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# **A WORKBOOK ON STANDARDS AND GOALS THE JUVENILE**



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## **USING THE JUVENILE TASK FORCE REPORT FROM THE STANDARDS AND GOALS PROJECT OF ALABAMA**

GEORGE C. WALLACE, GOVERNOR  
STATE OF ALABAMA

EARL C. MORGAN  
Chairman, ALEPA

ROBERT G. BO DAVIS  
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JOHN STARNES, Chairman,  
Standards & Goals Project

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BUILDING F, EXECUTIVE PARK, SUITE 49  
MONTGOMERY, ALABAMA 36111



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The Juvenile Task Force offers these standards for the improvement and more efficient organization of justice for juveniles. The members of this Task Force represent a cross-section of the juvenile justice system and the community. They approached their work with enthusiasm and have earnestly and critically considered each word in each standard. Every standard proposed is a result of much thought and debate with the necessary compromises of divergent views and philosophies. This report is a culmination of ten months work in research, meetings, discussion surveys and recommendations of the Juvenile Task Force and Standards and Goals staff.

The Task Force spent approximately forty hours in meetings while a far greater amount of time was spent in preparation. A total of thirty-seven standards and twenty-two recommendations were considered in which the objective was to accept, modify or reject according to the needs of the Alabama Juvenile Justice System.

Setting standards is a necessary process for progress and improvement. Hopefully, these standards will aid the Juvenile Justice System to more effectively perform its role and function.

No set of standards can be static, but must be designed to accomodate different needs and be capable of long range implementation. In various areas of this Task Force's work it became apparent that additional research and revenue would be necessary to enable some of the standards to become effective.

The Chairwoman and staff representative desire to thank each member of the Juvenile Task Force for their praiseworthy effort, diligence and time that each has given to the completion of this report, and to express the appreciation of the Task Force to those ex-officio members and other professionals who contributed their expertise and experience to the Task Force's work.

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Mrs. Emily Richardson, Chairwoman  
Juvenile Task Force

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## **Preface**

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This workbook presents an effective local approach to utilizing recent reports on criminal justice standards for upgrading the juvenile justice system.

In October, 1971, the Department of Justice created a 22-member National Commission on Criminal Justice Standards and Goals to formulate a nationwide plan to reduce crime.

The Commissioners, recognized leaders in Criminal Justice, State and local government and the community, worked for almost two years to produce their report - a six volume set of nearly 500 standards and recommendations for reform of the justice system.

Of particular interest to local juvenile justice officials, planners, and administrators is the National Advisory Commission's standards which relate to juvenile justice. These standards contain guidelines and criteria for improving juvenile justice, establishing diversion programs, and the prevention of juvenile crime.

The current emphasis on standards and goals reflects a broad consensus that substantial change is needed in the structure and operation of juvenile justice agencies and in the process of formulating and carrying out juvenile policy. How to stimulate and bring about such change is nevertheless a complex and difficult problem. One approach is to use the standards relating to juveniles as a catalyst for local review of the juvenile function and to

develop appropriate local standards and goals. In Alabama, a Standards and Goals Advisory Board was created in September 1974 to examine the National Advisory Commission on Criminal Justice Standards and Goals reports. The Advisory Board was divided-up into Task Forces relating to the Police, Courts, Corrections, and Juvenile Delinquency fields. The Task Forces were mandated to address each of the Standards in their respective fields and to either accept, reject or modify them to suit the needs of Alabama.

Contained in this workbook are the standards as recommended by the Juvenile Task Force to serve as guideposts for improving the efficiency and effectiveness of the Alabama Juvenile Justice System. The workbook also sets forth the analysis and planning necessary to lay the groundwork for the implementation of the standards.

The first two sections of this document are written primarily for chief executives and other policy - makers in an "executive summary" form. The remaining sections, though of interest to policy-makers, are written primarily for juvenile justice personnel.

This workbook is patterned after a publication that was prepared jointly by the Criminal Justice Project of the National League of Cities and United States Conference of Mayors and the Pilot City Program of the Metropolitan Criminal Justice Center in Norfolk, Virginia, we would like to express our gratitude to these agencies for their contribution.



## **Section I**

# **Background and Process**

The National Advisory Commission on Criminal Justice Standards and Goals was established in 1971, "to formulate for the first time national and criminal justice standards and goals for crime reduction and prevention at the state and local levels." The six comprehensive reports developed by the Commission's Task Forces, contain a wealth of information in support of its recommended standards and goals and addresses issues of concern to Criminal Justice personnel at all levels. Standards relating to Juvenile Justice were incorporated in the Volume of Corrections, Courts, Police, and Community Crime Prevention. These standards have been extracted and appear in this workbook. For the purposes of comparing a department to the standards and goals and establishing requisite implementation plans, schedules, and budgeting projections, the recommendations may be usefully grouped into certain functional, "Areas of Concern," which run throughout the national documents (for example, diversion issues surface in at least three different reports.) We have further broken down these Areas of Concern into numerous "topic areas."

Following the suggestions and steps which appear in the ensuing sections, any Juvenile Justice agency should be able to measure its present level of activity against the standards recommended by the Juvenile Task Force. By engaging in this requisite analysis and deciding upon the department's acceptance or rejection, in whole or in part, of each standard, a department can determine for itself its strengths and weaknesses and develop short-, mid-, and long-range plans which are responsive to its needs.

Planning is a continuous process undertaken either to modify existing activities or to establish new ones; it is characterized in part by the correlation of activities with time-frames.

For the purpose of this workbook, planning approaches can be conveniently labeled as short-, mid-, or long-range. Short-range approaches involve those actions to be studied and resolved within a one-year period; for example within a budget year. Mid-range planning normally encompasses a time period of from one to five years.

In Section II, Analysis and Planning, each of the eight steps we feel are necessary to relate juvenile standards to an agency or department's current operation and management are listed and briefly described. At the end of this section six major Areas of Concern (such as Administration) are listed, and under each of these are several "topic areas" (e.g. under Administration a topic area might be "fiscal management"). The applicable standards, which are found

in Section V, are listed beside each topic area. The principle planning task which applies to this analysis is the scheduling in a logical sequence of those actions necessary to meet accepted standards.

In Section III, Sequential Array of Actions, a prescriptive pattern of 21 activities, or "actions," are listed in sequence, with an approximated number of person-days of effort required for each action. The Sequential Array takes the steps listed in Section II and presents them, primarily to give an idea of how much time will be required for each action.

Section IV is a Sample Work Plan which provides for time phasing and the assignment of implementation of responsibility. Like Section III, it is to be used as a guide. Each department, of course, will want to generate its own workplan, based on the steps presented in Section II and the Sequential Array of Actions.

Section V, Standards and Goals Comparison Worksheets, contains worksheet pages on which are listed the Juvenile Standards. Instructions for using these worksheets to compare one's own department to recommended standards are given at the beginning of this section.

Section VI consists of Task Planning Sheets, to aid planning efforts regarding the implementation of the standards contained in Section V. They take each Area of Concern and the subdivided topic areas listed in Section II, with the applicable standards from Section V, and put them in the form of tasks, providing fundamental information required to indicate planning, timing, priority, and cost activities involved in each task. These sheets should be completed while referring to the comments and notations made on the Standards and Goals Comparison Worksheets. Again, each department will want to expand or modify the language and structure of these worksheets to meet its individual needs.

## **Section II**

# **Analysis and Planning**

### **Step 1: Gain Commitment of Decision-making Executives**

If recommendations for change are to be seriously considered, it is essential that policy decision-makers commit themselves and their departments to the planning process. If commitment is half-hearted, the results will not approach their full potential. Most chief executives should be receptive to the development of a plan detailing departmental direction and budgetary projections.

### **Step 2: Determine Approach**

There are several alternatives for implementing the planning effort. The possibilities include: use of planning unit personnel, reliance on an administrative assistant or assignment of selected individuals to each area. We suggest that one individual be designated as project director and be held responsible for supervising and coordinating the analysis and implementation activities.

### **Step 3: Develop Work Plan**

Before any major effort can be undertaken, a work plan should be prepared. In one sense, this is a "plan to plan." The work plan should identify key tasks, cover review points, make assignments to individuals or groups, and provide for the scheduling of all activities to be accomplished, including the setting of target dates for completion. A work plan should be a dynamic document which acts as a guide but is flexible and responsive to external factors. Development of a work plan assures that the distribution and scheduling of work is reasonable and that individual assignments are understood and accepted by all concerned. Consideration should be given to other external plans such as comprehensive city/county plans, regional juvenile justice plan updates, city/county budgets which could influence planning decisions. A sample work plan is presented in Section IV of this workbook.

### **Step 4: Develop a General Information File**

A general information file needs to be prepared to serve as a data base for evaluation efforts and to acquaint the project director (and others involved) with the resources of the department and their organization and use.

This kind of data base is requisite to proper planning. The development of a general information file will provide the necessary base while contributing to other management decisions not directly associated with the plan itself. At a minimum, the general information file should include:

- a) Alabama Juvenile Code, Act No 816 of the 1973 Regular Session of the Legislature
- b) Organizational chart of the Department of Youth Services
- c) LEPA Master Plan--Juvenile Section
- d) The number of delinquents in training school
- e) Breakdown of juvenile offenders
- f) Disposition of adjudicated delinquents
- g) The number of counties served by regional detention facilities
- h) The average number of juveniles held in detention facilities (daily, monthly, yearly)
- i) The number of youth apprehended and charged (petitioned) by police last year
- j) The number and location of family courts and youth served
- l) Location and number of pre-release centers, group homes, foster homes
- m) Types and number of formal diversion programs
- n) Number of youth served by diversion programs (Youth Services Bureaus etc.)
- o) Standards relating to juveniles and their care as formulated by the Department of Youth Services
- p) Personnel profile of staff in detention facilities, training schools, and community-based programs (education, training, age, etc.)

#### Step 5: Compare Department to the Recommended Standards and Goals

To begin the analysis, a comparison of what exists to what is recommended is in order. To facilitate this process, we have included sample comparison worksheets (Section V) which list all of the standards and recommendations as they appear in the Juvenile Task Force Report. The comparison worksheets are arranged so that a person knowledgeable in the department's administration and operation can determine whether or not the department is meeting, in whole or in part, each recommended standard.

The first consideration in this comparison is the determination of whether the department accepts a given recommendation, in whole or in part. The second consideration is the correlation of recommendations made in past management surveys (both internal and external) to the newly recommended standards to determine why previous recommendations were not implemented, or if they might be more feasibly implemented.

### Step 6: Establish Priorities By Year

After the scheduling of the specific topic areas over the five-year period (less if appropriate for your jurisdiction) has been completed, it is necessary to prioritize all of the activities planned for each successive year. This not only allows for more specific time phasing but also allows for re-examination of the total activities planned for a given year. It will not be unusual to decide later that what was initially planned for the first year is either too much or too little. Some re-arrangement of the general schedule will occur as a spin-off from in-year priority setting.

The priority scale may be numerical or alphabetical and can be whatever length needed. A one-to five rating system is suggested. Participatory management can be encouraged by getting input at all levels during the priority setting process. The final decision on priorities should be made by the chief executive after reviewing the recommendations of his staff, since he is ultimately responsible for program implementation, including the allocation of often scarce resources. It should be remembered that priorities provide a tool for planning and are not an end in themselves. They are flexible and may change with external influences.

### Step 7: Evaluate Process

Any effort worthy of undertaking warrants evaluation. Evaluation of the effort requires comparing your initial level of staffing, organizational structure, resource utilization, manpower allocation, training and productivity, with levels of activity after changes have been made to determine the value of the change and direct planning.

Evaluation is the process of determining whether goals and objectives were reached and if so, what changes, both positive and negative, have been caused by the effort. The techniques of evaluation can range from simple comparison measurements to sophisticated attitudinal surveys. To assure validity, evaluations should not be conducted by those who planned or implemented the change or who for any other reason could be biased.

### Step 8: Review Areas of Concern and Topic Areas

We have listed six Areas of Concern--Administration, Personnel, Training, Operations, Support Services, and Extra-Departmental Cooperation, Coordination, and Assistance--and listed under each of these are several topic

areas to be dealt with. (See chart on following page.)

On the following pages we have listed each of the Standards from the Juvenile Task Force Report which apply to each of these topic areas. These Standards are contained in Section V of this workbook.



# AREAS OF CONCERN AND TOPIC AREAS

<u>Administration</u>	<u>Personnel</u>	<u>Training</u>	<u>Operations</u>	<u>Support Services</u>	<u>Extra-Departmental Cooperation Coordination and Assistance</u>
Policy	Policy	Policy	Policy	Policy	Policy
Procedure	Procedure	Procedure	Procedure	Procedure	Procedure
Community Relations, Assistance, and Involvement	Recruitment of Volunteers	Inservice Training	Diversion	Juvenile Employment	Diversion Program
Organization	Salary	Volunteer Training	Juvenile Operations (Police)	School and Home Environ- ment	Youth Service Bureaus
Fiscal Management	Education and Qualifications		Family Courts, Intake, and Detention	Recreation	
Confidentiality of Records			Institutions	Church	
			Community-based Programs		
			Probation		
			Information System		



## AREAS OF CONCERN

## APPLICABLE STANDARDS (from Juvenile Task Force Report)

### ADMINISTRATION

Training schools, institutions, detention facilities, family courts, diversion programs, community based programs, Youth Service Bureaus, and or Youth Aid Bureaus.

Policy	1.1 (1)
	2.1 (1-2)
	2.2 (1-2)
	3.1 (2-5)
	4.1
	5.1 (1)
	5.2 (1)
	5.3
	6.1 (1)
	6.8
	6.9
	6.11
Procedure	1.1 (2)
	2.3 (4-8)
	3.1 (3)
	5.1 (2)
	6.1 (2-4)
Community Relations Assistance & Involvement	1.1 (1C)
	2.2 (1)
	2.4 (6-8)
	3.1 (B)
	5.3 (9)
	6.2 (5)
	6.3 (1E)
	6.4 (6)
	6.11 (1-4)
Organization	2.1
	3.1 (4-5)
	4.1
	7.1
	8.2

## AREAS OF CONCERN

## APPLICABLE STANDARDS (from Juvenile Task Force Report)

Fiscal Management	2.4 (12)
	2.7
	2.8
	8.2

Confidentiality of Records	9.1
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## PERSONNEL

Policy	2.5 (1-4)
	3.1 (4&5)
	5.4 (1-7)
	6.3 (1-D&K) (H)
	6.5 (1)
	6.6 (3)
	6.7
	6.12 No. 2 (1)
	6.1 (6 C)

Procedure	5.4 (1-8)
	6.7
	6.12 No. 2 (1)

Recruitment of Volunteers	2.5 (4-6)
	5.4 (8)

Salary	5.4 (4)
	8.2

Education & Qualifications	2.5 (i)
	5.4 (4.7)
	6.1 (6C)
	6.3 (1D & F) (2H)
	6.4 (3)
	6.5 (1)
	6.6 (3)
	6.7
	6.12 (2-1)

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## AREAS OF CONCERN

## APPLICABLE STANDARDS (from Juvenile Task Force Report)

### TRAINING (STAFF AND VOLUNTEERS)

Policy	2.5 (1, 2, & 5) 3.1 (1) 4.1 (1 P4) 5.4 (9) 6.5 (1) 6.6 (3) 6.12 (No. 2-3) 8.2 (3)
Procedure	
Inservice Training	6.3 (i) 6.6 (3)
Volunteer training	2.5 (5)

---

### OPERATIONS

Policy	1.1 (1) 2.4 4.2 5.2 5.3 5.4 6.1 Introductory Paragraph 6.2 Introductory Paragraph 6.3 Introductory Paragraph 6.4 Introductory Paragraph 6.5 Introductory Paragraph 6.6 Introductory Paragraph 6.9 6.10 Introductory Paragraph 6.11 Introductory Paragraph 6.12 Introductory Paragraph 7.1 Introductory Paragraph 8.1 8.2 Introductory Paragraph 8.3 9.1 10.1
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## AREAS OF CONCERN

## APPLICABLE STANDARDS (from Juvenile Task Force Report)

Procedure	1.1 (2)
	2.4
	4.2
	4.4
	4.5
	5.1
	5.2
	6.1
	7.1
	8.1
	8.3
Diversion	1.1
	2.1
	2.8
Juvenile Operations (POLICE)	3.1
	5.1
Family Courts, Intake and Detention	4.1
	4.5
	5.2
	6.9
Institutions	6.1
	6.2
	6.3
	6.4
	6.5
	6.6
	6.10
	6.12
Community-based programs	7.1
	6.11
Probation	8.1
	8.3
Information Systems	9.1

## AREAS OF CONCERN

## APPLICABLE STANDARDS (Juvenile Task Force Report)

### ENVIRONMENTAL SUPPORT SERVICES

Policy

Procedure

Juvenile Employment

1.1

1.2

School and Home Environment

2.1

2.2

2.3

2.4

2.5

2.6

2.7

2.8

2.9

Recreation

3.1

Church

4.1

4.2

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### EXTRA-DEPARTMENTAL COOPERATION, COORDINATION, AND ASSISTANCE

Policy

1.1 (1)

2.1 1st Paragraph

3.1 (2)

Procedure

1.1 (2)

2.1 (1-3)

3.1 (2&3)

Diversion Programs

1.1

Youth Service Bureaus

2.1 - 2.8

## Section III

# Sequential Array of Actions

The following twenty-one steps are based upon the previous discussion of process for analysis and planning (Section II), and provide guidance in a prescriptive pattern. The "approximate person-days of effort required" are projections based upon experience.



Indicates decision point



Indicates activity requiring time

### SEQUENTIAL ARRAY OF ACTIONS

<u>STEP</u>	<u>ACTION</u>	<u>APPROXIMATE PERSON-DAYS OF EFFORT REQUIRED</u>
1	Department decision to compare its organization and operation to the Standards and Goals <u>Report on Juveniles</u> .	None
2 3	Identify and select various approaches to the comparison and implementation process (staffing, assignments, etc.)	2
4	Develop work plan for program including detailed actions required to meet objectives including assignments of responsibility for each action.	2
5	Brief department staff	1
6	Acceptance by staff of time phase schedule	None

<u>STEP</u>	<u>ACTION</u>	<u>APPROXIMATE PERSON-DAYS OF EFFORT REQUIRED</u>
7	Develop a general information file	11
8	Compare organization to the recommended standards and goals and specify acceptance, rejection modifications, and additions; time phase by year.	10
9	Review other studies of department, isolate recommendations, and compare to standards and goals.	2
10	Brief staff on analysis and plans and obtain acceptance of those in authority.	1
11	Develop desired department profile (in years - from 1-5 years)	8
12	Determine in - year priorities and time phase anticipated costs and responsibility for implementation.	12
13	Brief department staff.	1
14	Acceptance by those in authority and staff of comparative analysis conclusions, designation of priorities, anticipated costs and responsibilities as assigned.	None
15	Develop evaluation criteria for review of progress and achievements.	4

<u>STEP</u>	<u>ACTION</u>	<u>APPROXIMATE PERSON-DAYS OF EFFORT REQUIRED</u>
16	Develop final plan for submission to those in authority for review and budgetary approval.	15
17	Submit plan to those in authority	4
18	Adopt budgetary plans into normal department budget processs.	None
19	Begin implementation activities	-
20	Develop departmental plans for inclusion in local, regional, or state five year criminal justice plan.	-
21	Determine whether goals and objectives were/are being reached and what changes resulted.	-





## **Section IV**

## **Sample Work Plan**

In order to initiate a planning/implementation effort of this magnitude, a work plan which assigns task responsibility and sets target dates for their completion is required. This sample work plan is enclosed for your use as a guide. Although they have proven to be realistic and workable, you may determine to adopt, reject, or modify the recommended actions and time frames to suit the demands of your own agency.

## WORK PLAN FOR STANDARDS AND GOALS PROGRAM

weeks

<u>Step</u>	<u>Action</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>Responsibility</u>
1	Present work plan to command staff and chief executive and obtain acceptance																				
2	Develop General Information file: Identify data elements Gather and analyze data																				
3	Compare department status to recommended standards and goals and time phase by year in order of implementation importance																				
4	Review past management studies of department and isolate recommendations on functions of department (and compare to recommended standards and goals)																				
5	Brief command staff on analysis and planning results and obtain acceptance of chief executive to proceed																				
6	Develop profiles of department +5* years +3* +4* +2* +1*																				

\*The 5, 3, 4, 2, 1 sequence is correct since you determine where you want to be +5 and +3 thru +4 changes are easily identified, as for +2 and +1.

