the juvenile justice system are the protection of the interest of society, the responsibilities of the child to society, treatment and rehabilitation of the child, the protection of the rights of the child, and the prevention of delinquency" and charged the Department to:

"utilize an approach which envisions a variety of support services to help the child mature, develop and recognize his responsibilities to himself, to his family and to society. Attention should be given to strengthen the family unit and to maximize the use of the least intrusive alternative toward that goal where possible."

Specifically the Youth Services Act stated that "The Department of Youth Services as reconstituted by this act shall work jointly with the Office of the Governor to develop a plan, financial analysis and timetable for the implementation of the following:

Providing services for the prevention of juvenile delinquency to include short and long range plans for prevention programs, development of awareness programs to inform the public of services available to juveniles, establishing state standards for prevention programs and community-based residential and nonresidential programs for juveniles, providing technical assistance for the development of prevention and community-based programs to serve as alternatives to institutional commitment and the monitoring and evaluation of such programs. The plan shall identify possible contracts with community agencies who comply with the state standards for the operation of such programs. The plan shall indicate the prevention and community-based program needs and resources on a county by county basis and project the financial costs to the State for same."

This plan for prevention services was developed by the South Carolina Department of Youth Services Management Task Force on Prevention with valuable assistance from the Regional and Local Prevention Specialists, the Public Safety Division of the Governor's Office and Westinghouse National Issues Center through their contract with the Office of Juvenile Justice and Delinquency Prevention in Washington. It reflects the planning efforts of a diverse group of individuals with backgrounds in institutional care, research and planning, diversion, court programs and prevention services.

The plan was developed to meet part of the statutory requirement of the Youth Services Act of 1981, but of equal importance is its value as a management tool to direct the Department's statewide prevention effort. The role of the Department is that of an architect who will provide statewide direction and designs which can be utilized in local efforts to prevent

delinquency. This blueprint for action is sufficiently flexible to invite citizen involvement in identifying needs, planning and carrying out programs with the assistance of Department Prevention Staff.

PREVENTION: THE STATE OF THE ART

If we wish to reduce delinquency, we must radically change our thinking about it. We must think of its causes more in terms of community and less in terms of the individual. We must plan our programs with emphasis upon social rather than upon individual factors....We must reaffirm our faith in prevention, which is so much easier, cheaper, and more effective than cure, and which begins with the home, the play group, the local school, the church and the neighborhood.

Ernest W. Burgess

Intervention should be directed toward the social development processes which result in juveniles becoming delinquents.... The focus should be on institutional and organizational change of the socializing institutions of family, school, peers, law and the community.

Joseph G. Weis and John Sederstrom

These passages, strikingly similar in content, say much about the "state of the art" in prevention; while a span of fifty years separates them, each is stated in terms of "if" and "should." Although Burgess, a sociologist writing in the 1930's, exhibited much foresight, he apparently accomplished little in shaping future strategies for dealing with the delinquency problem. After five decades of "cures" focusing largely on the control and correction of individual behavior once delinquent acts have been committed, Weis and Sederstrom again advocated the same systems-oriented approach to delinquency in a 1981 Justice Department sanctioned report.

Why has prevention of juvenile delinquency, using a systems approach model, made such little progress in juvenile justice over the last 50 years? The benefits of preventing youth problems before they occur are so obvious that few would deny them. The answers are complex but have to do with the economics, politics and philosophies of decision makers and service providers.

Part of the problem for prevention advocates is that they "have not found a way to conceptualize, communicate and operationalize a clear and sound approach to prevention that rallies people and invites them to commit their energies and resources to that effort." It is hoped that the following prevention plan for South Carolina will overcome many of the difficulties described above.

PROBLEM STATEMENT

Juvenile delinquency is a major social problem in South Carolina, as it is throughout the United States. Many teenagers commit delinquent acts, and inevitably a certain proportion of these experience contact with the juvenile justice system. During FY 1981-82, 10,874 referrals were made to South Carolina Family Courts, 793 youths were admitted to institutions, at an average cost of \$15,000 per year per youth, and 5,373 were provided probation/aftercare services at an average cost of \$697 per year per youth. The annual cost per child provided runaway shelter/group home/foster care services was \$1,840 for a total of 917 youth.

The implications of delinquency are profound and far-reaching in that young peoples' problems often carry over into adult life. Self-esteem can be damaged; education and/or career training may be impaired; and family relationships may be harmed, sometimes irreparably. Delinquency reaches past our youth, victimizing the community and its residents as well, by causing property damage and loss or personal injury, while contributing to general fear and distrust of youth.

The effect of delinquency is felt by each of our citizens and taxpayers, who bear the financial burden of supporting law enforcement, the judicial system, social agencies, schools, correctional facilities and other resources which must be utilized to combat the problem.

South Carolina abounds with resources which are or have been concerned with delinquency prevention. Foremost among these were the Youth Bureaus located in various communities within the State. Working in both direct and indirect services, these Youth Bureaus attempted to alter lives and systems in a manner which prevented delinquency. Councils representing various social service

agencies exist in many communities for the express purpose of coordinating service delivery to juveniles who have been identified as having various needs. These efforts also have prevented delinquency even though that was not necessarily their primary focus, or normally listed as one of their accomplishments. Over the years, various isolated services such as in-school suspension programs, recreational and employment efforts, and other programs have been tried with varying degrees of success to prevent delinquency.