# WORK PLAN FOR STANDARDS AND GOALS PROGRAM

<u>Step</u>	<u>Action</u>	<u>weeks</u>																		<u>Responsibility</u>
		<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>
7	Identify and time phase required actions to achieve department profile																			
8	Determine resource requirements to accomplish needed improvements or change																			
9	Identify technical and contractual assistance requirements																			
10	Brief command staff on plan and obtain acceptance by chief executive																			
11	Develop evaluation plan to assure quarterly review and analysis of accomplishments against plan and projections of future actions																			
12	Submission of plan by chief executive to appropriate authorities																			
13	Adopt budgetary plans into normal department budget process																			
14	Begin implementation activities																			
15	Develop juvenile portion of local (regional) five year criminal justice plan																			

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## **Section V**

# **Standards and Goals Comparison Worksheets**

This section contains analysis forms which can be used by a department to compare its current status in relation to the recommended standards and goals which are duplicated from the Juvenile Task Force Report. They are presented in a format conducive to comparative analysis. Utilization of these worksheets enables anyone knowledgeable of department administration and operations to compare departmental status with the recommended standards and goals.

### **INSTRUCTIONS FOR USING WORKSHEETS** **ABBREVIATION CODE**

- A - Accept
- R - Reject
- C - Compliance
- PC - Partial Compliance
- NC - Non-Compliance
- I - Implementation
- RS - Research
- 1-5 - Number of Years to Implementation

(Use additional sheets of paper as necessary (e.g. for comments).)

The person(s) conducting the analysis should read each individual standard or substandard while considering the following:

- (a) Do you accept or reject, in whole or in part, the standard or substandard? If you accept or reject, so indicate by placing an "A" or an "R" in the appropriate column in the Remarks section.
- (b) Does your department presently meet or exceed the standard being reviewed? If so, place a "C" for compliance in the 'compliance column' or a "PC" for 'partial compliance' in the appropriate column.
- (c) If the department does not meet the standard, place "NC" for 'not complying' in the appropriate column. If the department desires to implement the standard, determine the specific actions and their timing. Actions to be taken might include:
  - (1) Research - in cases where you wish to explore or study a subject before changing departmental organization, policies, and procedures resulting in the recommended standard being met;

- (2) Implementation - the actual implementation of programs, actions, policies, and procedures resulting in the recommended standard being met.  
(Indicate by year (1,2,3,4 or 5) when you wish to research (RS) and/or implement (I) the standard in the year column.

Example: if it is desirable to explore the feasibility of establishing a youth service bureau in your jurisdiction, it may be necessary to research the topic and develop alternative approaches in the first year and implement the youth service bureau in the second. Indicate this decision by placing an "RS-1" (for research - first year) in the year column and an "I-2" (for implementation - second year) in the same column.

In summary, successful use of the Standards and Goals Comparison Worksheets requires that you read and consider each standard carefully, proceed standard-by-standard as they appear without skipping around, be as detailed and explicit as possible during the comparison, and write down your thoughts.

Please Note: There are two copies of each standard. The second copy is for your agency. The first copy is to be sent to:

Standards and Goals Project  
Alabama Law Enforcement Planning Agency  
2863 Fairlane Drive  
Building F, Suite 49  
Executive Park  
Montgomery, Alabama 36111





Standards and Goals	Remarks				
	Accept	Reject	C	PC	NC
<p>STANDARD 1.1</p> <p><u>USE OF DIVERSION - JUVENILE JUSTICE</u></p> <p>Each local jurisdiction, in cooperation with related State agencies, should develop and implement formally organized programs of diversion that can be applied in the criminal justice process from the time an illegal act occurs to adjudication.</p> <p>1. The planning process and the identification of diversion services to be provided should follow generally and be associated with "total system planning" as outlined in Standard 9.1. (Adult Corrections)</p> <p>a. With planning data available, the responsible authorities at each step in the criminal justice process where diversion may occur should develop priorities, lines of responsibility, courses of procedure, and other policies to serve as guidelines to its use.</p> <p>b. Mechanisms for review and evaluation of policies and practices should be established.</p> <p>c. Criminal justice agencies should seek the cooperation and resources of other community agencies to which persons can be diverted for services relating to their problems and needs.</p> <p>2. Each diversion program should operate under a set of written guidelines that insure periodic review of policies and decisions. The guidelines should specify:</p> <p>a. The objectives of the program and the types of cases to which it is to apply.</p> <p>b. The means to be used to evaluate the outcome of diversion decisions.</p> <p>c. A requirement that the official making the diversion decision state in writing the basis for his determination denying or approving diversion in the case of each offender.</p> <p>d. A requirement that the agency operating diversion programs maintain a current and complete listing of various resource dispositions available to diversion decisionmakers.</p> <p>3. The factors to be used in determining whether an offender, following arrest but prior to adjudication, should be selected for diversion to a noncriminal program, should include the following:</p> <p>a. Services to meet the offender's needs and problems may be provided more effectively outside the system.</p> <p>b. The arrest has already served as a desired deterrent.</p> <p>c. The needs and interests of the victim and society are served better by diversion than by official processing.</p> <p>d. The offender does not present a substantial danger to others.</p>					

Standards and Goals	Remarks				
	Accept	Reject	C	PC	NC
<p>e. The offender voluntarily accepts the offered alternative to further justice system processing.</p> <p>STANDARD 2.1</p> <p><u>PURPOSE, GOALS AND OBJECTIVES</u></p> <p>Youth services bureaus should be established to focus on the special problems of youth in the community. The goals may include diversion of juveniles from the justice system; provision of a wide range of services to youth through advocacy and brokerage, offering crisis intervention as needed; modification of the system through program coordination and advocacy; and youth development.</p> <p>1. Priorities among goals should be locally set.</p> <p>2. Priorities among goals (as well as the selection of functions) should be based on a careful analysis of the community, including an inventory of existing services and a systematic study of youth problems in the individual community.</p> <p>3. Objectives should be measurable and progress toward them should be scrutinized by evaluative research through an inhouse evaluation and a contractual evaluation.</p> <p>STANDARD 2.2</p> <p><u>DECISION STRUCTURE</u></p> <p>Youth services bureaus should be organized as independent, locally operated agencies that involve the widest number of people of the community, particularly youth, in the solution of youth problems. The most appropriate local mix for decisionmaking should be determined by the priorities set among the goals, and should in all cases be responsive to the criminal justice system.</p> <p>1. A bureau should be operated with the advice and consent of the community it serves, particularly the recipients of its services. This should include the development of youth responsibility for community delinquency prevention.</p> <p>2. A coalition, including young people, representative of the clientele the agency might deal with, indigenous adults, and representatives of agencies and organizations operating in the community, should comprise the decision-making structure. Agency representatives should include juvenile justice policymakers.</p> <p>STANDARD 2.3</p> <p><u>TARGET GROUP</u></p> <p>Youth services bureaus should make needed services available to all young people in the community. Bureaus should make a particular effort to attract diversionary referrals from the juvenile justice system.</p>					

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<p>1. Law enforcement and court intake personnel should be strongly encouraged, immediately through policy changes and ultimately through legal changes, to make full use of the youth services bureau in lieu of court processing for every juvenile who is not an immediate threat to public safety and who voluntarily accepts the referral to the youth services bureau.</p> <p>2. Specific criteria for the diversionary referrals should be jointly developed and specified in writing by law enforcement, court, and youth services bureau personnel. Referral policies and procedures should be mutually agreed upon.</p> <p>3. Diversionary referrals should be encouraged by continual communication between law enforcement, court, and youth services bureau personnel.</p> <p>4. Referrals to the youth services bureau should be completed only if voluntarily accepted by the youth.</p> <p>5. The juvenile court should not order youth to be referred to the youth services bureau.</p> <p>6. Cases referred by law enforcement or court should be closed by the referring agency when the youth agrees to accept the youth services bureau's service. Other dispositions should be made only if the youth commits a subsequent offense that threatens the community's safety.</p> <p>7. Referring agencies should be entitled to a systematic feedback on initial services provided to a referred youth by the bureau. However, the youth services bureau should not provide, except by court order, justice system agencies with reports on any youth's behavior.</p> <p>8. Because of the voluntary nature of the bureau services and the reluctance of young people who might benefit from them, the youth services bureau should provide its services to youth aggressively. This would include the appropriate use of hotlines and outreach or street workers wherever appropriate.</p> <p style="text-align: center;">STANDARD 2.4</p> <p style="text-align: center;"><u>FUNCTIONS</u></p> <p>Youth services bureaus should, whenever possible, utilize existing services for youth through referral, systematic follow-up, and individual advocacy. Bureaus should develop and provide services on an ongoing basis only where these services are unavailable to the youth in the community or are inappropriately delivered. Services should be confidential and should be available immediately to respond skillfully to each youth in crisis.</p> <p>1. A youth services bureau's programs should be specifically tailored to the needs of the community it serves. This should include consideration of techniques suitable for urban, suburban, or rural areas.</p> <p>2. The youth services bureau should provide service with a minimum of intake requirements and form filling by the youth served.</p> <p>3. Services should be appealing and accessible by location, hours of service availability, and style of delivery.</p>					

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<p>4. The youth services bureau will provide services to young people at their request, without the requirement of parental permission.</p> <p>5. Case records should be minimal, and those maintained should be confidential and should be revealed to agencies of the justice system and other community agencies only with the youth's permission.</p> <p>6. The youth services bureau should make use of existing public and private services when they are available and appropriate.</p> <p>7. The bureau should maintain an up-to-date listing of all community services to which youth can be referred by the bureau. This listing should be readily accessible by all bureau staff.</p> <p>8. Referrals to other community services should be made only if voluntarily accepted by the youth.</p> <p>9. The youth services bureau should not refer youth to court except in cases of child neglect or abuse.</p> <p>10. In referring to other community agencies for service, the youth services bureau should expedite access to service through such techniques as arranging appointments, orienting the youth to the service, and providing transportation if needed.</p> <p>11. The youth services bureau should rapidly and systematically follow up each referral to insure that the needed service was provided.</p> <p>12. The youth services bureau should have funds to use for purchase of services that are not otherwise available.</p> <p style="text-align: center;">STANDARD 2.5</p> <p style="text-align: center;"><u>STAFFING</u></p> <p>Sufficient full-time, experienced staff should be employed by the youth services bureau to insure the capacity to respond immediately to complex personal crises of youth, to interact with agencies and organizations in the community, and to provide leadership to actualize the skills of less experienced employees and volunteers.</p> <p>1. Staff who will work directly with youth should be hired on the basis of their ability to relate to youth in a helping role, rather than on the basis of formal education or length of experience.</p> <p>2. Staff should be sensitive to the needs of young people and the feelings and pressures in the community. They should be as sophisticated as possible about the workings of agencies, community groups, and government. Staff should be capable of maintaining numerous and varied personal relationships.</p> <p>3. Indigenous workers, both paid and volunteer, adult and youth, should be an integral part of the youth services bureau's staff and should be utilized to the fullest extent.</p> <p>4. Young people, particularly program participants, should be used as staff (paid or volunteer) whenever possible.</p>					

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Agency Copy

## Remarks

Standards and Goals	Accept	Reject	C	PC	NC	Year 1-5
<p>1. Law enforcement and court intake personnel should be strongly encouraged, immediately through policy changes and ultimately through legal changes, to make full use of the youth services bureau in lieu of court processing for every juvenile who is not an immediate threat to public safety and who voluntarily accepts the referral to the youth services bureau.</p> <p>2. Specific criteria for the diversionary referrals should be jointly developed and specified in writing by law enforcement, court, and youth services bureau personnel. Referral policies and procedures should be mutually agreed upon.</p> <p>3. Diversionary referrals should be encouraged by continual communication between law enforcement, court, and youth services bureau personnel.</p> <p>4. Referrals to the youth services bureau should be completed only if voluntarily accepted by the youth.</p> <p>5. The juvenile court should not order youth to be referred to the youth services bureau.</p> <p>6. Cases referred by law enforcement or court should be closed by the referring agency when the youth agrees to accept the youth services bureau's service. Other dispositions should be made only if the youth commits a subsequent offense that threatens the community's safety.</p> <p>7. Referring agencies should be entitled to a systematic feedback on initial services provided to a referred youth by the bureau. However, the youth services bureau should not provide, except by court order, justice system agencies with reports on any youth's behavior.</p> <p>8. Because of the voluntary nature of the bureau services and the reluctance of young people who might benefit from them, the youth services bureau should provide its services to youth aggressively. This would include the appropriate use of hotlines and outreach or street workers wherever appropriate.</p> <p style="text-align: center;">STANDARD 2.4</p> <p style="text-align: center;"><u>FUNCTIONS</u></p> <p>Youth services bureaus should, whenever possible, utilize existing services for youth through referral, systematic follow-up, and individual advocacy. Bureaus should develop and provide services on an ongoing basis only where these services are unavailable to the youth in the community or are inappropriately delivered. Services should be confidential and should be available immediately to respond skillfully to each youth in crisis.</p> <p>1. A youth services bureau's programs should be specifically tailored to the needs of the community it serves. This should include consideration of techniques suitable for urban, suburban, or rural areas.</p> <p>2. The youth services bureau should provide service with a minimum of intake requirements and form filling by the youth served.</p> <p>3. Services should be appealing and accessible by location, hours of service availability, and style of delivery.</p>						

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<p>4. The youth services bureau will provide services to young people at their request, without the requirement of parental permission.</p> <p>5. Case records should be minimal, and those maintained should be confidential and should be revealed to agencies of the justice system and other community agencies only with the youth's permission.</p> <p>6. The youth services bureau should make use of existing public and private services when they are available and appropriate.</p> <p>7. The bureau should maintain an up-to-date listing of all community services to which youth can be referred by the bureau. This listing should be readily accessible by all bureau staff.</p> <p>8. Referrals to other community services should be made only if voluntarily accepted by the youth.</p> <p>9. The youth services bureau should not refer youth to court except in cases of child neglect or abuse.</p> <p>10. In referring to other community agencies for service, the youth services bureau should expedite access to service through such techniques as arranging appointments, orienting the youth to the service, and providing transportation if needed.</p> <p>11. The youth services bureau should rapidly and systematically follow up each referral to insure that the needed service was provided.</p> <p>12. The youth services bureau should have funds to use for purchase of services that are not otherwise available.</p> <p style="text-align: center;">STANDARD 2.5</p> <p style="text-align: center;"><u>STAFFING</u></p> <p>Sufficient full-time, experienced staff should be employed by the youth services bureau to insure the capacity to respond immediately to complex personal crises of youth, to interact with agencies and organizations in the community, and to provide leadership to actualize the skills of less experienced employees and volunteers.</p> <p>1. Staff who will work directly with youth should be hired on the basis of their ability to relate to youth in a helping role, rather than on the basis of formal education or length of experience.</p> <p>2. Staff should be sensitive to the needs of young people and the feelings and pressures in the community. They should be as sophisticated as possible about the workings of agencies, community groups, and government. Staff should be capable of maintaining numerous and varied personal relationships.</p> <p>3. Indigenous workers, both paid and volunteer, adult and youth, should be an integral part of the youth services bureau's staff and should be utilized to the fullest extent.</p> <p>4. Young people, particularly program participants, should be used as staff (paid or volunteer) whenever possible.</p>						

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<p>5. Volunteers should be actively encouraged to become involved in the bureau. Those working in one-to-one relationships should be screened and required to complete formalized training before working directly with youth. The extent of training should be determined by the anticipated depth of the volunteer-youth relationship.</p> <p>6. Whenever possible, the youth services bureau should have available (perhaps on a volunteer basis) the specialized professional skills of doctors, psychiatrists, attorneys, and others to meet the needs of its clients.</p> <p style="text-align: center;">STANDARD 2.6</p> <p style="text-align: center;"><u>EVALUATION OF EFFECTIVENESS</u></p> <p>Each youth services bureau should be objectively evaluated by a reliable, well-qualified research organization or consultant in terms of its effectiveness. Personnel, clients, program content, and program results should be documented from the inception of the bureau.</p> <p>1. Evaluation objectives and methods should be developed concurrently with the development of the proposed youth services bureau and should be directly related to the bureau's highest priority objectives.</p> <p>2. Wherever possible, an evaluation to compare the effectiveness of several youth services bureaus should be implemented in order to increase knowledge of the impact of the bureaus.</p> <p>3. An evaluation should focus on changes in institutions' response to youth problems, as well as the behavioral changes in individual youth.</p> <p>4. Each youth services bureau should establish an information system, nevertheless, containing basic information on the youth served and the service provided, as well as changes in the manner in which the justice system responds to his behavior.</p> <p>5. Trends in arrest, court referral, and adjudication rates should be analyzed for each youth services bureau placing a high priority on diversion.</p> <p style="text-align: center;">STANDARD 2.7</p> <p style="text-align: center;"><u>FUNDING</u></p> <p>Public funds, wherever possible, should be appropriated on an ongoing basis, to be available for continuing support for effective youth services bureaus. Private funding also should be encouraged.</p>					

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<p style="text-align: center;">STANDARD 2.8</p> <p style="text-align: center;"><u>LEGISLATION</u></p> <p>Alabama should enact necessary legislation to expand the responsibilities of the Department of Youth Services to provide partial funding for encouraging the establishment of local youth services bureaus.</p> <p style="text-align: center;">STANDARD 3.1</p> <p style="text-align: center;"><u>JUVENILE OPERATIONS</u></p> <p>The chief executive of every police agency immediately should develop written policy governing his agency's involvement in the detection, deterrence, and prevention of delinquent behavior and juvenile crime.</p> <p>1. Every police agency should provide all its police officers with specific training in preventing delinquent behavior and juvenile crime.</p> <p>2. Every police agency should cooperate actively with other agencies and organizations, public and private, in order to employ all available resources to detect and deter delinquent behavior and combat juvenile crime.</p> <p>3. Every police agency should establish in cooperation with courts written policies and procedures governing agency action in juvenile matters. These policies and procedures should stipulate at least:</p> <p style="margin-left: 40px;">a. The specific form of agency cooperation with other governmental agencies concerned with delinquent behavior, abandonment, neglect, and juvenile crime;</p> <p style="margin-left: 40px;">b. The specific form of agency cooperation with non-governmental agencies and organizations where assistance in juvenile matters may be obtained;</p> <p style="margin-left: 40px;">c. The procedures for release of juveniles into parental custody; and</p> <p style="margin-left: 40px;">d. The procedures for the detention of juveniles.</p> <p>4. Every police agency having more than 15 employees should establish juvenile investigation capabilities.</p> <p style="margin-left: 40px;">a. The specific duties and responsibilities of these positions should be based upon the particular juvenile problems within the community.</p> <p style="margin-left: 40px;">b. The juvenile specialists, besides concentrating on law enforcement as related to juveniles, should provide support of all community efforts for the benefit of juveniles.</p> <p>5. Every police agency having more than 75 employees should establish a juvenile investigation unit, and every smaller police agency should establish a juvenile investigation unit</p>					

## Remarks

## Standards and Goals

if community conditions warrant. This unit:

- a. Should be assigned responsibility for conducting as many juvenile investigations as practicable, assisting field officers in juvenile matters, and maintaining liaison with other agencies and organizations interested in juvenile matters; and
- b. Should be functionally decentralized to the most effective command level.

## STANDARD 4.1

COURT JURISDICTION OVER JUVENILES

Jurisdiction over juveniles of the sort presently vested in juvenile courts should be placed in a family court. The family court should be a division of the highest trial court of general jurisdiction, and should have jurisdiction over all legal matters related to family life. This jurisdiction should include delinquency, persons in need of supervision (PINS), dependency, neglect, support, adoption, child custody, paternity actions, removal of disabilities of non-age, divorce and annulment, and assault offenses in which the victim and the alleged offender are members of the same family. The family court should have adequate resources to enable it to deal effectively with family problems that may underlie the legal matters coming before it.

The family court should be authorized to order the institutionalization of a juvenile only upon a determination of delinquency and a finding that no alternative disposition would accomplish the desired result. A determination of delinquency should require a finding that the State has proven that the juvenile has committed an act that, if committed by an adult, would constitute a criminal offense.

A person in need of supervision (PINS) is defined as "a child who is habitually truant, habitually disobeys the reasonable and lawful demands of parents or guardians and is ungovernable beyond their control or has committed an offense applicable only to children and is in need of care and rehabilitation."

Specialized training should be provided for all persons participating in the processing of cases through the family court, including prosecutors, defense and other attorneys, and the family court judge. Law schools should recognize the need to train attorneys to handle legal matters related to family problems, and should develop programs for that training. These programs should have a heavy clinical component.

## STANDARD 4.2

INTAKE, DETENTION, AND SHELTER CARE  
IN DELINQUENCY CASES

An intake unit of the family court should be created and should:

1. Make the initial decision whether to place a juvenile referred to the family court in detention or shelter care;

Accept  
Reject  
C  
PC  
NC  
Year 1-5

## Remarks

## Standards and Goals

2. Make the decision whether to offer a juvenile referred to the family court the opportunity to participate in diversion programs; and

3. Make, in consultation with the prosecutor, the decision whether to file a formal petition in the family court alleging that the juvenile is delinquent and ask that the family court assume jurisdiction over him.

A juvenile placed in detention or shelter care should be released if no petition alleging delinquency (or, in the case of a juvenile placed in shelter care, no petition alleging neglect) is filed in the family court within 24 hours of the placement. A juvenile placed in detention or shelter care should have the opportunity for a judicial determination of the propriety of continued placement in the facility at the earliest possible time, but no later than 48 hours after placement.

Criteria should be formulated for the placement of juveniles in detention and shelter care. These criteria must be applied in practice.

## STANDARD 4.3

PROCESSING CERTAIN DELINQUENCY CASES  
AS ADULT CRIMINAL PROSECUTIONS

The family court should have the authority to order certain delinquency cases to be processed as if the alleged delinquent was above the maximum age for family court delinquency jurisdiction. After such action, the juvenile should be subject to being charged, tried, and (if convicted) sentenced as an adult.

An order directing that a specific case be processed as an adult criminal prosecution should be entered only under the following circumstances:

1. The juvenile involved is above a designated age;
2. A full and fair hearing has been held on the propriety of the entry of such an order; and
3. The judge of the family court has found that such action is in the best interests of the public.

In each jurisdiction, more specific criteria should be developed, either through statute or rules of court, for determining when juveniles should be processed as criminal defendants.

If an order is entered directing the processing of a case as an adult criminal prosecution, the juvenile should be permitted immediately to assert the impropriety of the order or the procedure by which the decision to enter the order was made. When the conviction becomes final, however, the validity of the order and the procedure by which the underlying decision was made should not be subject to any future litigation.

Accept  
Reject  
C  
PC  
NC  
Year 1-5

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Standards and Goals	Remarks				
	Accept	Reject	C	PC	NC
<p style="text-align: center;">STANDARD 2.8</p> <p style="text-align: center;"><u>LEGISLATION</u></p> <p>Alabama should enact necessary legislation to expand the responsibilities of the Department of Youth Services to provide partial funding for encouraging the establishment of local youth services bureaus.</p> <p style="text-align: center;">STANDARD 3.1</p> <p style="text-align: center;"><u>JUVENILE OPERATIONS</u></p> <p>The chief executive of every police agency immediately should develop written policy governing his agency's involvement in the detection, deterrence, and prevention of delinquent behavior and juvenile crime.</p> <p>1. Every police agency should provide all its police officers with specific training in preventing delinquent behavior and juvenile crime.</p> <p>2. Every police agency should cooperate actively with other agencies and organizations, public and private, in order to employ all available resources to detect and deter delinquent behavior and combat juvenile crime.</p> <p>3. Every police agency should establish in cooperation with courts written policies and procedures governing agency action in juvenile matters. These policies and procedures should stipulate at least:</p> <ul style="list-style-type: none"> <li>a. The specific form of agency cooperation with other governmental agencies concerned with delinquent behavior, abandonment, neglect, and juvenile crime;</li> <li>b. The specific form of agency cooperation with non-governmental agencies and organizations where assistance in juvenile matters may be obtained;</li> <li>c. The procedures for release of juveniles into parental custody; and</li> <li>d. The procedures for the detention of juveniles.</li> </ul> <p>4. Every police agency having more than 15 employees should establish juvenile investigation capabilities.</p> <ul style="list-style-type: none"> <li>a. The specific duties and responsibilities of these positions should be based upon the particular juvenile problems within the community.</li> <li>b. The juvenile specialists, besides concentrating on law enforcement as related to juveniles, should provide support of all community efforts for the benefit of juveniles.</li> </ul> <p>5. Every police agency having more than 75 employees should establish a juvenile investigation unit, and every smaller police agency should establish a juvenile investigation unit</p>					

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## Remarks

Standards and Goals	Accept	Reject	C	PC	NC	Year 1-5
<p>if community conditions warrant. This unit:</p> <ol style="list-style-type: none"> <li>Should be assigned responsibility for conducting as many juvenile investigations as practicable, assisting field officers in juvenile matters, and maintaining liaison with other agencies and organizations interested in juvenile matters; and</li> <li>Should be functionally decentralized to the most effective command level.</li> </ol> <p>STANDARD 4.1</p> <p><u>COURT JURISDICTION OVER JUVENILES</u></p> <p>Jurisdiction over juveniles of the sort presently vested in juvenile courts should be placed in a family court. The family court should be a division of the highest trial court of general jurisdiction, and should have jurisdiction over all legal matters related to family life. This jurisdiction should include delinquency, persons in need of supervision (PINS), dependency, neglect, support, adoption, child custody, paternity actions, removal of disabilities of non-age, divorce and annulment, and assault offenses in which the victim and the alleged offender are members of the same family. The family court should have adequate resources to enable it to deal effectively with family problems that may underlie the legal matters coming before it.</p> <p>The family court should be authorized to order the institutionalization of a juvenile only upon a determination of delinquency and a finding that no alternative disposition would accomplish the desired result. A determination of delinquency should require a finding that the State has proven that the juvenile has committed an act that, if committed by an adult, would constitute a criminal offense.</p> <p>A person in need of supervision (PINS) is defined as "a child who is habitually truant, habitually disobeys the reasonable and lawful demands of parents or guardians and is ungovernable beyond their control or has committed an offense applicable only to children and is in need of care and rehabilitation."</p> <p>Specialized training should be provided for all persons participating in the processing of cases through the family court, including prosecutors, defense and other attorneys, and the family court judge. Law schools should recognize the need to train attorneys to handle legal matters related to family problems, and should develop programs for that training. These programs should have a heavy clinical component.</p> <p>STANDARD 4.2</p> <p><u>INTAKE, DETENTION, AND SHELTER CARE IN DELINQUENCY CASES</u></p> <p>An intake unit of the family court should be created and should:</p> <ol style="list-style-type: none"> <li>Make the initial decision whether to place a juvenile referred to the family court in detention or shelter care;</li> </ol>						

## Remarks

Standards and Goals	Accept	Reject	C	PC	NC	Year 1-5
<ol style="list-style-type: none"> <li>Make the decision whether to offer a juvenile referred to the family court the opportunity to participate in diversion programs; and</li> <li>Make, in consultation with the prosecutor, the decision whether to file a formal petition in the family court alleging that the juvenile is delinquent and ask that the family court assume jurisdiction over him.</li> </ol> <p>A juvenile placed in detention or shelter care should be released if no petition alleging delinquency (or, in the case of a juvenile placed in shelter care, no petition alleging neglect) is filed in the family court within 24 hours of the placement. A juvenile placed in detention or shelter care should have the opportunity for a judicial determination of the propriety of continued placement in the facility at the earliest possible time, but no later than 48 hours after placement.</p> <p>Criteria should be formulated for the placement of juveniles in detention and shelter care. These criteria must be applied in practice.</p> <p>STANDARD 4.3</p> <p><u>PROCESSING CERTAIN DELINQUENCY CASES AS ADULT CRIMINAL PROSECUTIONS</u></p> <p>The family court should have the authority to order certain delinquency cases to be processed as if the alleged delinquent was above the maximum age for family court delinquency jurisdiction. After such action, the juvenile should be subject to being charged, tried, and (if convicted) sentenced as an adult.</p> <p>An order directing that a specific case be processed as an adult criminal prosecution should be entered only under the following circumstances:</p> <ol style="list-style-type: none"> <li>The juvenile involved is above a designated age;</li> <li>A full and fair hearing has been held on the propriety of the entry of such an order; and</li> <li>The judge of the family court has found that such action is in the best interests of the public.</li> </ol> <p>In each jurisdiction, more specific criteria should be developed, either through statute or rules of court, for determining when juveniles should be processed as criminal defendants.</p> <p>If an order is entered directing the processing of a case as an adult criminal prosecution, the juvenile should be permitted immediately to assert the impropriety of the order or the procedure by which the decision to enter the order was made. When the conviction becomes final, however, the validity of the order and the procedure by which the underlying decision was made should not be subject to any future litigation.</p>						



Standards and Goals	Remarks				
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<p>STANDARD 4.4</p> <p><u>ADJUDICATORY HEARING IN DELINQUENCY CASES</u></p> <p>The hearing to determine whether the State can produce sufficient evidence to establish that a juvenile who is allegedly delinquent is in fact delinquent (the adjudicatory hearing) should be distinct and separate from the proceeding at which - assuming a finding of delinquency - a decision is made as to what disposition should be made concerning the juvenile. At the adjudicatory hearing, the juvenile alleged to be delinquent should be afforded all of the rights given a defendant in an adult criminal prosecution, except that trial by jury should not be available in delinquency cases.</p> <p>In all delinquency cases, a legal officer representing the State should be present in court to present evidence supporting the allegation of delinquency.</p> <p>If requested by the juvenile, defense counsel should use all methods permissible in a criminal prosecution to prevent a determination that the juvenile is delinquent. He should function as an advocate for the juvenile, and his performance should be unaffected by any belief he might have that a finding of delinquency might be in the best interests of the juvenile. As advocate for the juvenile alleged to be delinquent, counsel's actions should not be affected by the wishes of the juvenile's parents or guardian if those differ from the wishes of the juvenile.</p> <p>STANDARD 4.5</p> <p><u>DISPOSITIONAL HEARINGS IN DELINQUENCY CASES</u></p> <p>The dispositional hearing in delinquency cases should be separate and distinct from the adjudicatory hearing. The procedures followed at the dispositional hearing should be similar to those followed in the sentencing procedure for adult offenders.</p> <p>STANDARD 5.1</p> <p><u>ROLE OF POLICE IN INTAKE AND DETENTION</u></p> <p>Each juvenile court jurisdiction immediately should take the leadership in working out with local police agencies policies and procedures governing the discretionary diversion authority of police officers and separating police officers from the detention decision in dealing with juveniles.</p> <p>1. Police agencies should establish written policies and guidelines to support police discretionary authority, at the point of first contact as well as at the police station, to divert juveniles to alternative community-based programs and human resource agencies outside the juvenile justice system, when the safety of the community is not jeopardized.</p>					

Standards and Goals	Remarks				
	Accept	Reject	C	PC	NC
<p>a. Release on the basis of unfounded charges.</p> <p>b. Referral to parents (warning and release).</p> <p>c. Referral to social agencies.</p> <p>d. Referral to juvenile court intake services.</p> <p>2. Police should not have discretionary authority to make detention decisions. This responsibility rests with the court, which should assume control over admissions on 24-hour basis.</p> <p>When police have taken custody of a minor, and prior to disposition under Paragraph 2 above, the following guidelines should be observed:</p> <p>a. Under the provisions of Gault and Miranda, police should first warn juveniles of their right to counsel and the right to remain silent while under custodial questioning.</p> <p>b. The second act after apprehending a minor should be the notification of his parents.</p> <p>c. Extrajudicial statements to police or court officers not made in the presence of parents or counsel should be inadmissible in court.</p> <p>d. Juveniles, except those charged with sex offenses or aggravated felonies, should not be fingerprinted or photographed or otherwise routed through the usual adult booking process.</p> <p>e. Juvenile records should be maintained physically separate from adult case records and cannot be released except under court order of the juvenile court.</p> <p>✓ STANDARD 5.2</p> <p><u>JUVENILE INTAKE SERVICES</u></p> <p>Each juvenile court jurisdiction immediately should take action, including the pursuit of enabling legislation where necessary, to establish within the court organized intake services operating as a part of or in conjunction with the detention center. Intake services should be geared to the provision of screening and referral intended to divert as many youngsters as possible from the juvenile justice system and to reduce the detention of youngsters to an absolute minimum.</p> <p>1. Intake personnel should have authority and responsibility to:</p> <p>a. Dismiss the complaint when the matter does not fall within the delinquency jurisdiction of the court or is so minor or the circumstances such that no intervention is required.</p> <p>b. Dismiss complaints which seem arbitrary, vindictive, or against the best interests of the child.</p>					

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- c. Divert as many youngsters as possible to another appropriate section of the court or to alternative programs such as mental health and family services, public welfare agencies, youth service bureaus, and similar public and private agencies.
2. Intake personnel should seek informal service dispositions for as many cases as possible, provided the safety of the child and of the community is not endangered. Informal service denotes any provision for continuing efforts on the part of the court at disposition without the filing of a petition, including:
- Informal adjustments.
  - Informal probation.
  - Consent decrees.
3. Informal service dispositions should have the following characteristics:
- The juvenile and his parents should be advised of their right to counsel.
  - Participation by all concerned should be voluntary.
  - The major facts of the case should be undisputed.
  - Participants should be advised of their right to formal adjudication.
  - Any statements made during the informal process should be excluded from any subsequent formal proceeding on the original complaint.
  - A reasonable time limit (1 to 2 months) should be adhered to between the date of complaint and the date of agreement.
  - Restraints placed on the freedom of juveniles in connection with informal dispositions should be minimal.
  - When the juvenile and his parents agree to informal proceedings, they should be informed that they can terminate such dispositions at any time and request formal adjudication.
4. Informal probation is the informal supervision of a youngster by a probation officer who wishes to reserve judgment on the need for filing a petition until after he has had the opportunity to determine whether informal treatment is sufficient to meet the needs of the case.
- Restraints placed on the freedom of juveniles in connection with informal probations should be minimal.
  - Informal probation should not be in force more than 3 to 6 months.
5. A consent decree denotes a more formalized order for casework supervision and is neither a formal determination of jurisdictional fact nor a formal disposition. In addition to the characteristics listed in paragraph 3, consent decrees should be governed by the following considerations:

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- Compliance with the decree should bar further proceedings based on the events out of which the proceedings arose.
  - Consummation of the decree should not result in subsequent removal of the child from his family.
  - The decree should not be in force more than 3 to 6 months.
  - The decree should state that it does not constitute a formal adjudication.
  - No consent decree should be issued without a hearing at which sufficient evidence appears to provide a proper foundation for the decree. A record of such hearing should be kept, and the court in issuing the decree should state in writing the reasons for the decree and the factual information on which it is based.
6. Cases requiring judicial action should be referred to the court.
- Court action is indicated when:
    - Either the juvenile or his parents request a formal hearing.
    - There are substantial discrepancies about the allegations, or denial, of a serious offense.
    - Protection of the community is an issue.
    - Needs of the juvenile or the gravity of the offense makes court attention appropriate.
  - In all other instances, court action should not be indicated and the juvenile should be diverted from the court process.
- Under the supervision of the court, review and monitoring procedures should evaluate the effectiveness of intake services in accomplishing the diversion of children from the juvenile justice system and reducing the use of detention, as well as appropriateness and results of informal dispositions.
7. Predetention screening of children and youth referred for court action should place into their parental home, a shelter, or nonsecure residential care as many youngsters as may be consistent with their needs and the safety of the community. Detention prior to adjudication of delinquency should be based on these criteria:
- Detention should be considered a last resort where no other reasonable alternative is available.
  - Detention decisions should be made only by court or intake personnel, not by police officers.
  - Prior to first judicial hearing, the juvenile ordinarily should not be detained longer than overnight, when at all possible.

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Standards and Goals	Remarks				
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<p>STANDARD 4.4</p> <p><u>ADJUDICATORY HEARING IN DELINQUENCY CASES</u></p> <p>The hearing to determine whether the State can produce sufficient evidence to establish that a juvenile who is allegedly delinquent is in fact delinquent (the adjudicatory hearing) should be distinct and separate from the proceeding at which - assuming a finding of delinquency - a decision is made as to what disposition should be made concerning the juvenile. At the adjudicatory hearing, the juvenile alleged to be delinquent should be afforded all of the rights given a defendant in an adult criminal prosecution, except that trial by jury should not be available in delinquency cases.</p> <p>In all delinquency cases, a legal officer representing the State should be present in court to present evidence supporting the allegation of delinquency.</p> <p>If requested by the juvenile, defense counsel should use all methods permissible in a criminal prosecution to prevent a determination that the juvenile is delinquent. He should function as an advocate for the juvenile, and his performance should be unaffected by any belief he might have that a finding of delinquency might be in the best interests of the juvenile. As advocate for the juvenile alleged to be delinquent, counsel's actions should not be affected by the wishes of the juvenile's parents or guardian if those differ from the wishes of the juvenile.</p> <p>STANDARD 4.5</p> <p><u>DISPOSITIONAL HEARINGS IN DELINQUENCY CASES</u></p> <p>The dispositional hearing in delinquency cases should be separate and distinct from the adjudicatory hearing. The procedures followed at the dispositional hearing should be similar to those followed in the sentencing procedure for adult offenders.</p> <p>STANDARD 5.1</p> <p><u>ROLE OF POLICE IN INTAKE AND DETENTION</u></p> <p>Each juvenile court jurisdiction immediately should take the leadership in working out with local police agencies policies and procedures governing the discretionary diversion authority of police officers and separating police officers from the detention decision in dealing with juveniles.</p> <p>1. Police agencies should establish written policies and guidelines to support police discretionary authority, at the point of first contact as well as at the police station, to divert juveniles to alternative community-based programs and human resource agencies outside the juvenile justice system, when the safety of the community is not jeopardized.</p>					

Standards and Goals	Remarks				
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<p>a. Release on the basis of unfounded charges.</p> <p>b. Referral to parents (warning and release).</p> <p>c. Referral to social agencies.</p> <p>d. Referral to juvenile court intake services.</p> <p>2. Police should not have discretionary authority to make detention decisions. This responsibility rests with the court, which should assume control over admissions on 24-hour basis.</p> <p>When police have taken custody of a minor, and prior to disposition under Paragraph 2 above, the following guidelines should be observed:</p> <p>a. Under the provisions of Gault and Miranda, police should first warn juveniles of their right to counsel and the right to remain silent while under custodial questioning.</p> <p>b. The second act after apprehending a minor should be the notification of his parents.</p> <p>c. Extrajudicial statements to police or court officers not made in the presence of parents or counsel should be inadmissible in court.</p> <p>d. Juveniles, except those charged with sex offenses or aggravated felonies, should not be fingerprinted or photographed or otherwise routed through the usual adult booking process.</p> <p>e. Juvenile records should be maintained physically separate from adult case records and cannot be released except under court order of the juvenile court.</p> <p>STANDARD 5.2</p> <p><u>JUVENILE INTAKE SERVICES</u></p> <p>Each juvenile court jurisdiction immediately should take action, including the pursuit of enabling legislation where necessary, to establish within the court organized intake services operating as a part of or in conjunction with the detention center. Intake services should be geared to the provision of screening and referral intended to divert as many youngsters as possible from the juvenile justice system and to reduce the detention of youngsters to an absolute minimum.</p> <p>1. Intake personnel should have authority and responsibility to:</p> <p>a. Dismiss the complaint when the matter does not fall within the delinquency jurisdiction of the court or is so minor or the circumstances such that no intervention is required.</p> <p>b. Dismiss complaints which seem arbitrary, vindictive, or against the best interests of the child.</p>					