In the larger sense of the word all of our State's efforts regarding children may be viewed as delinquency prevention. The ability of the Department of Mental Health to provide community counseling or the Department of Health to provide adequate physical care surely results in delinquency prevention services in that these are aimed at producing healthy, whole adult citizens for our state. By the same token, components of the juvenile justice system, whether they be intake, probation, or institutional services, are also preventive efforts in the overall sense of the word in that these attempt to prevent future delinquent acts by the children of our state.

What makes a delinquent? Social theories have abounded for centuries as to the causes of delinquency and criminality. Theories emerge continuously only to be dismissed for lack of substantiating facts or repudiated when new evidence comes to light. Today, despite our increasing knowledge of how people function within society, no one knows exactly what combinations of factors come together to produce a delinquent youth. Lacking a complete understanding of what causes delinquency, prevention plans nevertheless can reflect a rational approach to the problem. Such an approach might logically address those conditions associated with delinquency, for here greater knowledge exists. In South Carolina, as with the rest of the nation, one can give a typical profile of a delinquent:

a 14 year old male property offender from a low income, one parent family, functioning three to four years behind his grade placement with poor social skills and no employment history.

By linking delinquency to adverse conditions in the home, school, and community, services can be directed at strengthening those institutions to counter the effects of rapid technological and social change, which may weaken or otherwise alter them in such a way that delinquency persists. Knowing that certain conditions in the home, school, and community are associated with delinquency, one can examine these to determine what possible affects and "solutions" should be tried in prevention efforts.

Contemporary family therapists have noted the need to develop social institutions responsive to the problems of the modern family. Today's family is viewed as being in a state of transition, as is evidenced by the prevalence of the two working-parents family, the single-parent family, adolescent mothers, and the mobile-isolated family. Sometimes such family units are misunderstood by society and may lack the necessary support systems to function adequately in the child-rearing role. In particular, poor parenting skills have been cited by individuals working with delinquents on both a national and state level as a contributing factor to youth delinquency.

Problems developing at home may be magnified in the school which also is facing new demands because of changing social conditions. The authors of Delinquency Prevention: Selective Organizational Change in the School and Delinquency Prevention: Theories and Strategies observe that:

1. schools play a central role in the present lives and future prospects of young people;
2. school officials experience a sufficient volume of troublesome behavior--ranging from apathy and withdrawal to violence--to make the problem practically relevant to staff, students and parents; and

3. the problem facing the school is how to revise the formal and informal practices and policies which unintentionally but systematically discourage the child's social and academic growth.

The authors elaborate that certain labeling, sorting and classifying activities inadvertently isolate students and deny them the successful social experiences of belonging, of being competent and of being able to influence their environments. Furthermore, technology in the world of work has advanced so rapidly that the schools have had difficulty keeping pace. Some students recognize that they will lack sufficient skills to obtain meaningful employment and lose the commitment necessary to complete their education.

Young people without close ties or adequate experiences in the home, school or employment areas may have little incentive to obey the laws and rules of the community. Such children often group together and reinforce one another. Without a sense of community ownership and with the support of others who have similar feelings of rejection, the likelihood of delinquent activity increases.

Concluding that there is no one path to delinquency, and that young people in trouble do not have a single common history, a key to preventing delinquency may be seen in the expansion of opportunities for successful experiences in the home, school, community and in reaching out to the youth themselves.

POLICY STATEMENT

The Department of Youth Services places a high priority on preventing delinquent behavior and encouraging the development of responsible citizens for South Carolina. Prevention is viewed as an approach which attempts to modify conditions within social systems that promote delinquent behavior.

Basic beliefs for delinquency prevention programming include:

1. People are viewed as the agents of changes.
2. Delinquency prevention is a local activity that targets and impacts on local problems; therefore, community involvement is necessary in prevention programming.
3. Youth involvement is essential in prevention programming.
4. Social systems such as the home, school and community are viewed as the targets of change.
5. Public awareness and education can promote healthy attitudes and enhance the ability to prevent delinquency.
6. Prevention programs benefit all people.

GOALS

AWARENESS

To assist individuals and communities in fact finding and information dissemination processes which identify social conditions that adversely affect youths.

EDUCATION

To involve individuals and communities in educational processes which stimulate change in those systems, attitudes, policies and practices that contribute to delinquent behavior.

RESOURCE DEVELOPMENT

To mobilize individuals, communities and systems toward solving youth problems by strengthening and developing community resources so that youths may have increased opportunities for successful growth.

STRATEGIES AND TARGET AREAS

HOME

The strategy to impact on delinquency through the home is to assist identified groups in becoming aware of the changing family structure and its potential for harmful effects on youth. These groups which exercise influence on home environments and parent-child relationships then will plan educational activities and projects to address conditions which may cause inappropriate behavior in children. This developed resource will result in parents and youths with increased skills to cope with societal changes and stresses that affect the home.

SCHOOL

The strategy to impact on delinquency through the school is to assist educators in becoming aware of law and citizenship curriculums that have potential in reducing and preventing delinquent behavior. Teachers will then receive the necessary training in the selected curriculum and community resource committees will be formed to assist them in classroom presentations. The developed Law Related Education programs will result in students with a greater understanding of their rights and responsibilities in society. Then educators and students will begin to realize an improved school environment where law-abiding behavior is promoted.

COMMUNITY

The strategy to impact on delinquency through the community is to assist identified groups in becoming aware of the changing role of the community and its potential for harmful effects on youth. These groups which

exercise influence in their communities will then plan educational activities and projects to change conditions that foster delinquent behavior. The resource developed will be citizen groups equipped with the skills to assess local needs, to plan and to implement appropriate prevention programs.