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## Remarks

Standards and Goals	Accept	Reject	C	PC	NC	Year 1-5
<p>c. Divert as many youngsters as possible to another appropriate section of the court or to alternative programs such as mental health and family services, public welfare agencies, youth service bureaus, and similar public and private agencies.</p> <p>2. Intake personnel should seek informal service dispositions for as many cases as possible, provided the safety of the child and of the community is not endangered. Informal service denotes any provision for continuing efforts on the part of the court at disposition without the filing of a petition, including:</p> <p>a. Informal adjustments.</p> <p>b. Informal probation.</p> <p>c. Consent decrees.</p> <p>3. Informal service dispositions should have the following characteristics:</p> <p>a. The juvenile and his parents should be advised of their right to counsel.</p> <p>b. Participation by all concerned should be voluntary.</p> <p>c. The major facts of the case should be undisputed.</p> <p>d. Participants should be advised of their right to formal adjudication.</p> <p>e. Any statements made during the informal process should be excluded from any subsequent formal proceeding on the original complaint.</p> <p>f. A reasonable time limit (1 to 2 months) should be adhered to between the date of complaint and the date of agreement.</p> <p>g. Restraints placed on the freedom of juveniles in connection with informal dispositions should be minimal.</p> <p>h. When the juvenile and his parents agree to informal proceedings, they should be informed that they can terminate such dispositions at any time and request formal adjudication.</p> <p>4. Informal probation is the informal supervision of a youngster by a probation officer who wishes to reserve judgment on the need for filing a petition until after he has had the opportunity to determine whether informal treatment is sufficient to meet the needs of the case.</p> <p>a. Restraints placed on the freedom of juveniles in connection with informal probations should be minimal.</p> <p>b. Informal probation should not be in force more than 3 to 6 months.</p> <p>5. A consent decree denotes a more formalized order for casework supervision and is neither a formal determination of jurisdictional fact nor a formal disposition. In addition to the characteristics listed in paragraph 3, consent decrees should be governed by the following considerations:</p>						

## Remarks

Standards and Goals	Accept	Reject	C	PC	NC	Year 1-5
<p>a. Compliance with the decree should bar further proceedings based on the events out of which the proceedings arose.</p> <p>b. Consummation of the decree should not result in subsequent removal of the child from his family.</p> <p>c. The decree should not be in force more than 3 to 6 months.</p> <p>d. The decree should state that it does not constitute a formal adjudication.</p> <p>e. No consent decree should be issued without a hearing at which sufficient evidence appears to provide a proper foundation for the decree. A record of such hearing should be kept, and the court in issuing the decree should state in writing the reasons for the decree and the factual information on which it is based.</p> <p>6. Cases requiring judicial action should be referred to the court.</p> <p>a. Court action is indicated when:</p> <p>(1) Either the juvenile or his parents request a formal hearing.</p> <p>(2) There are substantial discrepancies about the allegations, or denial, of a serious offense.</p> <p>(3) Protection of the community is an issue.</p> <p>(4) Needs of the juvenile or the gravity of the offense makes court attention appropriate.</p> <p>b. In all other instances, court action should not be indicated and the juvenile should be diverted from the court process.</p> <p>Under the supervision of the court, review and monitoring procedures should evaluate the effectiveness of intake services in accomplishing the diversion of children from the juvenile justice system and reducing the use of detention, as well as appropriateness and results of informal dispositions.</p> <p>7. Predetention screening of children and youth referred for court action should place into their parental home, a shelter, or nonsecure residential care as many youngsters as may be consistent with their needs and the safety of the community. Detention prior to adjudication of delinquency should be based on these criteria:</p> <p>a. Detention should be considered a last resort where no other reasonable alternative is available.</p> <p>b. Detention decisions should be made only by court or intake personnel, not by police officers.</p> <p>c. Prior to first judicial hearing, the juvenile ordinarily should not be detained longer than overnight, when at all possible.</p>						

## Remarks

Standards and Goals	Accept	Reject	C	PC	NC	Year 1-5
<p>d. Juveniles should not be detained in jails, lock-ups, or other facilities used for adults.</p> <p>STANDARD 5.3</p> <p><u>JUVENILE DETENTION CENTER PLANNING</u></p> <p>When total system planning conducted as outlined in Standard 9.1 (Adult Corrections) indicates need for renovation of existing detention facilities to accommodate an expanded function involving intake services or shows need for construction of a new juvenile detention facility, each jurisdiction should take the following principles into consideration in planning the indicated renovations or new construction.</p> <ol style="list-style-type: none"> <li>1. The detention facility should be located in a residential area in the community and near court and community resources.</li> <li>2. Population of detention centers should not exceed 30 residents, where feasible. When population requirements significantly exceed this number, development of separate components under the network system concept outlined in Standard 9.1 (Corrections) should be pursued.</li> <li>3. Living area capacities within the center should not exceed 10 to 12 youngsters each. Only individual occupancy should be provided, with single rooms and programming regarded as essential. Individual rooms should be pleasant, adequately furnished, and homelike rather than punitive and hostile in atmosphere.</li> <li>4. Security should not be viewed as an indispensable quality of the physical environment but should be based on a combination of staffing patterns, technological devices, and physical design.</li> <li>5. Existing residential facilities within the community should be used in preference to new construction.</li> <li>6. Facility programming should be based on investigation of community resources, and with contemplation of full use of these resources, prior to determination of the facility's in-house program requirements.</li> <li>7. New construction and renovation of existing facilities should be based on consideration of the functional interrelationships between program activities and program participants.</li> <li>8. Detention facilities should be coeducational and should have access to a full range of supportive programs, including education, library, recreation, arts and crafts, music, drama, writing, and entertainment. Outdoor recreational areas are essential.</li> <li>9. Citizen advisory boards should be established to pursue development of in-house and community-based programs and alternatives to detention.</li> <li>10. Planning should comply with pertinent State and Federal regulations and the Environmental Policy Act of 1969.</li> </ol>						

## Remarks

Standards and Goals	Accept	Reject	C	PC	NC	Year 1-5
<p>STANDARD 5.4</p> <p><u>JUVENILE INTAKE AND DETENTION PERSONNEL PLANNING</u></p> <p>Each jurisdiction immediately should reexamine its personnel policies and procedures for juvenile intake and detention personnel and make such adjustments as may be indicated to insure that they are compatible with and contribute toward the goal of reintegrating juvenile offenders into the community without unnecessary involvement with the juvenile justice system.</p> <p>Personnel policies and procedures should reflect the following considerations:</p> <ol style="list-style-type: none"> <li>1. While intake services and detention may have separate directors, they should be under a single administrative head to assure coordination and the pursuit of common goals.</li> <li>2. There should be no discriminatory employment practice on the basis of race or sex.</li> <li>3. All personnel should be removed from political influence and promoted on the basis of a merit system.</li> <li>4. Job specifications should call for experienced, specialized professionals, who should receive salaries commensurate with their education, training, and experience and comparable to the salaries of administrative and governmental positions requiring similar qualifications.</li> <li>5. Job functions and spheres of competency and authority should be clearly outlined, with stress on teamwork.</li> <li>6. Staffing patterns should provide for the use of professional personnel, administrative staff, indigenous community workers, and counselors.</li> <li>7. Particular care should be taken in the selection of line personnel, whose primary function is the delivery of programs and services. Personnel should be selected on the basis of their capacity to relate to youth and to other agencies and their willingness to cooperate with them.</li> <li>8. The employment of rehabilitated ex-offenders, new careerists, paraprofessionals, and volunteers should be pursued actively.</li> <li>9. Staff development and training programs should be regularly scheduled.</li> <li>10. The standards set forth in (Adult Corrections) Chapter 14, Manpower, should be observed.</li> </ol>						

## Remarks

Standards and Goals	Accept	Reject	C	PC	NC	Year 1-5
<p>STANDARD 6.1</p> <p><u>MODIFICATION OF EXISTING INSTITUTIONS</u></p> <p>The correctional agency administrering State institutions for juvenile offenders should undertake immediately a systematic program of reexamining existing institutions to minimize their use, and, for those who must be incarcerated, modifying the institutions to minimize the deleterious effects of excessive regimentation and harmful physical environments imposed by physical plants.</p> <p>1. A collaborative planning effort should be made to determine the legitimate role of each institution in the correctional system.</p> <p>2. If the average population of an institution is too large to facilitate the purposes stated in paragraph 2 of the Standard on "Planning New Juvenile Correctional Institutions", it should be reduced.</p> <p>3. Plant modification of retained institutions should also be undertaken to provide larger, more dignified and more informal visiting facilities; spaces for formal and informal individual and group counseling, education and vocational training, workshops, recreational facilities, and medical and hospital facilities; and such additional program spaces as may fit the identified purposes of the institution.</p> <p>4. A reexamination of the purposes and physical facilities of each existing institution should be undertaken in connection with continuing long-range planning for the entire corrections system.</p> <p>5. The physical environments of juvenile institutions to be retained should be modified to achieve the objectives stated in paragraph 4 of the Standard on "Planning New Juvenile Correction Institutions".</p> <p>6. Male and female institutions of adaptable design and comparable populations should be converted to coeducational facilities.</p> <p>a. In co-educational facilities, classification and diagnostic procedures should also give consideration to offenders' problems with relation to the opposite sex, and co-educational programs should be provided to meet those needs.</p> <p>b. Programs within the facility should be open to both sexes.</p> <p>c. Staff of both sexes should be hired who have interest, ability and training in coping with the problems of both male and female offenders. Assignment of staff and offenders to programs and activities should not be based on the sex of either.</p> <p>STANDARD 6.2</p> <p><u>SOCIAL ENVIRONMENT OF JUVENILE INSTITUTIONS</u></p> <p>The correctional agency operating juvenile institutions should undertake immediately to reexamine and revise its policies, procedures and practices to bring about an institutional social setting that will stimulate offenders to change their behavior and to participate on their own initiative in programs intended to assist them in reintegrating into the community.</p>						

## Remarks

Standards and Goals	Accept	Reject	C	PC	NC	Year 1-5
<p>1. The institution's organizational structure should permit open communication and provide for maximum input in the decisionmaking process.</p> <p>2. The juvenile corrections agency and the institution should make explicit their correctional goals and program thrust.</p> <p>3. The institution should adopt policies and practices that will preserve the individual identity of the offender and normalize institutional settings.</p> <p>4. Each institution should make provision for the unique problems faced by minority offenders and take these problems into consideration in practices and procedures.</p> <p>5. The institution should actively develop the maximum possible interaction between community and institution, including involvement of community members in planning and in intramural and extramural activities.</p> <p>6. The institution should apply only the minimum amount of security measures, both physical and procedural, that are necessary for the protection of the public, the staff, and offenders, and its disciplinary measures should emphasize rewards for good behavior rather than the threat of punishment for misbehavior.</p> <p>STANDARD 6.3</p> <p><u>EDUCATION AND VOCATIONAL TRAINING IN JUVENILE INSTITUTIONS</u></p> <p>Each institution for juveniles should reexamine immediately its educational and vocational training programs to insure that they meet standards that will individualize education and training. These programs should be geared directly to the reintegration of the offender into the community. It is assumed that juvenile institutional programs will be modified in favor of community programs and facilities.</p> <p>1. Each institution should have a comprehensive, continuous educational program for offenders.</p> <p>a. The educational department of the institution should establish a system of accountability to include:</p> <p>(1) An annual internal evaluation of achievement data to measure the effectiveness of the instruction program against stated performance objectives.</p> <p>(2) An appraisal comparable to an accreditation process, employing community representatives, educational department staff and offender students to evaluate the system against specific objectives. This appraisal should be repeated at least every three years.</p> <p>b. The educational curriculum should be developed with offender involvement. Individualized and personalized programming should be provided.</p> <p>c. The educational department should have at least one learning laboratory for basic skill instruction. Occupational education should be correlated with basic academic subjects.</p> <p>d. In addition to meeting State certification requirements, teachers should have additional course work in social education, reading instruction, and abnormal psychology. Teachers in juvenile institutions also should be certified to teach exceptional children, have experience teaching inner city children, and have expertise in educational technology.</p>						

Standards and Goals	Remarks				
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<p>d. Juveniles should not be detained in jails, lock-ups, or other facilities used for adults.</p> <p>STANDARD 5.3</p> <p><u>JUVENILE DETENTION CENTER PLANNING</u></p> <p>When total system planning conducted as outlined in Standard 9.1 (Adult Corrections) indicates need for renovation of existing detention facilities to accommodate an expanded function involving intake services or shows need for construction of a new juvenile detention facility, each jurisdiction should take the following principles into consideration in planning the indicated renovations or new construction.</p> <ol style="list-style-type: none"> <li>1. The detention facility should be located in a residential area in the community and near court and community resources.</li> <li>2. Population of detention centers should not exceed 30 residents, where feasible. When population requirements significantly exceed this number, development of separate components under the network system concept outlined in Standard 9.1 (Corrections) should be pursued.</li> <li>3. Living area capacities within the center should not exceed 10 to 12 youngsters each. Only individual occupancy should be provided, with single rooms and programming regarded as essential. Individual rooms should be pleasant, adequately furnished, and homelike rather than punitive and hostile in atmosphere.</li> <li>4. Security should not be viewed as an indispensable quality of the physical environment but should be based on a combination of staffing patterns, technological devices, and physical design.</li> <li>5. Existing residential facilities within the community should be used in preference to new construction.</li> <li>6. Facility programming should be based on investigation of community resources, and with contemplation of full use of these resources, prior to determination of the facility's in-house program requirements.</li> <li>7. New construction and renovation of existing facilities should be based on consideration of the functional interrelationships between program activities and program participants.</li> <li>8. Detention facilities should be coeducational and should have access to a full range of supportive programs, including education, library, recreation, arts and crafts, music, drama, writing, and entertainment. Outdoor recreational areas are essential.</li> <li>9. Citizen advisory boards should be established to pursue development of in-house and community-based programs and alternatives to detention.</li> <li>10. Planning should comply with pertinent State and Federal regulations and the Environmental Policy Act of 1969.</li> </ol>					

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<p>STANDARD 5.4</p> <p><u>JUVENILE INTAKE AND DETENTION PERSONNEL PLANNING</u></p> <p>Each jurisdiction immediately should reexamine its personnel policies and procedures for juvenile intake and detention personnel and make such adjustments as may be indicated to insure that they are compatible with and contribute toward the goal of reintegrating juvenile offenders into the community without unnecessary involvement with the juvenile justice system.</p> <p>Personnel policies and procedures should reflect the following considerations:</p> <ol style="list-style-type: none"> <li>1. While intake services and detention may have separate directors, they should be under a single administrative head to assure coordination and the pursuit of common goals.</li> <li>2. There should be no discriminatory employment practice on the basis of race or sex.</li> <li>3. All personnel should be removed from political influence and promoted on the basis of a merit system.</li> <li>4. Job specifications should call for experienced, specialized professionals, who should receive salaries commensurate with their education, training, and experience and comparable to the salaries of administrative and governmental positions requiring similar qualifications.</li> <li>5. Job functions and spheres of competency and authority should be clearly outlined, with stress on teamwork.</li> <li>6. Staffing patterns should provide for the use of professional personnel, administrative staff, indigenous community workers, and counselors.</li> <li>7. Particular care should be taken in the selection of line personnel, whose primary function is the delivery of programs and services. Personnel should be selected on the basis of their capacity to relate to youth and to other agencies and their willingness to cooperate with them.</li> <li>8. The employment of rehabilitated ex-offenders, new careerists, paraprofessionals, and volunteers should be pursued actively.</li> <li>9. Staff development and training programs should be regularly scheduled.</li> <li>10. The standards set forth in (Adult Corrections) Chapter 14, Manpower, should be observed.</li> </ol>					

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<p>STANDARD 6.1</p> <p><u>MODIFICATION OF EXISTING INSTITUTIONS</u></p> <p>The correctional agency administrering State institutions for juvenile offenders should undertake immediately a systematic program of reexamining existing institutions to minimize their use, and, for those who must be incarcerated, modifying the institutions to minimize the deleterious effects of excessive regimentation and harmful physical environments imposed by physical plants.</p> <p>1. A collaborative planning effort should be made to determine the legitimate role of each institution in the correctional system.</p> <p>2. If the average population of an institution is too large to facilitate the purposes stated in paragraph 2 of the Standard on "Planning New Juvenile Correctional Institutions", it should be reduced.</p> <p>3. Plant modification of retained institutions should also be undertaken to provide larger, more dignified and more informal visiting facilities; spaces for formal and informal individual and group counseling, education and vocational training, workshops, recreational facilities, and medical and hospital facilities; and such additional program spaces as may fit the identified purposes of the institution.</p> <p>4. A reexamination of the purposes and physical facilities of each existing institution should be undertaken in connection with continuing long-range planning for the entire corrections system.</p> <p>5. The physical environments of juvenile institutions to be retained should be modified to achieve the objectives stated in paragraph 4 of the Standard on "Planning New Juvenile Correction Institutions".</p> <p>6. Male and female institutions of adaptable design and comparable populations should be converted to coeducational facilities.</p> <p>a. In co-educational facilities, classification and diagnostic procedures should also give consideration to offenders' problems with relation to the opposite sex, and co-educational programs should be provided to meet those needs.</p> <p>b. Programs within the facility should be open to both sexes.</p> <p>c. Staff of both sexes should be hired who have interest, ability and training in coping with the problems of both male and female offenders. Assignment of staff and offenders to programs and activities should not be based on the sex of either.</p> <p>STANDARD 6.2</p> <p><u>SOCIAL ENVIRONMENT OF JUVENILE INSTITUTIONS</u></p> <p>The correctional agency operating juvenile institutions should undertake immediately to reexamine and revise its policies, procedures and practices to bring about an institutional social setting that will stimulate offenders to change their behavior and to participate on their own initiative in programs intended to assist them in reintegrating into the community.</p>					

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<p>1. The institution's organizational structure should permit open communication and provide for maximum input in the decisionmaking process.</p> <p>2. The juvenile corrections agency and the institution should make explicit their correctional goals and program thrust.</p> <p>3. The institution should adopt policies and practices that will preserve the individual identity of the offender and normalize institutional settings.</p> <p>4. Each institution should make provision for the unique problems faced by minority offenders and take these problems into consideration in practices and procedures.</p> <p>5. The institution should actively develop the maximum possible interaction between community and institution, including involvement of community members in planning and in intramural and extramural activities.</p> <p>6. The institution should apply only the minimum amount of security measures, both physical and procedural, that are necessary for the protection of the public, the staff, and offenders, and its disciplinary measures should emphasize rewards for good behavior rather than the threat of punishment for misbehavior.</p> <p>STANDARD 6.3</p> <p><u>EDUCATION AND VOCATIONAL TRAINING IN JUVENILE INSTITUTIONS</u></p> <p>Each institution for juveniles should reexamine immediately its educational and vocational training programs to insure that they meet standards that will individualize education and training. These programs should be geared directly to the reintegration of the offender into the community. It is assumed that juvenile institutional programs will be modified in favor of community programs and facilities.</p> <p>1. Each institution should have a comprehensive, continuous educational program for offenders.</p> <p>a. The educational department of the institution should establish a system of accountability to include:</p> <p>(1) An annual internal evaluation of achievement data to measure the effectiveness of the instruction program against stated performance objectives.</p> <p>(2) An appraisal comparable to an accreditation process, employing community representatives, educational department staff and offender students to evaluate the system against specific objectives. This appraisal should be repeated at least every three years.</p> <p>b. The educational curriculum should be developed with offender involvement. Individualized and personalized programming should be provided.</p> <p>c. The educational department should have at least one learning laboratory for basic skill instruction. Occupational education should be correlated with basic academic subjects.</p> <p>d. In addition to meeting State certification requirements, teachers should have additional course work in social education, reading instruction, and abnormal psychology. Teachers in juvenile institutions also should be certified to teach exceptional children, have experience teaching inner city children, and have expertise in educational technology.</p>					