Youth

The strategy to impact on delinquency through youth lies not only in addressing the systems which affect youth but in reaching out to youths themselves. Youths must be aware of what specifically they are to be held accountable for in their actions and what consequences they can reasonably expect if they indulge in delinquent behavior. The resource developed will be youths who have: (1) improved self-esteem; (2) greater internal controls over their behavior; (3) respect for the personal and property rights of others; and (4) necessary skills and values to participate successfully in an ordered society.

THE DEPARTMENT'S STATE PLAN FOR PREVENTION

The South Carolina Department of Youth Services, as the state agency charged with the responsibility to plan, facilitate and coordinate delinquency prevention services for youth, has developed this plan which outlines statewide efforts for specific services that the Department can implement. Recognizing that local communities and other agencies may develop programs which are aimed at delinquency prevention or have the impact of preventing delinquency, the Department does not seek to limit such efforts, but rather encourages their development and will attempt to coordinate and support them. This plan represents one agency's statewide concept of how delinquency prevention efforts can be focused. Fulfilling its role as the primary agency for delinquency prevention activities, to the extent possible within its existing resources the Department will assume the following state responsibilities:

1. Coordination of state and local delinquency prevention services. The Department will attempt to use the South Carolina Primary Prevention Council as a mechanism for this coordination. This council is composed of state and private organizations with the goal of supporting primary prevention activities in the public and private sectors at the state, regional, and local levels.

At the local level, the Department will attempt to utilize existing councils or organizations to ensure that a collaborative partnership exists for the coordination of prevention services.

2. Provision of leadership in statewide strategies for prevention services carried forth by the Department.

3. Support for units of government, citizens, public and private organizations in their prevention programming efforts through technical assistance, training, and public education wherever the Department can offer the same.

Recognizing that other ideas and methods of implementation are and always will be available, the Department is committed to ensuring consistent and relevant services. The Department invites local participation in this effort as well as innovations from any agencies or organizations that may elect to channel their resources into delinquency prevention programs. The following proposals are presented as a starting point for delinquency prevention programs and activities. The Department believes that these areas represent logical and realistic preventive approaches. The specific action steps listed below identify those types of efforts which the Department will directly pursue with its existing resources. Additional funds will be sought from various funding sources to develop these ideas and expand their availability to all communities within South Carolina.

1. Law-Related Education (LRE) - To strengthen belief in the law by educating students concerning the functions of the law and their rights and responsibilities under it. To coordinate with the Department of Education, school districts, Parent Teacher Associations/Organizations, Carolina LRE Consortium, S. C. LRE Steering Committee, S. C. Bar Association, and appropriate educational associations in teacher training in LRE curriculums and utilization of program materials, and the development of classroom resource groups composed of law enforcement, judicial and youth services officials as part of an overall initiative in schools to prevent delinquency. Specific action steps include:

- a) Contacting District Superintendents statewide to enlist their support for LRE.
 - b) Supporting a legislative requirement for a one week course in LRE as part of the social studies curriculum.
 - c) Working in conjunction with the State Department of Education and institutions of higher education in teacher certification for LRE.
 - d) Contacting principals and teachers individually or in groups to present LRE and assist them in the selection process.
 - e) Facilitating one day (6 hour) in-service training courses in selected LRE curriculums for classroom teachers.
2. Community Delinquency Prevention Councils -To utilize existing organizations or develop new groups where necessary and encourage them to provide local direction for prevention activities. Specific action steps include:
- a) Contacting existing groups statewide and scheduling community development workshops. Where contact groups are lacking, identifying key citizens, holding organizational meetings, and scheduling community development workshops.
 - b) Conducting community development workshops to introduce prevention as a concept, review Department's survey findings and assess community conditions which cause delinquency, present the Department's prevention program proposals and plan and initiate a realistic course of action.
 - c) Providing technical assistance as groups complete the planning process and progress to resource development for meeting identified needs.

Partners, and other groups to inform them of the availability of parent training services and request their cooperation in scheduling sessions for parents.

b) Facilitating training to cover issues such as the child's role and responsibilities within the family, parental skills for demonstrating affection/support, parent/child communication, and consistency in discipline.

5. Prevention Advocates - To recruit volunteer advocates who will examine youth serving systems, identify gaps in services and other issues, and promote prevention services and the fair treatment of youth. Coordinating this activity through local voluntary organizations such as the Alston Wilkes Society, specific action steps include:

a) Contacting local voluntary organizations for potential advocates.

b) Providing or facilitating extensive training to include a basic orientation to child-serving agencies in the state.

c) Linking individual advocates to specific needs in the area of prevention.

6. Youth Employment - To promote experience-based career education through academic and vocational training which would link students' occupational expectations and aspirations to the world of work. The Department will work with the Department of Education, state agencies with responsibilities in the employment area, Distributive Education programs in local school districts, Chambers of Commerce, and local businesses and industries in the development of training and

- c. Determining if diverted juveniles differ as to future delinquency from like juveniles who are processed through the system.
9. Tutoring - To develop skills for students who are evidencing special difficulties in school and coordinate these efforts with the Department of Education, universities, colleges, technical schools, and local school districts. Specific action steps include:
- a. Developing a roster of potential tutors and their subject skills on a county by county basis.
 - b. Acting as a liaison between these tutors and local principals and guidance counselors in providing tutorial services.
 - c. Contacting each college, university and technical school within the state to promote extension of credit to students who tutor elementary and secondary students.
10. Interpersonal Skills Training -To facilitate the teaching of interpersonal skills in basic communication, decision making, negotiation and conflict resolution to young people in order to improve their interactions with family members, teachers, and peers. To coordinate with community organizations, youth groups, and local education services in providing this training. Specific action steps include:
- a. Assembling resource materials including texts, course outlines, and speakers.