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<p>e. Each educational department should make arrangements for education programs at local colleges where possible, using educational opportunities programs, work-study programs for continuing education and work-furlough programs.</p> <p>f. Each educational department should have a guidance counselor (preferably a certificated school psychologist) and a student personnel worker. School records of juveniles should be available to these persons at the time of commitment.</p> <p>g. Social and coping skills should be part of the educational curriculum, particularly consumer and family life education.</p> <p>2. Each institution should have prevocational and vocational training programs to enhance the offender's marketable skills.</p> <p>a. The vocational training program should be part of a reintegrative continuum, which includes determination of needs, establishment of program objectives, vocational training, and assimilation into the labor market.</p> <p>b. The vocational training curriculum should be designed in short, intensive training modules.</p> <p>c. Individual prescriptions for vocational training programs should include integration of academic work, remedial reading and math, high school graduation, and strong emphasis on the socialization of the individual as well as as development of trade skills and knowledge.</p> <p>d. Vocational programs for offenders should be intended to meet their individual needs and not the needs of the instructor or the institution. Individual programs should be developed in cooperation with each offender.</p> <p>e. Vocational programs should be selected on the basis of the following factors related to increasing offender's marketable skills:</p> <p>(1) Vocational needs analysis of the offender population.</p> <p>(2) Job market analysis of existing or emerging occupations in the home community.</p> <p>(3) Job performance or specification analysis, including skills and knowledge needed to acquire the occupation.</p> <p>f. Vocational education and training programs should be made relevant to the employment world.</p> <p>(1) Programs of study about the work world and job readiness should be included in prevocational or orientation courses.</p> <p>(2) Work sampling and tool technology programs should be completed before assignment to a training program.</p> <p>(3) Use of vocational skill clusters, which provide the student with the opportunity to obtain basic skills and knowledge for job entry into several related occupations, should be incorporated into vocational training programs.</p> <p>g. All vocational training programs should have a set of measurable behavioral objectives appropriate to the program. These objectives should comprise a portion of the instructor's performance evaluation.</p> <p>h. Vocational instructors should be licensed or credentialed under rules and regulations for public education in the State or jurisdiction.</p> <p>i. Active inservice instructor training programs should provide vocational staff with information on the latest trends, methods, and innovations in their fields.</p> <p>j. Equipment should require the same range and level of skills to operate as that used by private industry.</p> <p>k. Trades advisory councils should involve labor and management to assist and advise in the ongoing growth and development of the vocational program.</p>					

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<p>1. Private industry should be encouraged to establish training programs within the residential facility and to commit certain numbers of jobs to graduates from these training programs.</p> <p>m. The institution should seek active cooperative programs and community resources in vocational fields with local educational institutions, federally funded projects such as Job Corps, Neighborhood Youth Corps, and Manpower Development Training Act programs, and private community action groups.</p> <p>n. On-the-job training and work release or work-furloughs should be used to the fullest extent possible.</p> <p>o. An active job placement program should be established to help residents find employment related to skills training received.</p> <p>3. Features applicable both to educational and vocational training programs should include the following:</p> <p>a. Emphasis should be placed on programmed instruction, which allows maximum flexibility in scheduling, enables students to proceed at their own pace, gives immediate feedback, and permits individualized instruction.</p> <p>b. A variety of instructional materials - including audio tapes, teaching machines, books, computers, and television - should be used to stimulate individual motivation and interest.</p> <p>c. Selected offenders should participate in instructional roles.</p> <p>d. Community resources should be fully utilized.</p> <p>e. Correspondence courses should be incorporated into educational and vocational training programs to make available to offenders specialized instruction that cannot be obtained in the institution or community.</p> <p>f. Credit should be awarded for educational and vocational programs equivalent to or the same as that associated with these programs in the free world.</p> <p style="text-align: center;">STANDARD 6.4</p> <p style="text-align: center;"><u>RELIGIOUS PROGRAMS FOR JUVENILE INSTITUTIONS</u></p> <p>Each institution should immediately adopt policies and practices to insure the development of a full range of religious programs for those who desire these programs.</p> <p>1. Program planning procedures should include religious history and practices of the individual, to maximize his opportunities to pursue the religious faith of his choice while confined.</p> <p>2. The chaplain should play an integral part in institutional programs.</p> <p>3. To prevent the chaplain from becoming institutionalized and losing touch with the significance of religion in free society, sabbaticals should be required. The chaplain should return to the community and participate in religious activities during the sabbatical. Sabbatical leave should also include further studies, including study of religions and sects alien to the chaplain but existing in his institution. Funds should be provided for this purpose.</p> <p>4. The chaplain should locate religious resources in the civilian community for those offenders who desire assistance on release.</p>					

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<p>5. The correctional administrator should develop an adaptive attitude toward the growing numbers of religious sects and beliefs and provide reasonable assistance to their practice.</p> <p>6. Community representatives of various faiths should be encouraged to participate in religious services and other activities within the institution.</p> <p style="text-align: center;">STANDARD 6.5</p> <p style="text-align: center;"><u>JUVENILE RECREATION PROGRAMS</u></p> <p>Each juvenile institution should develop and implement immediately policies and practices for the provision of recreation activities as an important resource for changing behavior patterns of offenders.</p> <p>1. Every institution should have a full-time trained and qualified recreation director with responsibility for the total recreation program of that facility. He also should be responsible for integration of the program with the total planning for the offender.</p> <p>2. Program planning for every offender should include specific information concerning interests and capabilities related to leisure-time activities.</p> <p>3. Recreation should provide ongoing interaction with the community while the offender is incarcerated. This can be accomplished by bringing volunteers and community members into the institution and taking offenders into the community for recreational activities. Institutional restriction in policy and practice which bars use of community recreational resources should be relaxed to the maximum extent possible.</p> <p>4. The range of recreational activities to be made available to offenders should be broad in order to meet a wide range of interests and talents and stimulate the development of the constructive use of leisure time that can be followed when the offender is reintegrated into the community. Recreational activities to be offered offenders should include music, athletics, painting, writing, drama, handcrafts, and similar pursuits that reflect the legitimate leisure-time activities of free citizens.</p> <p style="text-align: center;">STANDARD 6.6</p> <p style="text-align: center;"><u>COUNSELING PROGRAMS IN JUVENILE INSTITUTIONS</u></p> <p>Each institution should begin immediately to develop planned, organized, ongoing, counseling programs in conjunction with the implementation of Standard 6.2, Social Environment of Juvenile Institutions, which is intended to provide a social-emotional climate conducive to the motivation of behavioral change and interpersonal growth.</p> <p>1. Effective counseling programs should be provided.</p> <p style="padding-left: 20px;">a. Including individual and group counseling techniques for juveniles.</p> <p>2. Institutional organization should support counseling programs by coordinating group living, education, work, and recreational programs to maintain an overall supportive climate. This should be accomplished through a participative management approach.</p>					

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<p>a. Detention should be considered as a last resort where no other reasonable alternative is available.</p> <p>3. Prior to first judicial hearing, juveniles should not be detained longer than overnight when at all possible.</p> <p>4. Law Enforcement officers should be prohibited from making the decision as to whether a juvenile should be detained. Detention decisions should be made by intake personnel and the court.</p> <p>The legislation should authorize a wide variety of diversion programs as an alternative to formal adjudication. Such legislation should protect the interests of the juvenile by assuring that:</p> <p>a. Diversion programs are limited to reasonable time periods.</p> <p>b. The juvenile or his representative has the right to demand formal adjudication at any time as an alternative to participation in the diversion program.</p> <p>c. Incriminating statements made during participation in diversion programs are not used against the juvenile if a formal adjudication follows.</p> <p>Legislation, consistent with Standard 16.8, (Adult Corrections), but with the following modifications should be enacted for the disposition of juveniles:</p> <p>a. The court should be able to permit the child to remain with his parents, guardian, or other custodian subject to such conditions and limitations as the court may prescribe.</p> <p>b. Detention, if imposed, should not be in a facility used for housing adults accused or convicted of crime.</p> <p>c. Detention, if imposed, should be in a facility used only for housing juveniles who have committed acts that would be criminal if committed by an adult.</p> <p style="text-align: center;">STANDARD 6.10</p> <p style="text-align: center;"><u>INDUSTRIES WITHIN JUVENILE CORRECTIONAL PROGRAMS</u></p> <p>If Alabama has industrial programs operated by or for juvenile correctional agencies, it should amend its statutory authorization for these programs so that, as applicable, they do not prohibit:</p> <p>1. Specific types of industrial activity from being carried on by a juvenile correctional institution.</p> <p>2. The sale of products of juvenile correctional industries on the open market.</p> <p>3. The transport or sale of products produced by juvenile offenders.</p> <p>4. The employment of juvenile offenders by private enterprise at full market wages and comparable working conditions.</p> <p>5. The payment of full market wages to juvenile offenders working in State-operated juvenile correctional industries.</p>					

Standards and Goals	Remarks				
	Accept	Reject	C	PC	NC
<p style="text-align: center;">STANDARD 6.11</p> <p style="text-align: center;"><u>COMMUNITY-BASED PROGRAMS FOR JUVENILE OFFENDERS</u></p> <p>A high priority for legislation should be enacted immediately authorizing the chief executive officer of the correctional agency to extend the limits of confinement of a committed offender so the offender can participate in a wide variety of community-based programs. Such legislation should include these provisions:</p> <p>1. Authorization for the following programs:</p> <p>a. Foster homes and group homes.</p> <p>b. Prerelease guidance centers and half-way houses.</p> <p>c. Work-release programs providing that rates of pay and other conditions of employment are similar to those of free employees.</p> <p>d. Community-based vocational training programs, either public or private.</p> <p>e. Participation in academic programs in the community.</p> <p>f. Utilization of community medical, social rehabilitation, vocational rehabilitation, or similar resources.</p> <p>g. Furloughs of short duration to visit relatives and family, contact prospective employers, or for any other reason consistent with the public interest.</p> <p>h. An active job placement program should be established to help residents find employment related to skills training received.</p> <p>2. Authorization for the development of community-based residential centers either directly or through contact with governmental agencies or private parties, and authorization to assign offenders to such centers while they are participating in community programs.</p> <p>3. Authorization to cooperate with and contract for a wide range of community resources.</p> <p>4. Specific exemption for participants in community-based work programs from State-use and other laws restricting employment of offenders or sale of "offender-made" goods.</p> <p>5. Requirement that the correctional agency promulgate rules and regulations specifying conduct that will result in revocation of community-based privileges and procedures for such revocation. Such procedures should be governed by the same standards as disciplinary proceedings involving a substantial change in status of the offender.</p> <p style="text-align: center;">STANDARD 6.12</p> <p style="text-align: center;"><u>SPECIAL OFFENDER TYPES</u></p> <p>Each correctional agency operating major institutions and each institution, should reexamine immediately its policies, procedures and programs for the handling of special problem offenders - the drug abusers, the recalcitrant offender, the emotionally disturbed and those associated with organized crime - and implement substantially the following:</p>					

## Remarks

## Standards and Goals

1. The commitment of drug abusers to correctional institutions should be discouraged, and correctional administrators should actively press for the development of alternative methods of dealing with drug abusers, preferably community-based alternatives. Recognizing, however, that some drug abusers will commit crimes sufficiently serious to warrant a formal sentence and commitment, each institution must experiment with and work toward the development of institutional programs that can be related eventually to community programs following parole or release and that have more promise in dealing effectively with addiction.
2. Each institution should make special programmatic provisions consistent with constitutional safeguards other than mere segregation for inmates who are serious behavior problems and an immediate danger to others.
  - a. The classification process should be used to attempt to obtain an understanding of the recalcitrant offender and to work out performance objectives with him.
  - b. A variety of staff should be provided to meet the different needs of these offenders.
    - (1) Staff selections should be made through in-depth interviews. In addition to broad education and experience back-grounds, personal qualities of tolerance and maturity are essential.
    - (2) Continuous on-the-job staff evaluation and administrative flexibility in removing ineffective staff are needed to meet the stringent demands of these positions.
    - (3) Training programs designed to implement new knowledge and techniques are mandatory.
  - c. Recalcitrant offenders who are too dangerous to be kept in the general institutional population should be housed in a separate unit of not more than 26 individual rooms providing safety and comfort.
  - d. Procedures should be established to monitor the programs and services for recalcitrant offenders, and evaluation and research should be conducted by both internal and outside personnel.
3. Each correctional agency should provide for the psychiatric treatment of emotionally disturbed offenders. Psychotic offenders should be transferred to mental health facilities. Correctional institution treatment of the emotionally disturbed should be under the supervision and direction of professionally qualified personnel.
4. Each correctional agency and institution to which convicted offenders associated with organized crime are committed should adopt special policies governing their management during the time they are incarcerated.

Accept

Reject

C

PC

NC

Year 1-5

## Remarks

## Standards and Goals

## STANDARD 7.1

PLANNING NEW JUVENILE CORRECTIONAL INSTITUTIONS

- The correctional agency administering State institutions for juvenile offenders should adopt immediately a policy of not building new state institutions unless an analysis of the total criminal justice and juvenile corrections systems produces a clear finding that no alternative is possible. If this effort proves conclusively that a new institution for juveniles is essential, these factors should characterize the planning and design process:
1. A collaborative planning effort should identify the purpose of the physical plant.
  2. The size of the offender population of the projected institution should be small enough to allow security without excessive regimentation, surveillance equipment or repressive hardware.
  3. The location of the institution should be selected on the basis of its proximity to:
    - a. The communities from which the offenders come.
    - b. Areas capable of providing or attracting adequate numbers of qualified line and professional staff members of racial and ethnic origin compatible with the offender population, and capable of supporting staff lifestyles and community service requirements.
    - c. Areas that have community services and activities to support the correctional goal, including social services, schools, hospitals, universities and employment opportunities.
    - d. The courts and auxiliary correctional agencies.
    - e. Public transportation.
  4. The physical environment of a new institution should be designed with consideration to:
    - a. Provision of privacy and personal space.
    - b. Minimization of noise.
    - c. Reduction of sensory deprivation.
    - d. Encouragement of constructive offender staff relationships.
    - e. Provision of adequate utility services.
  5. Provision also should be made for:
    - a. Adequate and dignified facilities for offender visiting.
    - b. Individual and group counseling.
    - c. Education, vocational training, and workshops designed to accommodate small numbers of offenders and to facilitate supervision.

Accept

Reject

C

PC

NC

Year 1-5

Standards and Goals	Remarks				
	Accept	Reject	C	PC	NC
<p>a. Detention should be considered as a last resort where no other reasonable alternative is available.</p> <p>3. Prior to first judicial hearing, juveniles should not be detained longer than overnight when at all possible.</p> <p>4. Law Enforcement officers should be prohibited from making the decision as to whether a juvenile should be detained. Detention decisions should be made by intake personnel and the court.</p> <p>The legislation should authorize a wide variety of diversion programs as an alternative to formal adjudication. Such legislation should protect the interests of the juvenile by assuring that:</p> <p>a. Diversion programs are limited to reasonable time periods.</p> <p>b. The juvenile or his representative has the right to demand formal adjudication at any time as an alternative to participation in the diversion program.</p> <p>c. Incriminating statements made during participation in diversion programs are not used against the juvenile if a formal adjudication follows.</p> <p>Legislation, consistent with Standard 16.8, (Adult Corrections), but with the following modifications should be enacted for the disposition of juveniles:</p> <p>a. The court should be able to permit the child to remain with his parents, guardian, or other custodian subject to such conditions and limitations as the court may prescribe.</p> <p>b. Detention, if imposed, should not be in a facility used for housing adults accused or convicted of crime.</p> <p>c. Detention, if imposed, should be in a facility used only for housing juveniles who have committed acts that would be criminal if committed by an adult.</p> <p style="text-align: center;"><b>STANDARD 6.10</b></p> <p style="text-align: center;"><u>INDUSTRIES WITHIN JUVENILE CORRECTIONAL PROGRAMS</u></p> <p>If Alabama has industrial programs operated by or for juvenile correctional agencies, it should amend its statutory authorization for these programs so that, as applicable, they do not prohibit:</p> <p>1. Specific types of industrial activity from being carried on by a juvenile correctional institution.</p> <p>2. The sale of products of juvenile correctional industries on the open market.</p> <p>3. The transport or sale of products produced by juvenile offenders.</p> <p>4. The employment of juvenile offenders by private enterprise at full market wages and comparable working conditions.</p> <p>5. The payment of full market wages to juvenile offenders working in State-operated juvenile correctional industries.</p>					

Standards and Goals	Remarks				
	Accept	Reject	C	PC	NC
<p style="text-align: center;"><b>STANDARD 6.11</b></p> <p style="text-align: center;"><u>COMMUNITY-BASED PROGRAMS FOR JUVENILE OFFENDERS</u></p> <p>A high priority for legislation should be enacted immediately authorizing the chief executive officer of the correctional agency to extend the limits of confinement of a committed offender so the offender can participate in a wide variety of community-based programs. Such legislation should include these provisions:</p> <p>1. Authorization for the following programs:</p> <p>a. Foster homes and group homes.</p> <p>b. Prerelease guidance centers and half-way houses.</p> <p>c. Work-release programs providing that rates of pay and other conditions of employment are similar to those of free employees.</p> <p>d. Community-based vocational training programs, either public or private.</p> <p>e. Participation in academic programs in the community.</p> <p>f. Utilization of community medical, social rehabilitation, vocational rehabilitation, or similar resources.</p> <p>g. Furloughs of short duration to visit relatives and family, contact prospective employers, or for any other reason consistent with the public interest.</p> <p>h. An active job placement program should be established to help residents find employment related to skills training received.</p> <p>2. Authorization for the development of community-based residential centers either directly or through contact with governmental agencies or private parties, and authorization to assign offenders to such centers while they are participating in community programs.</p> <p>3. Authorization to cooperate with and contract for a wide range of community resources.</p> <p>4. Specific exemption for participants in community-based work programs from State-use and other laws restricting employment of offenders or sale of "offender-made" goods.</p> <p>5. Requirement that the correctional agency promulgate rules and regulations specifying conduct that will result in revocation of community-based privileges and procedures for such revocation. Such procedures should be governed by the same standards as disciplinary proceedings involving a substantial change in status of the offender.</p> <p style="text-align: center;"><b>STANDARD 6.12</b></p> <p style="text-align: center;"><u>SPECIAL OFFENDER TYPES</u></p> <p>Each correctional agency operating major institutions and each institution, should reexamine immediately its policies, procedures and programs for the handling of special problem offenders - the drug abusers, the recalcitrant offender, the emotionally disturbed and those associated with organized crime - and implement substantially the following:</p>					

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## Remarks

Standards and Goals	Accept	Reject	C	PC	NC	Year 1-5
<p>1. The commitment of drug abusers to correctional institutions should be discouraged, and correctional administrators should actively press for the development of alternative methods of dealing with drug abusers, preferably community-based alternatives. Recognizing, however, that some drug abusers will commit crimes sufficiently serious to warrant a formal sentence and commitment, each institution must experiment with and work toward the development of institutional programs that can be related eventually to community programs following parole or release and that have more promise in dealing effectively with addiction.</p> <p>2. Each institution should make special programmatic provisions consistent with constitutional safeguards other than mere segregation for inmates who are serious behavior problems and an immediate danger to others.</p> <p>a. The classification process should be used to attempt to obtain an understanding of the recalcitrant offender and to work out performance objectives with him.</p> <p>b. A variety of staff should be provided to meet the different needs of these offenders.</p> <p>(1) Staff selections should be made through in-depth interviews. In addition to broad education and experience back-grounds, personal qualities of tolerance and maturity are essential.</p> <p>(2) Continuous on-the-job staff evaluation and administrative flexibility in removing ineffective staff are needed to meet the stringent demands of these positions.</p> <p>(3) Training programs designed to implement new knowledge and techniques are mandatory.</p> <p>c. Recalcitrant offenders who are too dangerous to be kept in the general institutional population should be housed in a separate unit of not more than 26 individual rooms providing safety and comfort.</p> <p>d. Procedures should be established to monitor the programs and services for recalcitrant offenders, and evaluation and research should be conducted by both internal and outside personnel.</p> <p>3. Each correctional agency should provide for the psychiatric treatment of emotionally disturbed offenders. Psychotic offenders should be transferred to mental health facilities. Correctional institution treatment of the emotionally disturbed should be under the supervision and direction of professionally qualified personnel.</p> <p>4. Each correctional agency and institution to which convicted offenders associated with organized crime are committed should adopt special policies governing their management during the time they are incarcerated.</p>						

## Remarks

Standards and Goals	Accept	Reject	C	PC	NC	Year 1-5
<p>STANDARD 7.1</p> <p><u>PLANNING NEW JUVENILE CORRECTIONAL INSTITUTIONS</u></p> <p>The correctional agency administering State institutions for juvenile offenders should adopt immediately a policy of not building new state institutions unless an analysis of the total criminal justice and juvenile corrections systems produces a clear finding that no alternative is possible. If this effort proves conclusively that a new institution for juveniles is essential, these factors should characterize the planning and design process:</p> <p>1. A collaborative planning effort should identify the purpose of the physical plant.</p> <p>2. The size of the offender population of the projected institution should be small enough to allow security without excessive regimentation, surveillance equipment or repressive hardware.</p> <p>3. The location of the institution should be selected on the basis of its proximity to:</p> <p>a. The communities from which the offenders come.</p> <p>b. Areas capable of providing or attracting adequate numbers of qualified line and professional staff members of racial and ethnic origin compatible with the offender population, and capable of supporting staff lifestyles and community service requirements.</p> <p>c. Areas that have community services and activities to support the correctional goal, including social services, schools, hospitals, universities and employment opportunities.</p> <p>d. The courts and auxiliary correctional agencies.</p> <p>e. Public transportation.</p> <p>4. The physical environment of a new institution should be designed with consideration to:</p> <p>a. Provision of privacy and personal space.</p> <p>b. Minimization of noise.</p> <p>c. Reduction of sensory deprivation.</p> <p>d. Encouragement of constructive offender staff relationships.</p> <p>e. Provision of adequate utility services.</p> <p>5. Provision also should be made for:</p> <p>a. Adequate and dignified facilities for offender visiting.</p> <p>b. Individual and group counseling.</p> <p>c. Education, vocational training, and workshops designed to accommodate small numbers of offenders and to facilitate supervision.</p>						