- b. Contacting various youth organizations including Boy Scouts, YWCA and YMCA, Big Brother/Big Sisters and church leaders to offer the materials and assist in the provision of classes for interpersonal skills.
 - c. Working with the Department of Education to discuss with each school district materials and appropriate methods for ensuring that these subjects are taught at various grade levels.
11. Leisure Time Experiences - To increase the availability and utilization of health promoting activities for youth including summer camps, confidence building courses, athletics, wilderness experiences and others which will help youths improve their self-image and control. To coordinate these efforts with the Parks, Recreation and Tourism Department and local recreational/athletic programs. Specific action steps include:
- a. Meeting with athletic directors of public and private schools to reinforce the desirability of as many youths as possible participating in school leisure activities.
 - b. Soliciting sponsors and donations which will allow community youth to participate in various recreational activities.
 - c. Contacting public schools and local recreational programs to match identified youths with local activities.

- d. Meeting with Parks, Recreation and Tourism to discuss what mechanisms are available at the state level for providing leisure activities to at-risk juveniles.

Regional and Local Implementation

For purposes of managing its Community Programs the Department of Youth Services is organized on a regional basis (map included in Appendix) which encompasses the sixteen judicial circuits. Each region has a director responsible for administration of the Department's program efforts within the community. Included in the region's staffing is a prevention specialist available to offer technical assistance and direction for all prevention efforts coordinated and instituted by the Department. Further, each judicial circuit or subdivision is directed by a local counselor-in-charge and staffed by various individuals working in the areas of intake, probation and prevention. Approximately one-third of the Department's work force is assigned to Community Programs.

The Department views the provision of its staff resources at the state, regional and local levels as an appropriate funding contribution to locally initiated prevention efforts. Technical assistance will be provided to local organizations, schools and citizens in seeking funding for locally initiated programs and activities from public and private sources.

Utilizing its county and regional resources the Department in the Spring of 1982 conducted a preliminary survey to assess perceived problems in the homes, schools and communities of South Carolina and why these problems were occurring. Included in the Appendix find (1) a list of targeted respondents, (2) the survey questionnaire, (3) the demographic characteristics of the respondents and (4) an analysis of the responses. A total of 200

questionnaires were administered statewide with a response rate of 80%. Using the findings of this preliminary survey coupled with the prevention program proposals and specific action steps previously presented, the Department can realistically begin to assist communities in planning, developing and implementing delinquency prevention programs and activities. However, sufficient time must be available for a base of working experience to be established. Defined standards and the Department's planned interactions with communities, including realistic timetables, will be developed by July, 1983. Examples of the types of activities which might be available in a particular community are:

HOME

Objective A

To facilitate provision of positive child-rearing skills and materials to fifty parents by day care staff in two day care centers in a Region II County by June, 1985.

Action Plan - AWARENESS

1. Coordinate with the Department of Social Services in compiling a list of day care centers in the County by July, 1983.
2. Meet with Clemson Extension Service agent to devise strategy by July, 1983.
3. Locate two interested day care directors by January, 1984.

Action Plan - EDUCATION

1. Meet with day care staffs by March, 1984.
2. Identify needs of day care staff and children by May, 1984.
3. Facilitate conducting workshops on identified needs with two day care staffs by June, 1984.
4. Provide technical assistance and training as needed through 1984.

Action Plan - RESOURCE DEVELOPMENT

Establish a network between day care centers, the home and Clemson Extension Service for promotion of child-rearing skills by June, 1985.

COMMUNITY

Objective A

To meet with members of six targeted neighborhood watch groups and encourage their active involvement in delinquency prevention in Region II through June, 1985.

Action Plan - AWARENESS

1. Meet with Crime Prevention Police Officers and develop county list of Watch groups by July, 1984.
2. Write letter and send DYS pamphlet to members by January, 1985.
3. Identify key leaders and select six target groups by April, 1985.

Action Plan - EDUCATION

1. Meet with targeted groups and discuss their potential for impacting on the delinquency problem, specific needs and areas of interest for delinquency programming and concepts central to delinquency programming by June, 1985.
2. Provide technical assistance and training to any interested group in planning and implementing a prevention project through 1985.

Action Plan - RESOURCE DEVELOPMENT

Develop a network of concerned citizen groups and perpetuate their active involvement in prevention programming through 1985.

SCHOOL

Objective A

To introduce Law-Related Education (LRE) programs in all school districts in Region IV and implement them in at least two school districts by August, 1983.

Action Plan - AWARENESS

1. Update staff knowledge of LRE programs regularly through contacts with 8-10 established national and state programs and attendance at LRE training session through 1985.
2. Develop LRE awareness program for school administrative personnel by September, 1982.
3. Determine the number of schools in Region IV which are currently utilizing LRE programs by October, 1982.
4. Contact local school superintendent(s) to discuss law-related education and acquire information on other appropriate school officials to involve in dissemination process by October, 1982.
5. Enlist community resource group by November, 1982.