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Standards and Goals	Remarks				
	Accept	Reject	C	PC	NC
<p>d. Recreation yards for each housing unit as well as larger recreational facilities accessible to the entire offender population.</p> <p>e. Medical and hospital facilities.</p> <p>6. This planning and design process should include the re-location and/or regionalization of any existing state institution.</p> <p>STANDARD 8.1</p> <p><u>JUVENILE PROBATION LEGISLATION</u></p> <p>The State of Alabama should enact probation legislation establishing criteria for:</p> <p>a. The granting of probation;</p> <p>b. Probation conditions;</p> <p>c. The revocation of probation; and</p> <p>d. The length of probation.</p> <p>Criteria for the granting of probation should be patterned after Section 7.01 of the Model Penal Code and should:</p> <p>1. Require probation over confinement unless specified conditions exist.</p> <p>2. State factors that should be considered in favor of granting probation.</p> <p>3. Direct the decision on granting probation toward factors relating to the individual offender rather than to the offense.</p> <p>STANDARD 8.2</p> <p><u>ORGANIZATION OF JUVENILE PROBATION AND AFTER CARE SERVICES</u></p> <p>Organization of Juvenile Probation and After Care Services should remain at the local level, with juvenile probation officer salary subsidies being provided by the State juvenile correctional agency. The State juvenile correctional agency should also have the responsibility for:</p> <p>1. Establishing statewide goals, policies and priorities that can be translated into measurable objectives by those delivering services.</p> <p>2. Program planning and development of innovative service strategies.</p> <p>3. Staff development and training.</p> <p>4. Planning for manpower needs and recruitment.</p> <p>5. Collecting statistics, monitoring services and conducting research and evaluation.</p>					

Standards and Goals	Remarks				
	Accept	Reject	C	PC	NC
<p>6. Offering consultation to courts, legislative bodies, and local executives.</p> <p>In addition to the responsibilities previously listed, the State juvenile correctional agency should be given responsibility for:</p> <p>1. Establishing standards relating to personnel, services to the courts, services to probationers, and those on aftercare, and records to be maintained, including format of reports to courts, statistics, and fiscal controls.</p> <p>2. Consultation to local probation agencies, including evaluation of services with recommendation for improvement; assisting local systems to develop uniform record and statistical reporting procedures conforming to State standards; and aiding in local staff development efforts.</p> <p>STANDARD 8.3</p> <p><u>SERVICES TO JUVENILE PROBATIONERS</u></p> <p>Each juvenile probation system should develop a goal-oriented service delivery system that seeks to remove or reduce problems or difficulties confronting probationers. The needs of probationers should be identified, priorities established and resources allocated based on established goals of the probation system.</p> <p>STANDARD 9.1</p> <p><u>STATE CORRECTIONAL INFORMATION SYSTEMS</u></p> <p>The State of Alabama by 1978 will develop and maintain correctional information systems to collect, store, analyze, and display information for planning, operational control, offender tracking, and program review for all state and county correctional programs and agencies. The development of this system will be consistent with the design of the Total Criminal Justice Information System adopted by the State of Alabama and consistent with legislation establishing limitation of access to juvenile data. This limitation of access will be placed on all other standards dealing with information systems.</p> <p>STANDARD 10.1</p> <p><u>COMPREHENSIVE CORRECTIONAL LEGISLATION</u></p> <p>The State of Alabama should enact a comprehensive code, which should include statutes governing:</p> <p>1. Services for persons awaiting trial.</p> <p>2. Sentencing criteria, alternatives, and procedures.</p> <p>3. Probation and other programs short of institutional confinement.</p>					

Standards and Goals	Remarks				
	Accept	Reject	C	PC	NC
<p>4. Institutional programs.</p> <p>5. Community-based programs.</p> <p>6. Parole and aftercare.</p> <p>7. Pardon.</p> <p>The code should include statutes governing the preceding programs for:</p> <p>1. Felons, misdemeanants, and delinquents.</p> <p>2. Adults, juveniles, and youth offenders.</p> <p>3. Male and female offenders.</p> <p>Each legislature should state the "public policy" governing the correctional system. The policy should include the following premises:</p> <p>1. Society should subject persons accused of criminal conduct or delinquent behavior and awaiting trial to the least restraint or condition which gives reasonable assurance that the person accused will appear for trial. Confinement should be used only where no other measure is shown to be adequate.</p> <p>2. The correctional system's first function is to protect the public welfare by emphasizing efforts to assure that an offender will not return to crime after release from the correctional system.</p> <p>3. The public welfare is best protected by a correctional system characterized by care, differential programming, and reintegration concepts rather than punitive measures.</p> <p>4. An offender's correctional program should be the least drastic measure consistent with the offender's needs and the safety of the public. Confinement, which is the most drastic disposition for an offender and the most expensive for the public, should be the last alternative considered.</p> <p style="text-align: center;">RECOMMENDATION 1.1</p> <p style="text-align: center;"><u>EXPANSION OF JOB OPPORTUNITIES FOR YOUTH</u></p> <p>The Task Force recommends that employers and unions institute or accelerate efforts to expand job or membership opportunities to economically and educationally disadvantaged youth, especially lower income minority group members. These efforts should include the arbitrary personnel selection criteria and exclusionary policies based on such factors as minimum age requirements and bonding procedures.</p> <p>Employers and unions should also support actions to remove unnecessary or outdated State and Federal labor restrictions on employing young people. Finally, employers should institute or expand training programs to sensitize management and supervisors to the special problems young people may bring to their jobs.</p>					

Standards and Goals	Remarks				
	Accept	Reject	C	PC	NC
<p style="text-align: center;">RECOMMENDATION 1.2</p> <p style="text-align: center;"><u>AFTER-SCHOOL AND SUMMER EMPLOYMENT</u></p> <p>The Task Force recommends that each community broaden its after-school and summer employment programs for youth, including the 14- and 15-year olds who may have been excluded from such programs in the past. These programs may be sponsored by governmental or private groups, but should include such elements as recruitment from a variety of community resources, and a sufficient reservoir of job possibilities. The youth involved should have the benefit of an adequate orientation period with pay, and an equitable wage.</p> <p>Local child labor regulations must be flexible enough to broaden employment opportunities for youth. Nonhazardous jobs with real career potential should be the goal of any legislation in this area.</p> <p style="text-align: center;">RECOMMENDATION 2.1</p> <p style="text-align: center;"><u>THE HOME AS A LEARNING ENVIRONMENT</u></p> <p>The Task Force recommends that educational authorities propose and adopt experimental and pilot projects to encourage selected neighborhood parents to become trained, qualified and employed as teachers in the home.</p> <p>A variety of methods and procedures could be adopted to attain this goal. Among these are the following:</p> <p>1. Legislation to enable the establishment and continuation of home environment education as a permanent accessory to existing educational systems.</p> <p>2. Programs designed to determine the most effective utilization of parents in educational projects in the home setting. A logical departure point for such projects would be to increase the level of active involvement of selected neighborhood parents in formal school operations. A carefully designed program of this sort would also benefit preschool children in the home.</p> <p>3. The development of short-term and follow-through programs by teacher training institutions to prepare parents for instructing their children.</p> <p>4. The joint development by parents and school staffs of techniques and methods for using the home as a learning environment.</p> <p>5. School district and State educational programs to train parents to use situations and materials in the home as a means of reinforcing the efforts of formal schooling.</p> <p>6. Provision of instructional materials by school districts for use in home-teaching programs.</p> <p>7. The expansion of programs to train and use parents as aides, assistants and tutors in regular school classrooms.</p>					

## Remarks

Standards and Goals	Remarks				
	Accept	Reject	C	PC	NC
<p>d. Recreation yards for each housing unit as well as larger recreational facilities accessible to the entire offender population.</p> <p>e. Medical and hospital facilities.</p> <p>6. This planning and design process should include the relocation and/or regionalization of any existing state institution.</p> <p>STANDARD 8.1</p> <p><u>JUVENILE PROBATION LEGISLATION</u></p> <p>The State of Alabama should enact probation legislation establishing criteria for:</p> <ol style="list-style-type: none"> <li>The granting of probation;</li> <li>Probation conditions;</li> <li>The revocation of probation; and</li> <li>The length of probation.</li> </ol> <p>Criteria for the granting of probation should be patterned after Section 7.01 of the Model Penal Code and should:</p> <ol style="list-style-type: none"> <li>Require probation over confinement unless specified conditions exist.</li> <li>State factors that should be considered in favor of granting probation.</li> <li>Direct the decision on granting probation toward factors relating to the individual offender rather than to the offense.</li> </ol> <p>STANDARD 8.2</p> <p><u>ORGANIZATION OF JUVENILE PROBATION AND AFTER CARE SERVICES</u></p> <p>Organization of Juvenile Probation and After Care Services should remain at the local level, with juvenile probation officer salary subsidies being provided by the State juvenile correctional agency. The State juvenile correctional agency should also have the responsibility for:</p> <ol style="list-style-type: none"> <li>Establishing statewide goals, policies and priorities that can be translated into measurable objectives by those delivering services.</li> <li>Program planning and development of innovative service strategies.</li> <li>Staff development and training.</li> <li>Planning for manpower needs and recruitment.</li> <li>Collecting statistics, monitoring services and conducting research and evaluation.</li> </ol>					

## Remarks

Standards and Goals	Remarks				
	Accept	Reject	C	PC	NC
<p>6. Offering consultation to courts, legislative bodies, and local executives.</p> <p>In addition to the responsibilities previously listed, the State juvenile correctional agency should be given responsibility for:</p> <ol style="list-style-type: none"> <li>Establishing standards relating to personnel, services to the courts, services to probationers, and those on aftercare, and records to be maintained, including format of reports to courts, statistics, and fiscal controls.</li> <li>Consultation to local probation agencies, including evaluation of services with recommendation for improvement; assisting local systems to develop uniform record and statistical reporting procedures conforming to State standards; and aiding in local staff development efforts.</li> </ol> <p>STANDARD 8.3</p> <p><u>SERVICES TO JUVENILE PROBATIONERS</u></p> <p>Each juvenile probation system should develop a goal-oriented service delivery system that seeks to remove or reduce problems or difficulties confronting probationers. The needs of probationers should be identified, priorities established and resources allocated based on established goals of the probation system.</p> <p>STANDARD 9.1</p> <p><u>STATE CORRECTIONAL INFORMATION SYSTEMS</u></p> <p>The State of Alabama by 1978 will develop and maintain correctional information systems to collect, store, analyze, and display information for planning, operational control, offender tracking, and program review for all state and county correctional programs and agencies. The development of this system will be consistent with the design of the Total Criminal Justice Information System adopted by the State of Alabama and consistent with legislation establishing limitation of access to juvenile data. This limitation of access will be placed on all other standards dealing with information systems.</p> <p>STANDARD 10.1</p> <p><u>COMPREHENSIVE CORRECTIONAL LEGISLATION</u></p> <p>The State of Alabama should enact a comprehensive code, which should include statutes governing:</p> <ol style="list-style-type: none"> <li>Services for persons awaiting trial.</li> <li>Sentencing criteria, alternatives, and procedures.</li> <li>Probation and other programs short of institutional confinement.</li> </ol>					

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## Remarks

Standards and Goals	Accept	Reject	C	PC	NC	Year 1-5
<p>4. Institutional programs.</p> <p>5. Community-based programs.</p> <p>6. Parole and aftercare.</p> <p>7. Pardon.</p> <p>The code should include statutes governing the preceding programs for:</p> <p>1. Felons, misdemeanants, and delinquents.</p> <p>2. Adults, juveniles, and youth offenders.</p> <p>3. Male and female offenders.</p> <p>Each legislature should state the "public policy" governing the correctional system. The policy should include the following premises:</p> <p>1. Society should subject persons accused of criminal conduct or delinquent behavior and awaiting trial to the least restraint or condition which gives reasonable assurance that the person accused will appear for trial. Confinement should be used only where no other measure is shown to be adequate.</p> <p>2. The correctional system's first function is to protect the public welfare by emphasizing efforts to assure that an offender will not return to crime after release from the correctional system.</p> <p>3. The public welfare is best protected by a correctional system characterized by care, differential programming, and reintegration concepts rather than punitive measures.</p> <p>4. An offender's correctional program should be the least drastic measure consistent with the offender's needs and the safety of the public. Confinement, which is the most drastic disposition for an offender and the most expensive for the public, should be the last alternative considered.</p> <p style="text-align: center;">RECOMMENDATION 1.1</p> <p style="text-align: center;"><u>EXPANSION OF JOB OPPORTUNITIES FOR YOUTH</u></p> <p>The Task Force recommends that employers and unions institute or accelerate efforts to expand job or membership opportunities to economically and educationally disadvantaged youth, especially lower income minority group members. These efforts should include the arbitrary personnel selection criteria and exclusionary policies based on such factors as minimum age requirements and bonding procedures.</p> <p>Employers and unions should also support actions to remove unnecessary or outdated State and Federal labor restrictions on employing young people. Finally, employers should institute or expand training programs to sensitize management and supervisors to the special problems young people may bring to their jobs.</p>						

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## Remarks

Standards and Goals	Accept	Reject	C	PC	NC	Year 1-5
<p style="text-align: center;">RECOMMENDATION 1.2</p> <p style="text-align: center;"><u>AFTER-SCHOOL AND SUMMER EMPLOYMENT</u></p> <p>The Task Force recommends that each community broaden its after-school and summer employment programs for youth, including the 14- and 15-year olds who may have been excluded from such programs in the past. These programs may be sponsored by governmental or private groups, but should include such elements as recruitment from a variety of community resources, and a sufficient reservoir of job possibilities. The youth involved should have the benefit of an adequate orientation period with pay, and an equitable wage.</p> <p>Local child labor regulations must be flexible enough to broaden employment opportunities for youth. Nonhazardous jobs with real career potential should be the goal of any legislation in this area.</p> <p style="text-align: center;">RECOMMENDATION 2.1</p> <p style="text-align: center;"><u>THE HOME AS A LEARNING ENVIRONMENT</u></p> <p>The Task Force recommends that educational authorities propose and adopt experimental and pilot projects to encourage selected neighborhood parents to become trained, qualified and employed as teachers in the home.</p> <p>A variety of methods and procedures could be adopted to attain this goal. Among these are the following:</p> <p>1. Legislation to enable the establishment and continuation of home environment education as a permanent accessory to existing educational systems.</p> <p>2. Programs designed to determine the most effective utilization of parents in educational projects in the home setting. A logical departure point for such projects would be to increase the level of active involvement of selected neighborhood parents in formal school operations. A carefully designed program of this sort would also benefit preschool children in the home.</p> <p>3. The development of short-term and follow-through programs by teacher training institutions to prepare parents for instructing their children.</p> <p>4. The joint development by parents and school staffs of techniques and methods for using the home as a learning environment.</p> <p>5. School district and State educational programs to train parents to use situations and materials in the home as a means of reinforcing the efforts of formal schooling.</p> <p>6. Provision of instructional materials by school districts for use in home-teaching programs.</p> <p>7. The expansion of programs to train and use parents as aides, assistants and tutors in regular school classrooms.</p>						

## Remarks

Standards and Goals	Accept	Reject	C	PC	NC	Year 1-5
<p>RECOMMENDATION 2.2</p> <p><u>THE SCHOOL AS A MODEL OF JUSTICE</u></p> <p>The Task Force recommends that school authorities adopt policies to insure that schools and classrooms reflect the best examples of justice and democracy in their organization and operation and in the rules and regulations governing student conduct.</p> <p>RECOMMENDATION 2.3</p> <p><u>LITERACY</u></p> <p>The Task Force recommends that by 1982, all elementary schools institute programs guaranteeing that every student who does not have a severe mental, emotional, or physical handicap will have acquired functional literacy in English before leaving elementary school (usually grade 6) and that special literacy programs will be provided for those handicapped individuals who cannot succeed in the regular program.</p> <p>A variety of methods and procedures could be established to meet this goal. Such methods and procedures could include the following:</p> <ol style="list-style-type: none"> <li>1. Training of teachers in methods and techniques demonstrated as successful in exemplary programs involving students with low literacy prognosis;</li> <li>2. Training and employment of parents and other community persons as aides, assistants, and tutors in elementary school classrooms;</li> <li>3. Replacement of subjective grading systems by objective systems of self-evaluation for teachers and objective measures of methods and strategies used.</li> <li>4. Provisions of privately contracted tutorial assistance for handicapped or otherwise disadvantaged students;</li> <li>5. Redistribution of resources to support greater input in the earlier years of young people's education; and</li> <li>6. Decentralized control of district finances to provide certain discretionary funds to site principals and neighborhood parents advisory committees for programs directed to the special needs of the students.</li> </ol> <p>RECOMMENDATION 2.4</p> <p><u>IMPROVING LANGUAGE SKILLS</u></p> <p>The Task Force recommends that schools provide special services to students who come from environments in which English is not the dominant language, or who use a language in which marked dialectal differences from the prevailing version of the English language represent an impediment to effective learning.</p>						

## Remarks

Standards and Goals	Accept	Reject	C	PC	NC	Year 1-5
<p>A variety of methods and procedures could be established to meet this goal. Among these are the following:</p> <ol style="list-style-type: none"> <li>1. Bilingual instructors, aides, assistants, and other school employees;</li> <li>2. Instruction in both English and the second language;</li> <li>3. Active recognition of the customs and traditions of different cultures represented at the school;</li> <li>4. Hiring school staff from different racial, ethnic, and cultural backgrounds; and</li> <li>5. Special efforts to involve parents of students with bicultural backgrounds.</li> </ol> <p>RECOMMENDATION 2.5</p> <p><u>REALITY-BASED CURRICULA</u></p> <p>The Task Force recommends that schools develop programs that give meaning and relevance to otherwise abstract subject matter, through a teaching/learning process that would simultaneously insure career preparation for every student in either an entry level job or an advanced program of studies, regardless of the time he leaves the formal school setting.</p> <p>A variety of methods and procedures could be established to meet this goal. Among these are the following:</p> <ol style="list-style-type: none"> <li>1. Adoption of the basic concepts, philosophy, and components of career education, as proposed by the Office of Education;</li> <li>2. Use of the micro-society model in the middle grades. Where this model is adopted, it will be important to realize that its central purpose is to create a climate in which learning is enhanced by underlining its relevance to the larger society outside the school;</li> <li>3. Awareness, through experiences, observations, and study in grades kindergarten through sixth, of the total range of occupations and careers;</li> <li>4. Exploration of selected occupational clusters in the junior high school;</li> <li>5. Specialization in a single career cluster or a single occupational during the 10th and 11th grades;</li> <li>6. Guarantee of preparation for placement in entry-level occupation or continued preparation for a higher level of career placement at any time the student chooses to leave the regular school setting after an age that would serve the best interest of the student;</li> <li>7. Use of community business, industrial and professional facilities as well as the regular school for career education purposes;</li> <li>8. Provision of work-study programs, internships and on-the-job training;</li> </ol>						