Action Plan - EDUCATION

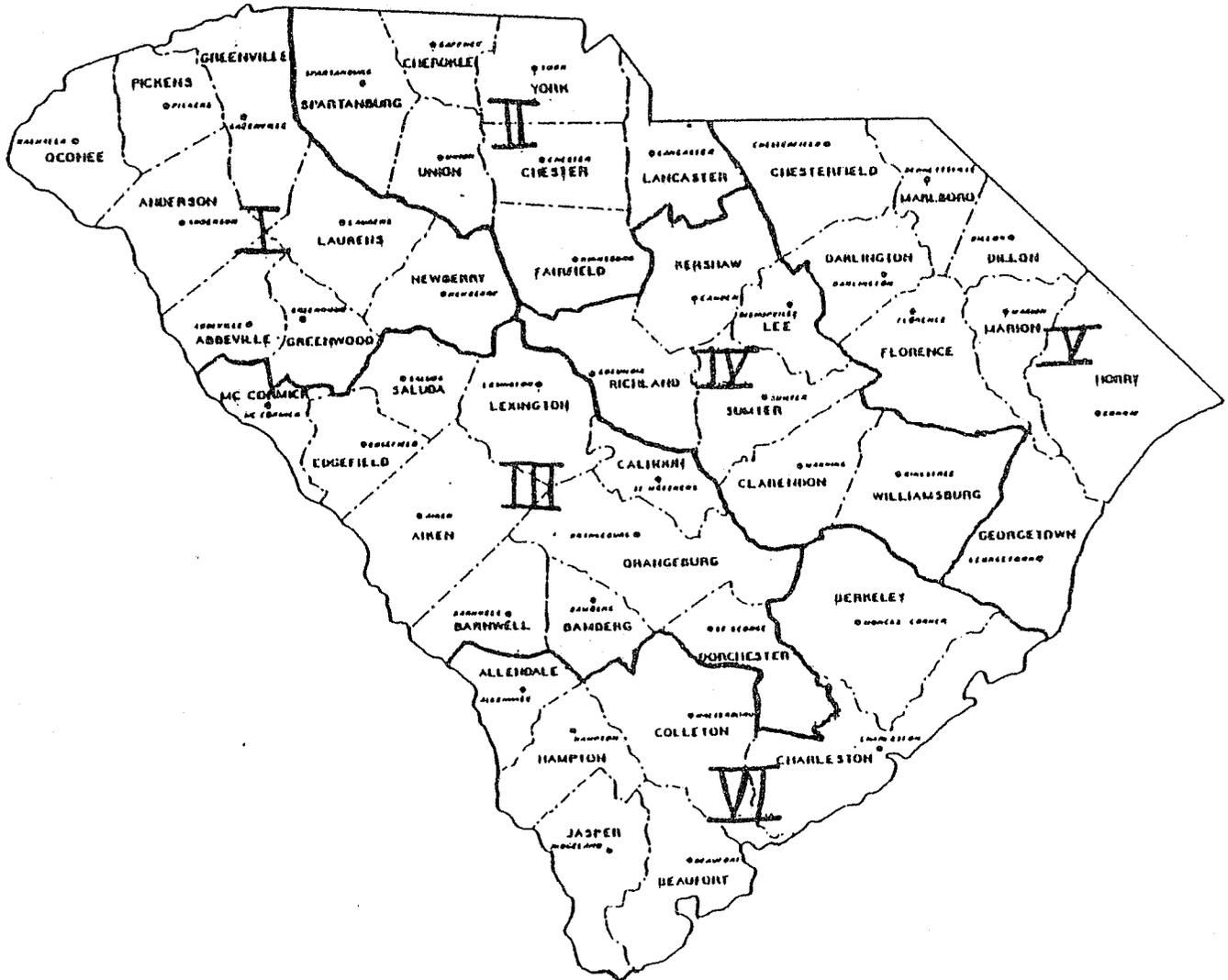
1. Present LRE awareness program to school administrations by December, 1982.
2. Match selected school(s) with appropriate LRE curriculum or program(s) based on data from school year 1981-82 by January, 1983.
3. Facilitate teacher training in selected LRE curriculum/program by August, 1983.
4. Facilitate training of community resource group by August, 1983.
5. Provide ongoing technical assistance during implementation of LRE Program through 1985.
6. Implement LRE in at least two school districts in Region IV by August, 1983.

Action Plan - RESOURCE DEVELOPMENT

1. Pool of trained teachers to continue the LRE effort by August, 1983.
2. Pool of interested/involved citizens serving as classroom resources and listed in a community resource directory by May, 1984.
3. Expand LRE Program to other school districts in Region IV counties in school years 1983-84 and 1984-85 using similar objective, action plan and evaluation.

APPENDIX

DEPARTMENT OF YOUTH SERVICES REGIONS



REFERRALS TO INTAKE BY COUNTY
FY 1982

COUNTY	ACTS AGAINST PERSON	ACTS AGAINST PROPERTY / PUBLIC ORDER	STATUS OFFENSES	INTAKE TOTAL
Abbeville	7	38	4	49
Aiken	13	242	214	469
Allendale	2	29	39	70
Anderson	8	278	97	383
Bamberg	1	48	7	56
Barnwell	1	32	0	33
Beaufort	24	153	71	248
Berkeley	16	228	167	411
Calhoun	1	2	0	3
Charleston	106	824	398	1,328
Cherokee	13	94	9	116
Chester	8	92	32	132
Chesterfield	8	77	68	153
Clarendon	4	46	21	71
Colleton	11	80	33	124
Darlington	18	94	67	179
Dillon	9	71	36	116
Dorchester	12	108	24	144
Edgefield	1	17	7	25
Fairfield	7	45	9	61
Florence	29	281	65	375
Georgetown	12	61	5	78
Greenville	35	609	44	688
Greenwood	11	151	18	180
Hampton	4	61	39	104
Horry	27	264	149	440
Jasper	1	34	8	43
Kershaw	7	74	18	99
Lancaster	17	181	113	311
Laurens	17	105	95	217
Lee	2	22	8	32
Lexington	17	275	224	516
McCormick	4	12	8	24
Marion	7	83	10	100
Marlboro	3	57	3	63
Newberry	5	97	95	197
Oconee	6	74	40	120
Orangeburg	15	151	37	203
Pickens	10	174	103	287
Richland	47	536	36	619
Saluda	4	26	15	45
Spartanburg	77	535	72	684
Sumter	17	214	32	263
Union	24	114	60	198
Williamsburg	7	30	3	40
York	34	256	133	423
Out-of-State	11	199	144	354
TOTAL-Statewide	720	7,274	2,880	10,874

REGION I

Abbeville, Anderson, Greenville,
Greenwood, Laurens, Newberry, Oconee, Pickens

PROGRAM RESOURCES

Phyllis Wheatley Center	Big Brothers/Big Sisters
Community Planning Council	County Health Departments
Alston Wilkes Society	Mental Health Association
Commission on Alcohol and Drug Abuse	Head Start
Family Counseling Center	Department of Social Services
Salvation Army Boy's Club	City and County Recreation Departments
Urban League	Public Libraries
Parent Teacher Associations	County Extension Services - 4H Clubs
Parent Teacher Organizations	Crime Watch Committees
Junior League	Educational Television Network
YMCA/YWCA	Vocational Rehabilitation Area Offices
Mental Health Centers	Appalachian Council of Government
United Way - A.I.D. Program	Junior Achievement
Civil Defense	Clemson University
Red Cross	Furman College
City and County Law Enforcement Agencies	County Attendance Officers
Boy/Girl Scouts	

REGION II

Cherokee, Chester, Fairfield,
Lancaster, Spartanburg, Union, York

PROGRAM RESOURCES

Winthrop College	Crime Watch Committees
Rock Hill Girls Home	Educational Television
City and County Law Enforcement Agencies	Chamber of Commerce
Spartanburg Girls Home	Council for Youth
City and County Recreation Departments	Young Life
Commission on Alcohol and Drug Abuse	Limestone College
Department of Social Services	Spartanburg Boys Home
Mental Health Centers	Junior League
Public Libraries	Junior Womens Club
YMCA	Vocational Rehabilitation Area Offices
Boy/Girl Scouts	Junior Achievement
Salvation Army	Parent Teacher Associations
County Health Departments	Parent Teacher Organizations
County Extension Services - 4H Clubs	USC - Spartanburg
United Way	Employment Security Services
Bethlehem Center	County Attendance Officers
	Spartanburg Arts Council

REGION III

Aiken, Bamberg, Barnwell, Calhoun, Dorchester,
Edgefield, Lexington, McCormick, Orangeburg, Saluda

PROGRAM RESOURCES

Department of Social Services	Orangeburg Area Development Center
City and County Law Enforcement Agencies	Boy/Girl Scouts
Vocational Rehabilitation Area Offices	Vorhees College
Commission on Alcohol and Drug Abuse	Denmark Tech
Mental Health Centers	County Extension Service - 4H Clubs
Big Brothers/Big Sisters (PALS Program)	Crime Watch Committees
County Health Departments	United Way
Police Athletic League	Public Libraries
USC - Aiken	Employment Security Services
Alston Wilkes Society	City and County Recreation Departments
Orangeburg - Calhoun Tech	Junior Achievement
S.C. State College	Parent Teacher Associations
	Parent Teacher Organizations
	County Attendance Officers

REGION IV

Clarendon, Kershaw, Lee,
Richland, Sumter, Williamsburg

PROGRAM RESOURCES

SC Department of Education

YMCA/YWCA

Boys Club

Boy/Girl Scouts

Bethlehem Center

St. Lukes Center

City and County Parks and
Recreation Departments

University of South Carolina

City and County Law Enforcement
Agencies

Family Service Center

County Health Departments

Public Libraries

Jewish Community Center

Junior Achievement

Urban League

Junior Women's Club

Children's Defense Fund

Red Cross

Commission on Alcohol and Drug
Abuse

Youth Development Activities Through
Neighborhood Organizing

Alston Wilkes Society

Ministerial Association

Rotary Clubs

Legal Auxiliary

Department of Mental Health

League of Women Voters

Council on Child Abuse/Neglect

Local Churches

Prepared Childbirth-Lamaze

Parents Anonymous

Head Start

Parents Without Partners

Employment Security Services

Parent Teacher Associations

Parent Teacher Organizations

Crime Watch Committees

United Way

Vocational Rehabilitation Area
Offices

REGION IV

Program Resources (Cont'd.)