## Remarks

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<p>9. Enrichment of related academic instruction-communication, the arts, math, and science - through its relevance to career exploration; and</p> <p>10. Acceptance of responsibility by the school for students after they leave, to assist them in the next move upward, or to reenroll them for more preparation.</p> <p>RECOMMENDATION 2.6</p> <p><u>SUPPORTIVE SERVICES</u></p> <p>The Task Force recommends that the schools provide programs for more effective supportive services - health, legal placement, counseling and guidance - to facilitate the positive growth and development of students.</p> <p>A variety of methods and procedures could be established to meet this goal. Among these are the following:</p> <ol style="list-style-type: none"> <li>1. Greater emphasis on counseling and human development services in the primary and middle grades;</li> <li>2. Personnel who understand the needs and problems of students, including minority and disadvantaged students;</li> <li>3. An advocate for students in all situations where legitimate rights are threatened and genuine needs are not being met;</li> <li>4. The legal means whereby personnel who are otherwise qualified but lack official credentials or licenses may be employed as human development specialists, counselors, and advocates with school children of all ages; and</li> <li>5. Coordination of delivery of all child services in a locality through a school facilitator.</li> </ol> <p>RECOMMENDATION 2.7</p> <p><u>ALTERNATIVE EDUCATION EXPERIENCES</u></p> <p>The Task Force recommends that schools provide alternative programs of education. These programs should be based on:</p> <ol style="list-style-type: none"> <li>1. An acknowledgement that a considerable number of students do not learn in ways or through experiences that are suitable for the majority of individuals.</li> <li>2. A recognition that services previously provided through the criminal justice system for students considered errant or uneducable should be returned to the schools as an educational responsibility.</li> </ol> <p>A variety of methods and procedures could be established to meet this goal. Among these are the following:</p> <ol style="list-style-type: none"> <li>a. Early identification of those students for whom all or parts of the regular school programs are inappropriate; and</li> </ol>						

## Remarks

Standards and Goals	Accept	Reject	C	PC	NC	Year 1-5
<p>b. Design of alternative experiences that are compatible with the individual learning objectives of each student identified as a potential client for these services, including:</p> <ol style="list-style-type: none"> <li>(1) Shortening the program through high school to 11 years;</li> <li>(2) Recasting the administrative format, organization, rules of operation, and governance of the 10th and 11th grades to approximate the operation of junior colleges;</li> <li>(3) Crisis intervention centers to head off potential involvement of students with the law;</li> <li>(4) Juvenile delinquency prevention and drop-out prevention programs;</li> <li>(5) Private performance contracts to educational firms; and</li> <li>(6) Use of State-owned facilities and resources to substitute for regular school settings.</li> </ol> <p>RECOMMENDATION 2.8</p> <p><u>USE OF SCHOOL FACILITIES FOR COMMUNITY PROGRAMS</u></p> <p>The Task Force recommends that school facilities be made available to the entire community as centers for human resource and adult education programs.</p> <p>A variety of methods and procedures could be established to meet this goal. Among these are the following:</p> <ol style="list-style-type: none"> <li>1. Scheduling of facilities on a 12-month, 7-day-a-week basis;</li> <li>2. Elimination or amendment of archaic statutory or other legal prohibitions regarding the use of school facilities; and</li> <li>3. Extended use of cafeteria, libraries, vehicles, equipment, and building by parents, community groups and agencies.</li> </ol> <p>RECOMMENDATION 2.9</p> <p><u>TEACHER TRAINING, CERTIFICATION AND ACCOUNTABILITY</u></p> <p>The Task Force recommends that school authorities take affirmative action to achieve more realistic training and retention policies for the professionals and paraprofessionals they employ.</p> <p>A variety of methods and procedures could be established to meet this goal. Among these are the following:</p> <ol style="list-style-type: none"> <li>1. Teacher training based on building competency through experience;</li> </ol>						



**CONTINUED**

**1 OF 2**



Standards and Goals	Remarks				
	Accept	Reject	C	PC	NC
<p>RECOMMENDATION 2.2</p> <p><u>THE SCHOOL AS A MODEL OF JUSTICE</u></p> <p>The Task Force recommends that school authorities adopt policies to insure that schools and classrooms reflect the best examples of justice and democracy in their organization and operation and in the rules and regulations governing student conduct.</p> <p>RECOMMENDATION 2.3</p> <p><u>LITERACY</u></p> <p>The Task Force recommends that by 1982, all elementary schools institute programs guaranteeing that every student who does not have a severe mental, emotional, or physical handicap will have acquired functional literacy in English before leaving elementary school (usually grade 6) and that special literacy programs will be provided for those handicapped individuals who cannot succeed in the regular program.</p> <p>A variety of methods and procedures could be established to meet this goal. Such methods and procedures could include the following:</p> <ol style="list-style-type: none"> <li>1. Training of teachers in methods and techniques demonstrated as successful in exemplary programs involving students with low literacy prognosis;</li> <li>2. Training and employment of parents and other community persons as aides, assistants, and tutors in elementary school classrooms;</li> <li>3. Replacement of subjective grading systems by objective systems of self-evaluation for teachers and objective measures of methods and strategies used.</li> <li>4. Provisions of privately contracted tutorial assistance for handicapped or otherwise disadvantaged students;</li> <li>5. Redistribution of resources to support greater input in the earlier years of young people's education; and</li> <li>6. Decentralized control of district finances to provide certain discretionary funds to site principals and neighborhood parents advisory committees for programs directed to the special needs of the students.</li> </ol> <p>RECOMMENDATION 2.4</p> <p><u>IMPROVING LANGUAGE SKILLS</u></p> <p>The Task Force recommends that schools provide special services to students who come from environments in which English is not the dominant language, or who use a language in which marked dialectal differences from the prevailing version of the English language represent an impediment to effective learning.</p>					

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## Remarks

Standards and Goals	Accept	Reject	C	PC	NC	Year 1-5
<p>9. Enrichment of related academic instruction-communication, the arts, math, and science - through its relevance to career exploration; and</p> <p>10. Acceptance of responsibility by the school for students after they leave, to assist them in the next move upward, or to reenroll them for more preparation.</p> <p>RECOMMENDATION 2.6</p> <p><u>SUPPORTIVE SERVICES</u></p> <p>The Task Force recommends that the schools provide programs for more effective supportive services - health, legal placement, counseling and guidance - to facilitate the positive growth and development of students.</p> <p>A variety of methods and procedures could be established to meet this goal. Among these are the following:</p> <ol style="list-style-type: none"> <li>1. Greater emphasis on counseling and human development services in the primary and middle grades;</li> <li>2. Personnel who understand the needs and problems of students, including minority and disadvantaged students;</li> <li>3. An advocate for students in all situations where legitimate rights are threatened and genuine needs are not being met;</li> <li>4. The legal means whereby personnel who are otherwise qualified but lack official credentials or licenses may be employed as human development specialists, counselors, and advocates with school children of all ages; and</li> <li>5. Coordination of delivery of all child services in a locality through a school facilitator.</li> </ol> <p>RECOMMENDATION 2.7</p> <p><u>ALTERNATIVE EDUCATION EXPERIENCES</u></p> <p>The Task Force recommends that schools provide alternative programs of education. These programs should be based on:</p> <ol style="list-style-type: none"> <li>1. An acknowledgement that a considerable number of students do not learn in ways or through experiences that are suitable for the majority of individuals.</li> <li>2. A recognition that services previously provided through the criminal justice system for students considered errant or uneducable should be returned to the schools as an educational responsibility.</li> </ol> <p>A variety of methods and procedures could be established to meet this goal. Among these are the following:</p> <ol style="list-style-type: none"> <li>a. Early identification of those students for whom all or parts of the regular school programs are inappropriate; and</li> </ol>						

## Remarks

Standards and Goals	Accept	Reject	C	PC	NC	Year 1-5
<p>b. Design of alternative experiences that are compatible with the individual learning objectives of each student identified as a potential client for these services, including:</p> <ol style="list-style-type: none"> <li>(1) Shortening the program through high school to 11 years;</li> <li>(2) Recasting the administrative format, organization, rules of operation, and governance of the 10th and 11th grades to approximate the operation of junior colleges;</li> <li>(3) Crisis intervention centers to head off potential involvement of students with the law;</li> <li>(4) Juvenile delinquency prevention and drop-out prevention programs;</li> <li>(5) Private performance contracts to educational firms; and</li> <li>(6) Use of State-owned facilities and resources to substitute for regular school settings.</li> </ol> <p>RECOMMENDATION 2.8</p> <p><u>USE OF SCHOOL FACILITIES FOR COMMUNITY PROGRAMS</u></p> <p>The Task Force recommends that school facilities be made available to the entire community as centers for human resource and adult education programs.</p> <p>A variety of methods and procedures could be established to meet this goal. Among these are the following:</p> <ol style="list-style-type: none"> <li>1. Scheduling of facilities on a 12-month, 7-day-a-week basis;</li> <li>2. Elimination or amendment of archaic statutory or other legal prohibitions regarding the use of school facilities; and</li> <li>3. Extended use of cafeteria, libraries, vehicles, equipment, and building by parents, community groups and agencies.</li> </ol> <p>RECOMMENDATION 2.9</p> <p><u>TEACHER TRAINING, CERTIFICATION AND ACCOUNTABILITY</u></p> <p>The Task Force recommends that school authorities take affirmative action to achieve more realistic training and retention policies for the professionals and paraprofessionals they employ.</p> <p>A variety of methods and procedures could be established to meet this goal. Among these are the following:</p> <ol style="list-style-type: none"> <li>1. Teacher training based on building competency through experience;</li> </ol>						

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<p>2. Latitude for districts to base certified employment on the basis of performance criteria alone;</p> <p>3. Inservice training of professional staff to include specific understanding of district, program and community goals and objectives; and</p> <p>4. Latitude for districts to hire other professionals on bases of competency to perform specialized tasks, including the teaching of subject matters.</p> <p style="text-align: center;">RECOMMENDATION 3.1</p> <p style="text-align: center;"><u>USE OF RECREATION TO PREVENT DELINQUENCY</u></p> <p>The Task Force recommends that recreation be recognized as an integral part of an intervention strategy aimed at preventing delinquency; it should not be regulated to a peripheral role.</p> <p>1. Recreation programs should be created or expanded to serve the total youth community, with particular attention devoted to special needs arising from poor family relationships, school failure, limited opportunities, and strong social pressures to participate in gang behavior.</p> <p>2. Activities that involve risk-taking and excitement and have particular appeal to youth should be a recognized part of any program that attempts to reach and involve young people.</p> <p>3. Municipal recreation programs should assume responsibility for all youth in the community, emphasizing outreach services involving roving recreation workers in order to recruit youths who might otherwise not be reached and for whom recreation opportunities may provide a deterrent to delinquency.</p> <p>4. New mechanisms for tolerance of disruptive behavior should be added to existing recreation programs and activities so as not to exclude and label youths who exhibit disruptive behavior.</p> <p>5. Counseling services should be made available, either as part of the recreation program or on a referral basis to allied agencies in the community, for youth who require additional attention.</p> <p>6. Recreation programs should allow participants to decide what type of recreation they desire.</p> <p>7. Recreation as a prevention strategy should involve more than giving youth something to do; it should provide job training and placement, education and other services.</p> <p>8. Individual needs rather than mass group programs should be considered in recreation planning.</p> <p>9. Communities should be encouraged, through special funding, to develop their own recreation programs with appropriate guidance from recreational advisors.</p> <p>10. Personnel selected as recreation leaders should have intelligent and realistic points of view concerning the goals of recreation and its potential to help socialize youth and prevent delinquency.</p>					

Standards and Goals	Remarks				
	Accept	Reject	C	PC	NC
<p>11. Recreation leaders should be required to learn preventive and constructive methods of dealing with disruptive behavior, and they should recognize that an individual can satisfy his recreational needs in many environments. Leaders should assume responsibility for mobilizing resources and helping people find personally satisfying experiences suited to their individual needs.</p> <p>12. Decisionmaking, planning and organization for recreation services should be shared with those for whom the programs are intended.</p> <p>13. Continual evaluation to determine whether youth are being diverted from delinquent acts should be a part of all recreation programs.</p> <p>14. Parents should be encouraged to participate in leisure activities with their children.</p> <p>15. Maximum use should be made of existing recreational facilities - in the afternoons and evenings, on weekends, and throughout the summer. Where existing recreational facilities are inadequate, other community agencies should be encouraged to provide facilities at minimal cost, or at no cost where feasible.</p> <p style="text-align: center;">RECOMMENDATION 4.1</p> <p style="text-align: center;"><u>USE OF CHURCH FACILITIES FOR COMMUNITY ACTIVITIES</u></p> <p>The Task Force recommends that congregations use their building, facilities, and equipment for community programs, especially those for children and youth.</p> <p style="text-align: center;">RECOMMENDATION 4.2</p> <p style="text-align: center;"><u>SUPPORTING CRIMINAL JUSTICE REFORM</u></p> <p>The Task Force recommends that the religious community actively participate in and support the operations of the local criminal justice system. Assisting probation services, voluntary participation in programs designed to promote better police and community relations and periodic visits to correctional facilities are practical examples of the type of community involvement that results in more accountability and better performance by the system. Assurance should be made that no religious coercion be applied.</p>					



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## Section VI

# Task Planning Sheets

In this section, standards and goals task planning sheets are included to aid planning efforts regarding the implementation of standards and goals.

These sheets should be completed while referring to the comments and notations made on the standards and goals worksheets. The task planning sheets provide the fundamental information areas required to indicate planning area, product, timing, priority, and cost. Local needs and purposes may require expansion, modification, or rejection of component parts of the information indicated on these sheets.

### Description of Required Information

Budget Program- This space is for the inclusion of a budget program for those departments who have or are planning to use program budgeting.

Development Schedule- Place a check in the year or years in which research of the various alternatives or actions required for the department to meet or exceed the standards considered in this topic area will begin.

Implementation Schedule-Place a check in the year or years in which implementation of the actions necessary to meet the standards under this topic area will begin.

Review Schedule -Place a check in the year or years in which review of departmental status and progress in this topic area is required.

Priority- Indicate the year this topic is to be considered and its priority in relation to the other topic areas that fall in the same year. Priority setting should be accomplished after all tasks have been time phased by year. For example, if 20 out of the 33 tasks are to begin in the first year, rank the 20 tasks by number in order of priority. You may wish to use a standard code to designate the priority within a year. For example, a code using the numbers one, two and three (the number one indicating a high priority within the year; two, a medium priority; and three, a low priority) would indicate a high in-year priority, and consideration would be given that priority during the early part of the year. Likewise, if ranked as a low priority, it would not warrant action until the latter part of the year.

Technical Assistance -While developing a topic area for implementation, outside assistance from other departments or organizations may be desired. The estimated expenditures for bringing a person to the department should be indicated by year. Estimates can be based on average round trip air fare, per diem expenses, and an average fee (if required).



Contractual Support - Consultants may be required to aid with technical considerations, plans and implementation requirements. Indicate the estimated cost of the contract under the year in which it is planned.

Travel - It may be necessary for department personnel to visit other agencies to review their approach for replication. Estimate funds needed and indicate them by year. (Estimates can be based on average round-trip air fares and per diem expenses.)

Other - This is for any anticipated miscellaneous expenses, such as the cost for printing a department manual.

# Sample

Area of Concern: Administration

Topic: Confidentiality of Records

Applicable Standards:

9.1 State Correctional Information Systems

Budget Program:

Purpose: To provide for the confidentiality and safe-keeping of juvenile record data.

Products:

Limited access to juvenile data.

	1st Year	2nd Year	3rd Year	4th Year	5th Year
Development Schedule	✓				
Implementation Schedule	✓				
Review Schedule		✓	✓	✓	✓
Priority	1	2	2	3	3
Fiscal Requirements					
Technical Assistance	\$				
Contractual Support	\$				
Travel	\$				
Other	\$				
Total	\$				



# Standards and Goals Task Planning Sheet

Area of Concern: Administration

Topic Area: Policy

## Applicable Standards:

- 1.1 Use of Diversion - Juvenile Justice
- 2.1 Purpose, Goals, and Objectives
- 2.2 Decision structure
- 3.1 Juvenile operations
- 4.1 Court Jurisdiction over Juveniles
- 5.1 Role of Police in Intake and Detention
- 5.2 Juvenile Intake Services
- 5.3 Juvenile Detention Center Planning
- 6.1 Modification of Existing Juvenile Institutions
- 6.8 Regional Cooperation
- 6.9 Detention and Disposition of Juveniles
- 6.11 Community-Based Programs for Juvenile Offenders

## Budget Program:

Purpose: To set forth the administrative policies of diversion programs, police-juvenile operations, court operations, institutions and community-based programs.

Products: Guidelines to assist in the establishment of programs and operations for the juvenile-delinquent and nondelinquent.

	1st Year	2nd Year	3rd Year	4th Year	5th Year
Development Schedule					
Implementation Schedule					
Review Schedule					
Priority					
Fiscal Requirements					
Technical Assistance					
Contractual Support					
Travel					
Other					
Total					

Area of Concern: Administration

Topic: Procedure

## Applicable Standards:

- 1.1 (2) Use of Diversion-Juvenile Justice
- 2.3 Target Group
- 3.1 (3) Juvenile Operations
- 5.1 (2) Role of Police In Intake and Detention
- 6.1 (2-4) Modification of Existing Juvenile Institutions

## Budget Program:

Purpose: Methods of implementing policies of diversion, police-juvenile, and institutional programs.

Products: Required actions will be reflected in written procedures to be incorporated into the various components of the Juvenile Justice System.

	1st Year	2nd Year	3rd Year	4th Year	5th Year
Development Schedule					
Implementation Schedule					
Review Schedule					
Priority					
Fiscal Requirements					
Technical Assistance					
Contractual Support					
Travel					
Other					
Total					

Area of Concern: Administration

Topic: Community Relations, Assistance and Involvement

Applicable Standards:

- 1.1 (1C) Use of Diversion- Juvenile Justice
- 2.2 (1) Decision Structure
- 2.4 (6-8) Functions
- 3.1 (B) Juvenile Operations
- 5.3 (9) Juvenile Detention Center Planning
- 6.2 (5) Social Environment of Juvenile Institutions
- 6.3 (1E) Education and Vocational Training in Juvenile Institutions
- 6.4 (6) Religious Programs for Juvenile
- 6.11 (1-4) Community-Based Programs for Juvenile Offenders

Budget Program: To present guidelines for cooperation and assistance with public and private agencies.

Products: Policies that aid the state agencies when dealing with community organizations.

	1st Year	2nd Year	3rd Year	4th Year	5th Year
Development Schedule					
Implementation Schedule					
Review Schedule					
Priority					
Fiscal Requirements					
Technical Assistance					
Contractual Support					
Travel					
Other					
Total					

Area of Concern: Administration

Topic: Organization

Applicable Standards:

- 2.1 Purpose, Goals, and Objectives
- 3.1 (4-5) Juvenile Operations
- 4.1 Court Jurisdiction Over Juveniles
- 7.1 Planning New Juvenile Correctional Institutions
- 8.2 Organization of Juvenile Probation and After Care Services

Budget Program:

Purpose: To provide for and identify the optimal organizational structure for the various components of the juvenile justice system.

Products: Established organizational structure that will insure more effective and efficient performance.

	1st Year	2nd Year	3rd Year	4th Year	5th Year
Development Schedule					
Implementation Schedule					
Review Schedule					
Priority					
Fiscal Requirements					
Technical Assistance					
Contractual Support					
Travel					
Other					
Total					

Area of Concern: Administration

Topic: Fiscal Management

Applicable Standards:

2.4 (12) Functions

2.7 Funding

2.8 Legislation

8.2 Organization of Juvenile Probation and After Care Services

Budget Program :

Purpose: To provide the various organizations that deal with juveniles a means of fiscal capability.

Products: Policies and procedures for fiscal management.

Area of Concern: Administration

Topic: Confidentiality of Records

Applicable Standards:

9.1 State Correctional Information Systems

Budget Program:

Purpose: To provide for the confidentiality and safe-keeping of juvenile record data.

Products:

Limited access to juvenile data.

Development Schedule

Implementation Schedule

Review Schedule

Priority

Fiscal Requirements

Technical Assistance

Contractual Support

Travel

Other

Total

1st Year	2nd Year	3rd Year	4th Year	5th Year


Development Schedule

Implementation Schedule

Review Schedule

Priority

Fiscal Requirements

Technical Assistance

Contractual Support

Travel

Other

Total

1st Year	2nd Year	3rd Year	4th Year	5th Year


Area of Concern: PersonnelTopic: PolicyApplicable Standards:

- 2.5 (1-4) Staffing  
 3.1 (4-5) Juvenile Operations  
 5.4 (1-7) Juvenile Intake and Detention Personnel Planning  
 6.1 (6C) Modification of Existing Juvenile Institutions  
 6.3 (1-D & F) (H) Education and Vocational Training in Juvenile Institutions  
 6.5 (1) Juvenile Recreation Programs  
 6.6 (3) Counseling Programs in Juvenile Institutions  
 6.7 Recruiting and Retaining Professional Personnel for Juvenile Institutions  
 6.12 No. 2 (1) Special Offender Types

Budget Program :

Purpose: To establish qualifications and guidelines for hiring personnel.