Pride Program	County Extension Services - 4H Clubs
Midlands Human Resources Commission	Educational Television Network
County Council	Disaster Preparedness
City Council	County Attendance Officers
Junior League	Jaycees
Department of Social Services	Civitan
Optimist Club	Masons
Lions Club	Bar Association
Kiwanis Club	Solicitor's Office

REGION V

Chesterfield, Darlington, Dillon,
Florence, Georgetown, Horry, Marion, Marlboro

PROGRAM RESOURCES

Commission on Alcohol and Drug
Abuse

Department of Social Services

Mental Health Centers

City and County Law Enforcement
Agencies

City and County Recreation
Departments

Vocational Rehabilitation Area
Offices

Parent Teacher Associations

Parent Teacher Organizations

Crime Watch Committees

County Extension Services - 4H Club

County Health Department

Public Libraries

Francis Marion College

Jaycees

Lions Club

Boy/Girl Scouts

Junior Achievement

Educational Television Network

County Attendance Officers

REGION VI

Allendale, Beaufort, Berkeley,
Charleston, Colleton, Hampton, Jasper

PROGRAM RESOURCES

Comprehensive Emergency Services
Board

United Way

Juvenile Restitution Program

Parent Teacher Associations

Parent Teacher Organizations

Juvenile Justice Coordinating Council

PATHE Program

Parents Anonymous

City and County Law Enforcement
Agencies

Low County Council of Children and
Families

Carolina Children's Service

Mental Health Centers

Vocational Rehabilitation Offices

Commission on Alcohol and Drug Abuse

Department of Social Services

City and County Recreation Commissions

Colleton County Area Vocational Center

Economic Opportunity Commission

Family Services Center

St. Mary's Human Development Center

County Health Departments

Beaufort Technical College

Victim's Assistance Coordinator

People Against Rape

County Extension Services - 4H Clubs

Junior League

Barrier Island Environmental
Education Center

Boy's Club

Jewish Community Center

St. John's Episcopal Center

Red Cross

Catholic Charities

Echo House

Public Libraries

City Venture

Neighborhood Associations

Low County Regional Planning Council

YMCA/YWCA

Crime Watch Committees

Educational Television Network

County Attendance Officers

SAFE Program (Charleston)

REGION VI

Programs Resources (Cont'd.)

Junior Achievement

Junior Civitans

Trident Work Experience

Justice For Surviving Victims

Charleston County Police Department

Program (Solicitor's Office)

DELINQUENCY
PREVENTION
SURVEY

PREVENTION SURVEY

Target Areas and Specific Audiences	REGIONS						
	I	II	III	IV	V	VI	
<u>Home</u>							
1. Parents	2	2	2	2	2	2	12
2. Youth	2	2	2	2	2	2	12
<u>School</u>							
1. District Superintendents	2	2	2	2	2	2	12
2. Principals	3	2	2	3	2	3	15
3. Counselors	2	2	2	2	2	2	12
4. Teachers	2	2	2	2	2	2	12
5. PTA Members	2	2	2	2	2	2	12
6. Youth	2	2	2	2	2	2	12
<u>Community</u>							
1. Civic Leaders	2	2	2	2	2	2	12
2. Business Leaders	3	2	2	3	2	3	15
3. Clergy	2	2	2	2	2	2	12
4. Police	2	2	2	2	2	2	12
5. Judges	3	2	2	3	2	2	14
6. Recreational Workers	2	2	2	2	2	2	12
7. Youth Employment Workers	2	2	2	2	2	2	12
8. Youth	2	2	2	2	2	2	12
Totals	35	32	32	35	32	34	200

The South Carolina Department of Youth Services is conducting an informal survey to find out the needs and problems of youth in our state. The information received statewide through this survey will be used by the Department to develop a state plan for juvenile delinquency prevention. Thank you very much for your contribution.

DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

ADDRESS: City/Town _____ County _____

SEX: Male _____, Female _____, RACE: White _____, Black _____, Other _____

AGE: Under 20 _____, 20-29 _____, 30-39 _____, 40-49 _____, 50-59 _____, Over 59 _____

SURVEY

1. In your opinion what are the five greatest problems in the home that lead to juvenile delinquency? Please list in the spaces below (on the left).

Problem	Why it is happening
_____	_____
_____	_____
_____	_____

Now, in your opinion state why this problem is happening in the spaces to the right.

2. In your opinion what are the five greatest problems in the school that lead to juvenile delinquency? Please list in the spaces below (on the left).

Problem	Why it is happening
_____	_____
_____	_____
_____	_____

Again, in your opinion state why the problem is happening in the spaces to the right.

3. In your opinion what are the five greatest problems in the community that lead to juvenile delinquency? Please list in the spaces below (on the left).

Problem	Why it is happening
_____	_____
_____	_____
_____	_____

Finally, in your opinion state why the problem is happening in the spaces to the right.