Products: Written personnel policies for departmental use.

	1st Year	2nd Year	3rd Year	4th Year	5th Year
Development Schedule					
Implementation Schedule					
Review Schedule					
Priority					
Fiscal Requirements					
Technical Assistance					
Contractual Support					
Travel					
Other					
Total					

Area of Concern: PersonnelTopic: ProcedureApplicable Standards:

- 5.4 (1-8) Juvenile Intake and Detention Personnel Planning  
 6.7 Recruiting and Retaining Professional Personnel for Juvenile Institutions  
 6.12 No. 2 (i) Special Offender Types

Budget Program :

Purpose: To develop and provide procedures for the hiring of personnel in detention facilities and institutions.

Products: The establishment of professionally trained personnel at juvenile institutions.

	1st Year	2nd Year	3rd Year	4th Year	5th Year
Development Schedule					
Implementation Schedule					
Review Schedule					
Priority					
Fiscal Requirements					
Technical Assistance					
Contractual Support					
Travel					
Other					
Total					

Area of Concern: Personnel

Topic: Recruitment of Volunteers

Applicable Standards:

2.5 (4-6) Staffing

5.4 (8) Juvenile Intake and Detention Personnel Planning

Budget Program:

Purpose: To provide guidelines for the recruitment and use of volunteer aid.

Products: Written guidelines for the selection of volunteers.

Area of Concern: Personnel

Topic: Salary

Applicable Standards:

5.4 (4) Juvenile Intake and Detention Personnel Planning

8.2 Organization of Juvenile Probation and After Care Services

Budget Program:

Purpose: To develop an equitable pay plan based on job criteria which is designed to attract and retain professionally qualified personnel.

Products: A pay plan based upon the job to be performed.

Development Schedule

Implementation Schedule

Review Schedule

Priority

Fiscal Requirements

Technical Assistance

Contractual Support

Travel

Other

Total

1st Year	2nd Year	3rd Year	4th Year	5th Year


Development Schedule

Implementation Schedule

Review Schedule

Priority

Fiscal Requirements

Technical Assistance

Contractual Support

Travel

Other

Total

1st Year	2nd Year	3rd Year	4th Year	5th Year




Area of Concern: PersonnelTopic: Education and QualificationsApplicable Standards:

- 2.5 (I) Staffing  
 5.4 (4, 7) Juvenile Intake and Detention Personnel Planning  
 6.1 (6C) Modification of Existing Juvenile Institutions  
 6.3 (1 D, F, 2 H) Education and Vocational Training In Juvenile Institutions  
 6.4 (3) Religious Programs for Juvenile Institutions  
 6.5 (1) Juvenile Recreation Programs  
 6.6 (3) Counseling Programs in Juvenile Institutions  
 6.7 Recruiting and Retaining Professional Personnel for Juvenile Institutions  
 6.12 No. 2 (1) Special Offender Types

Budget Program:

Purpose: To establish educational requirements and recommendations of personnel that deal with juveniles.

Products: Educational and personality standards for the acquisition and retention of qualified personnel.

Development Schedule  
 Implementation Schedule  
 Review Schedule  
 Priority  
 Fiscal Requirements

1st Year	2nd Year	3rd Year	4th Year	5th Year

Technical Assistance  
 Contractual Support  
 Travel  
 Other  
 Total


Area of Concern: Training (staff and volunteer)Topic: PolicyApplicable Standards:

- 2.5 (1, 2, 5) Staffing  
 3.1 (1) Juvenile Operations  
 4.1 Paragraph 4 Court Jurisdiction over Juveniles  
 5.4 (9) Juvenile Intake and Detention Personnel Planning  
 6.5 (1) Juvenile Recreation Programs  
 6.6 (3) Counseling Programs in Juvenile Institutions  
 6.12 No. 2 (3) Special Offender Types  
 8.2 (3) Organization of Juvenile Probation and After Care Services.

Budget Program:

Purpose: To design and develop training policies; to offer guidance to the various agencies and their personnel in performing their functions.

Products: Policies to be incorporated into the training of staff and volunteers.

Development Schedule  
 Implementation Schedule  
 Review Schedule  
 Priority  
 Fiscal Requirements

1st Year	2nd Year	3rd Year	4th Year	5th Year

Technical Assistance  
 Contractual Support  
 Travel  
 Other  
 Total


Area of Concern: Training (Staff and Volunteer)

Topic: Procedure

Applicable Standards:  
(no specific reference)

Budget Program:

Purpose: To develop training procedures which provide personnel with definitive courses of action.

Products: Required action reflected in written procedures to be incorporated into various agency manuals.

Area of Concern: Training (Staff and Volunteer)

Topic: Inservice training

Applicable Standards:  
6.3 (1) Education and Vocational Training in Juvenile Institutions  
6.6 (3) Counseling Programs in Juvenile Institutions

Budget Programs:

Purpose: To establish or improve inservice training programs to maintain an effective staff.

Products: Inservice training programs for staff.

Development Schedule  
Implementation Schedule  
Review Schedule  
Priority

Fiscal Requirements

Technical Assistance  
Contractual Support  
Travel  
Other  
Total

1st Year	2nd Year	3rd Year	4th Year	5th Year

Development Schedule  
Implementation Schedule  
Review Schedule  
Priority

Fiscal Requirements

Technical Assistance  
Contractual Support  
Travel  
Other  
Total

1st Year	2nd Year	3rd Year	4th Year	5th Year

Area of Concern: Training (Staff and Volunteer)Topic: Volunteer TrainingApplicable Standards:

2.5 (5) Staffing

Budget Program:Purpose: To provide for training of volunteers.Products: Volunteer training programs.

	1st Year	2nd Year	3rd Year	4th Year	5th Year
Development Schedule					
Implementation Schedule					
Review Schedule					
Priority					
Fiscal Requirements					
Technical Assistance					
Contractual Support					
Travel					
Other					
Total					

Area of Concern: OperationsTopic: PolicyApplicable Standards:

- 1.1 (1) Use of Diversion-Juvenile Justice
- 2.4 Functions
- 4.2 Intake, Detention, and Shelter Care in Delinquency Cases
- 5.2 Juvenile Intake Services
- 5.3 Juvenile Detention Center Planning
- 6.1 (Introductory Paragraph) Modification of Existing Juvenile Institutions
- 6.2 (Introductory Paragraph) Social Environment of Juvenile Institutions
- 6.3 (Introductory Paragraph) Education and Vocational Training In Juvenile Institutions
- 6.4 (Introductory Paragraph) Religious Programs for Juvenile Institutions
- 6.5 (Introductory Paragraph) Juvenile Recreation Programs
- 6.6 (Introductory Paragraph) Counseling Programs in Juvenile Institutions
- 6.9 Detention and Disposition of Juveniles
- 6.10 (Introductory Paragraph) Industries Within Juvenile Correctional Programs
- 6.11 (Introductory Paragraph) Community-Based Programs for Juvenile Offenders
- 6.12 (Introductory Paragraph) Special Offender Types
- 7.1 (Introductory Paragraph) Planning New Correctional Institutions
- 8.1 Juvenile Probation Legislation
- 8.2 (Introductory Paragraph) Organization of Juvenile Probation and After Care Services
- 8.3 Services to Juvenile Probationers
- 9.1 State Correctional Information Systems
- 10.1 Comprehensive Correctional Legislation

Budget Program:Purpose: To develop operational policies for the various fields of juvenile justice and juvenile delinquency prevention.Products: Written policies to be incorporated into the operational framework of various juvenile agencies.

	1st Year	2nd Year	3rd Year	4th Year	5th Year
Development Schedule					
Implementation Schedule					
Review Schedule					
Priority					
Fiscal Requirements					
Technical Assistance					
Contractual Support					
Travel					
Other					
Total					

Area of Concern: Operations

Topic: Procedure

Applicable Standards:

- 1.1 (2) Use of Diversion-Juvenile Justice
- 2.4 Functions
- 4.2 Intake, Detention, and Shelter Care in Delinquency Cases
- 4.4 Adjudicatory Hearing in Delinquency Cases
- 4.5 Dispositional Hearing in Delinquency Cases
- 5.1 Role of Police in Intake and Detention
- 5.2 Juvenile Intake Services
- 6.1 (Introductory Paragraph) Modification of Existing Juvenile Institutions
- 6.2 (Introductory Paragraph) Social Environment of Juvenile Institutions
- 6.3 (Introductory Paragraph) Education and Vocational Training in Juvenile Institutions
- 6.4 (Introductory Paragraph) Religious Programs for Juvenile Institutions
- 6.5 (Introductory Paragraph) Juvenile Recreation Programs
- 6.6 (Introductory Paragraph) Counseling Programs in Juvenile Institutions
- 6.9 Detention and Disposition of Juveniles
- 6.10 (Introductory Paragraph) Industries Within Juvenile Correctional Programs
- 6.11 (Introductory Paragraph) Community-Based Programs for Juvenile Offenders
- 6.12 (Introductory Paragraph) Special-Offender Types
- 7.1 (Introductory Paragraph) Planning New Correctional Institutions
- 8.1 Juvenile Probation Legislation
- 8.2 (Introductory Paragraph) Organization of Juvenile Probation and After Care Services
- 8.3 Services to Juvenile Probationers

Budget Program:

Purpose: To develop written procedures which provide juvenile justice agencies and personnel with definitive courses of action.

Products: The required actions will be reflected in the various agencies operations.

	1st Year	2nd Year	3rd Year	4th Year	5th Year
Development Schedule					
Implementation Schedule					
Review Schedule					
Priority					
Fiscal Requirements					
Technical Assistance					
Contractual Support					
Travel					
Other					
Total					

Area of Concern: Operations

Topic: Diversion

Applicable Standards:

- 1.1 Use of Diversion-Juvenile Justice
- 2.1-2.8 Establishment of a Youth Services Bureau

Budget Program:

Purpose: To provide guidelines for the establishment of diversion programs.

Products: Diversion programs for Youth.

	1st Year	2nd Year	3rd Year	4th Year	5th Year
Development Schedule					
Implementation Schedule					
Review Schedule					
Priority					
Fiscal Requirements					
Technical Assistance					
Contractual Support					
Travel					
Other					
Total					

Area of Concern: OperationsTopic: Juvenile Operations (Police)Applicable Standards:

3.1 Juvenile Operations

5.1 Role of Police in Intake and Detention

Budget Program:Purpose: To provide guidelines for police when dealing with juveniles.Products: Written guidelines to be incorporated into the police operations manual.

Development Schedule  
Implementation Schedule  
Review Schedule  
Priority

1st Year	2nd Year	3rd Year	4th Year	5th Year

Fiscal Requirements

Technical Assistance  
Contractual Support  
Travel  
Other  
Total


Area of Concern: OperationsTopic: Family Courts, Intake and DetentionApplicable Standards:

4.1 Court Jurisdiction over Juveniles

4.2 Intake, Detention and Shelter Care in Delinquency Cases

4.3 Processing Certain Delinquency Cases as Adult Criminal Prosecutions

4.4 Adjudicatory Hearings in Delinquency Cases

4.5 Dispositional Hearings in Delinquency Cases

5.2 Juvenile Intake Services

6.9 Detention and Disposition of Juveniles

Budget Program:Purpose: To provide for the establishment of Family Courts and criteria for the intake and detention of juveniles.Products: Improved court, intake, and detention operations.

Development Schedule  
Implementation Schedule  
Review Schedule  
Priority

1st Year	2nd Year	3rd Year	4th Year	5th Year

Fiscal Requirements

Technical Assistance  
Contractual Support  
Travel  
Other  
Total


Area of Concern: Operations

Topic: Institutions

Applicable Standards:

- 6.1 Modification of Existing Juvenile Institutions
- 6.2 Social Environment of Juvenile Institutions
- 6.3 Education and Vocational Training in Juvenile Institutions
- 6.4 Religious Programs for Juvenile Institutions
- 6.5 Juvenile Recreation Programs
- 6.6 Counseling Programs in Juvenile Institutions
- 6.10 Industries within Juvenile Correctional Programs
- 6.12 Special Offender Types
- 7.1 Planning New Juvenile Correctional Institutions

Budget Program:

Purpose: To provide for and improve the operation of juvenile institutions.

Products: More efficient and successful juvenile institutions.

	1st Year	2nd Year	3rd Year	4th Year	5th Year
Development Schedule					
Implementation Schedule					
Review Schedule					
Priority					
Fiscal Requirements					
Technical Assistance					
Contractual Support					
Travel					
Other					
Total					

Area of Concern: Operations

Topic: Community-Based Programs

Applicable Standards:

- 6.11 Community-Based Programs for Juvenile Offenders

Budget Program:

Purpose: To furnish authorization for the development of community-based programs.

Products: A provision for community-based programs (foster homes, pre-release guidance centers, half-way houses, work-release programs, and community-based vocational training programs).

	1st Year	2nd Year	3rd Year	4th Year	5th Year
Development Schedule					
Implementation Schedule					
Review Schedule					
Priority					
Fiscal Requirements					
Technical Assistance					
Contractual Support					
Travel					
Other					
Total					

Area of Concern: OperationsTopic: ProbationApplicable Standards:

- 8.1 Juvenile Probation Legislation
- 8.2 Organization of Juvenile Probation and After Care Services
- 8.3 Services to Juvenile Probationers

Budget Programs:

Purpose: To provide legislation for establishing criteria for juvenile probation and for the organization of after care services.

Products: A more efficient and equitable juvenile probation organization.

	1st Year	2nd Year	3rd Year	4th Year	5th Year
Development Schedule					
Implementation Schedule					
Review Schedule					
Priority					
Fiscal Requirements					
Technical Assistance					
Contractual Support					
Travel					
Other					
Total					

Area of Concern: OperationsTopic: Information SystemsApplicable Standards:

- 9.1 State Correctional Information Systems

Budget Program:

Purpose: To provide for the confidentiality of juvenile data.

Products: A more efficient and safer method of storing juvenile data.

	1st Year	2nd Year	3rd Year	4th Year	5th Year
Development Schedule					
Implementation Schedule					
Review Schedule					
Priority					
Fiscal Requirements					
Technical Assistance					
Contractual Support					
Travel					
Other					
Total					

Area of Concern: Environmental Support Services (Home, School, Church, Employment)

Topic: Policy and Procedure

Applicable Recommendations:  
(No Specific Reference)

Budget Program:

Purpose: To develop or provide a better environment by improving the home, school, and church.

Products: An improved environment.

Area of Concern: Environment Support Services (Home, School, Church, Employment)

Topic: Juvenile Employment

Applicable Recommendations:  
1.1 Expansion of Job Opportunities For Youth  
1.2 After-School and Summer Employment

Budget Program:

Purpose: To recommend that employees and unions institute efforts to expand job opportunities for youth.

Products: More jobs (year-round as well as after school and summer) for youth.

	1st Year	2nd Year	3rd Year	4th Year	5th Year
Development Schedule					
Implementation Schedule					
Review Schedule					
Priority					
Fiscal Requirements					
Technical Assistance					
Contractual Support					
Travel					
Other					
Total					

	1st Year	2nd Year	3rd Year	4th Year	5th Year
Development Schedule					
Implementation Schedule					
Review Schedule					
Priority					
Fiscal Requirements					
Technical Assistance					
Contractual Support					
Travel					
Other					
Total					



Area of Concern: Environmental Support Services (Home, School, Church, Employment)

Topic: School and Home Environment

Applicable Recommendations:

- 2.1 The Home as a Learning Environment
- 2.2 The School As A Model of Justice
- 2.3 Literacy
- 2.4 Improving Language Skills
- 2.5 Reality-Based Curricular
- 2.6 Supportive Services
- 2.7 Alternative Education Experiences
- 2.8 Use of School Facilities For Community Programs
- 2.9 Teacher Training, Certification and Accountability

Budget Program:

Purpose: To develop and use the home and school for improved education.

Products: Better educated youth.

	1st Year	2nd Year	3rd Year	4th Year	5th Year
Development Schedule					
Implementation Schedule					
Review Schedule					
Priority					
Fiscal Requirements					
Technical Assistance					
Contractual Support					
Travel					
Other					
Total					

Area of Concern: Environmental Support Services (Home, School, Church, Employment)

Topic: Recreation

Applicable Recommendations:

- 3.1 Use of Recreation to Prevent Delinquency

Budget Program:

Purpose: To provide for recreational programs that will aid in preventing delinquency.

Products: More youth involved in recreational activities that are designed to deter delinquency.

	1st Year	2nd Year	3rd Year	4th Year	5th Year
Development Schedule					
Implementation Schedule					
Review Schedule					
Priority					
Fiscal Requirements					
Technical Assistance					
Contractual Support					
Travel					
Other					
Total					

Area of Concern: Environmental Support Services (Home, School, Church, Employment)

Topic: Church

Applicable Recommendations:

- 4.1 Use of Church Facilities For Community Activities
- 4.2 Support Criminal Justice Reform

Budget Program:

Purpose: To involve the church in community activities and the support of law enforcement agencies.

Products: More cooperation and understanding between the church and law enforcement agencies.

Area of Concern: Extra-Departmental Cooperation Coordination and Assistance

Topic: Policy

Applicable Standards:

- 1.1 (1) Use of Diversion-Juvenile Justice
- 2.1 (Introductory Paragraph) Purpose, Goals, and Objectives
- 3.1 (2) Juvenile Operations

Budget Program:

Purpose: To establish policies of cooperation coordination and assistance between juvenile justice agencies and other agencies or organizations that aid youth.

Products: Written policies to provide departments and organizations with guidelines for cooperation.

	1st Year	2nd Year	3rd Year	4th Year	5th Year
Development Schedule					
Implementation Schedule					
Review Schedule					
Priority					
Fiscal Requirements					
Technical Assistance					
Contractual Support					
Travel					
Other					
Total					

	1st Year	2nd Year	3rd Year	4th Year	5th Year
Development Schedule					
Implementation Schedule					
Review Schedule					
Priority					
Fiscal Requirements					
Technical Assistance					
Contractual Support					
Travel					
Other					
Total					

Area of Concern: Extra Departmental Cooperation, Coordination, and Assistance

Topic: Procedure

Applicable Standards:

- 1.1 (2) Use of Diversion-Juvenile Justice
- 2.1 (1-3) Purpose, Goals, and Objectives
- 3.1 (2-3) Juvenile Operations

Budget Program:

Purpose: To develop written procedures which provide agencies and personnel with definite courses of action.

Products: Written procedures

Development Schedule  
Implementation Schedule  
Review Schedule  
Priority

1st Year	2nd Year	3rd Year	4th Year	5th Year

Fiscal Requirements

Technical Assistance  
Contractual Support  
Travel  
Other  
Total


Area of Concern: Extra-Departmental Cooperation, Coordination, and Assistance

Topic: Diversion Programs

Applicable Standards:

- 1.1 Use of Diversion-Juvenile Justice

Budget Program:

Purpose: To provide for establishing formal programs of diversion.

Products: More formal programs of diversion for youth.

Development Schedule  
Implementation Schedule  
Review Schedule  
Priority

1st Year	2nd Year	3rd Year	4th Year	5th Year

Fiscal Requirements

Technical Assistance  
Contractual Support  
Travel  
Other  
Total


Area of Concern: Extra-Departmental Cooperation, Coordination, and Assistance

Topic: Youth Services Bureau

Applicable Standards:

- 2.1 Purpose, Goals, and Objectives
- 2.2 Decision Structure
- 2.3 Target Group
- 2.4 Functions
- 2.5 Staffing
- 2.6 Evaluation of Effectiveness
- 2.7 Funding
- 2.8 Legislation

Budget Program:

Purpose: To establish neighborhood agencies which provide a wide range of services to youth through advocacy and brokerage.

Products: Less youth processed through the juvenile justice system.

	1st Year	2nd Year	3rd Year	4th Year	5th Year
Development Schedule					
Implementation Schedule					
Review Schedule					
Priority					
Fiscal Requirements					
Technical Assistance					
Contractual Support					
Travel					
Other					
Total					

	1st Year	2nd Year	3rd Year	4th Year	5th Year
Development Schedule					
Implementation Schedule					
Review Schedule					
Priority					
Fiscal Requirements					
Technical Assistance					
Contractual Support					
Travel					
Other					
Total					



**END**