Thank You

DELINQUENCY PREVENTION SURVEY
Regional and State Summary

Problems in the Home, School and Community that Lead to Delinquency

CONTEXT	RANK	REGION I	REGION II	REGION III	REGION IV	REGION V	REGION VI	STATE
HOME	1.	permissiveness/no supervision	permissiveness/no supervision	permissiveness/no supervision	permissiveness/no supervision	single parent family/broken homes	lack of attention/love, emotional neglect	permissiveness/no supervision
	2.	lack of attention/love, emotional neglect	drugs and alcohol	single parent family/broken homes	single parent family/broken homes	permissiveness/no supervision	permissiveness/no supervision	single parent family/broken homes
	3.	single parent family/broken homes	poor communication between parent and child	poor communication between parent and child	poor communication between parent and child	lack of attention/love, emotional neglect	single parent family/broken homes	poor communication between parent and child
	4.	poor communication between parent and child (TIE)	economic/2 parents working/low income	lack of family recreation/free time	lack of attention/love, emotional neglect	materialistic orientation	drugs and alcohol	lack of attention/love, emotional neglect
	5.	economic/2 parents working/low income	abuse and neglect	poor parenting skills	economic/2 parents working/low income	lack of moral training	economic/2 parents working/low income	economic/2 parents working/low income
SCHOOL	1.	lack of rules/discipline	drugs/alcohol	lack of rules/discipline	lack of rules/discipline	lack of rules/discipline	individual student motivation	lack of rules/discipline
	2.	negative peer pressure	negative peer pressure	individual student motivation	administration/teacher attitudes	administration/teacher attitudes	negative peer pressure	negative peer pressure (TIE)
	3.	drugs/alcohol	administration/teacher attitudes	drugs/alcohol	individual student motivation	drugs/alcohol (TIE)	lack of rules/discipline	drugs/alcohol
	4.	individual student motivation (TIE)	individual student motivation	lack of parental concern	drugs/alcohol	negative peer pressure (TIE)	lack of parental involvement	individual student motivation
	5.	learning disabilities	lack of rules/discipline	negative peer pressure	negative peer pressure	social promotion	drugs/alcohol	administration/teacher attitudes
COMMUNITY	1.	nothing to do nowhere to go	drugs/alcohol	nothing to do nowhere to go	nothing to do nowhere to go	drugs/alcohol	nothing to do nowhere to go	nothing to do nowhere to go
	2.	drugs/alcohol	nothing to do nowhere to go	drugs/alcohol	lack of community concern	nothing to do nowhere to go	unemployment	drugs/alcohol
	3.	unemployment	unemployment	moral influence (negative)	unemployment	law enforcement/judiciary too lenient	drugs/alcohol	unemployment
	4.	law enforcement/judiciary too lenient	lack of community concern	law enforcement/judiciary too lenient	drugs/alcohol	lack of community concern (TIE)	lack of community concern	lack of community concern (TIE)
	5.	lack of community concern	permissiveness/parents not involved	sexual promiscuity/teenage pregnancy	negative peer pressure	poverty/socio-economic differences	poverty/socio-economic differences	law enforcement/judiciary too lenient

DELINQUENCY PREVENTION SURVEY
DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

RACE AND SEX	REGION I		REGION II		REGION III		REGION IV		REGION V		REGION VI		STATEWIDE TOTAL	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
WHITE	29	82.9	24	80.0	21	75.0	13	41.9	10	90.9	14	56.0	111	69.4
BLACK	6	17.1	6	20.0	6	41.9	13	41.9	1	9.1	11	44.0	43	26.9
UNKNOWN	0	-	0	-	1	3.6	5	16.1	0	-	0	-	6	3.7
TOTAL	35	100.0	30	100.0	28	100.0	31	100.0	11	100.0	25	100.0	160	100.0
MALE	19	54.3	14	46.7	20	71.4	14	45.2	7	63.6	13	52.0	87	54.4
FEMALE	16	45.7	16	53.3	7	25.0	12	38.7	4	36.4	12	48.0	67	41.9
UNKNOWN	0	-	0	-	1	3.6	5	16.1	0	-	0	-	6	3.7
AGE														
Under 20	7	20.0	6	20.0	7	25.0	5	16.1	2	18.2	3	12.0	30	18.8
20-29	6	17.1	3	10.0	6	21.4	0	-	1	9.1	6	24.0	22	13.8
30-39	13	37.1	9	30.0	4	14.3	9	29.0	5	45.4	9	36.0	49	30.6
40-49	6	17.1	10	33.3	4	14.3	4	12.9	1	9.1	5	20.0	30	18.8
50-59	2	5.7	1	3.3	4	14.3	6	19.4	2	18.2	2	8.0	17	10.6
Over 59	0	0.0	1	3.3	2	7.1	2	6.5	0	-	0	-	5	3.1
Unknown	1	2.9	0	-	1	3.6	5	16.1	0	-	0	-	7	4.4
TOTAL	35	100.0	30	99.9	28	100.0	31	100.0	11	100.0	25	100.0	160	100.0

DELINQUENCY PREVENTION SURVEY

"WHY IT'S HAPPENING" (sample of responses)

CONTEXT	PROBLEM	RANK	"WHY IT'S HAPPENING" (sample of responses)	
HOME	permissiveness/no supervision	1	a. poor knowledge of parenting	b. parental apathy
	Single Parent Family/Broken Homes	2	a. most people marry for the wrong reasons	b. single parent must work and be away from home
	Poor communication between Parent and Child	3	a. parents show no interest at home--too busy	b. "things" have replaced relationships
	Lack of Attention/Love, Emotional Neglect	4	a. parents don't project their affection	b. parents are over-involved in careers/social life
	Economics/2 Parents working/low income	5	a. inability of people to find work	b. parents working/leaving children unattended
SCHOOL	Lack of Rules/Discipline	1	a. too much outside control/no control in classroom	b. school aren't allowed to punish properly
	Negative Peer Pressure	2	a. desire to be "in"	b. very few programs discourage this practice
	Drugs/Alcohol	2	a. the only way kids know to handle problems	b. too available in the schools
	Individual Student Motivation	4	a. lack of innovative programs	b. students turned off by school and adults
	Administration/Teacher Attitudes	5	a. they see all students as "trouble-makers"	b. overcrowded classrooms/red tape
COMMUNITY	Nothing to do/Nowhere to go	1	a. lack of interest/funding on part of community	b. adult merchants don't want youthful clientele
	Drugs/Alcohol	2	a. too available	b. "mercenary" adults
	Unemployment	3	a. too few jobs/minimum age requirements	b. lack of job skills
	Lack of Community Concern	4	a. apathy and fear	b. lack of planning
	Law Enforcement/Judiciary too Lenient	4	a. need to make "believers" of kids; no place to put them, though	b. police/courts not set up to deal with kids

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