

PROGRESS REPORT ON PLACEMENT DIVERSIFICATION IN THE  
DIVISION FOR YOUTH

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Introduction: Two Imperatives of Law and Policy

During the past year the Division for Youth has been guided by two equally important legal and policy imperatives. The first imperative--set forth in the Federal Juvenile Justice and Delinquency Prevention Act of 1974 and reaffirmed in Chapter 515 of the Laws of 1976--enjoins the Division to cease placing Persons in Need of Supervision in Division training schools. The second--emphasized as a Division policy priority throughout the year and mandated in the State Juvenile Justice Reform Act of 1976--calls for the creation of adequate secure placements for 14 and 15 year old delinquents who commit violent acts that would constitute very serious crimes if they were adults.

These two imperatives can be summarized as one--protecting the community while serving children--and might appear to be translatable fairly simply into the new or altered programs they imply. But they are in fact profound in their implications and have necessitated substantial reorganization of the Division and restructuring of Division placements.

Ending the use of Title III facilities as a placement option for PINS youth requires the development of new placements and the effective utilization of Title II facilities for PINS youth who in the future would otherwise have been placed in training schools, as well as for delinquents who could benefit from such services.

In the process of developing a diversity of placements, the Division must ensure that it has adequate numbers of particular kinds of placements for youth posing special problems. Juvenile delinquents who have committed the most serious acts, though comprising a small percentage of youth with the Division, are but the most glaring example of a group of youth for whom the Division must make special plans and ensure adequate placements. Other identifiable groups of youth referred to the Division--younger children, adolescent females, those with acute mental health problems or learning disabilities, and the like--have critical needs or pose particular problems that have not been adequately met in the past.

In short, the Division must diversify its placements so that it:

- (a) has adequate numbers of particular kinds of placements appropriate for special groups of youth initially referred to it;
- (b) has a satisfactory range of transitional placements in which youth can gradually assume the kinds of responsibilities attendant upon return to their own communities; and
- (c) has an administrative process sensitive enough to move youth through different placements as their needs change.

What follows is a progress report on the Division's efforts to expand and diversify its placement structure.

Part I outlines the objectives the Division has been pursuing during the current year and the progress it has achieved in developing a wider range of more differentiated placement options and an administrative structure capable of utilizing all placement options more efficiently and with more effective accountability. Part II outlines the dimensions of the Division's efforts to develop more community based placements that will enable youth to establish themselves in the community. Parts I and II should be consulted by readers interested in the Division's plans for the future regarding new programs and additional services.

Part III describes the foundation of traditional facility placements upon which the Division is building community programs, and should be consulted by readers interested in the content -- staffing, services offered, and the like -- of different Division Title II and Title III programs. The Appendices present background reference material for readers desiring statistical and other data on Division administration, clientele, and placements.

## I. BASIC OBJECTIVES AND PROGRESS TO DATE

Since late 1975 the Division for Youth has been pursuing five basic objectives that will continue to receive highest priority in the coming year:

- First is to expand the number and diversify the type of placements available for youth referred to the Division.
- Second is to ensure that the Division's different programs provide a uniform standard of educational, counseling, psychiatric, psychological, and other rehabilitative services.
- The accomplishment of a third objective -- the regionalization of rehabilitative services administration -- is essential to ensure implementation of a new system of placements and services on the basis of a maximum degree of community based programming and in a context in which personnel can be held accountable for common standards of service.
- Diversifying placements and establishing uniform standards of service will not fundamentally affect Division programs unless a fourth objective is accomplished: the establishment of continuity of service and supervision for each youth referred to the Division from the time of his or her entry into program to the time of discharge.
- Effective utilization of private and public resources requires accomplishing a fifth objective: coordinating Division for Youth programs and resources with the efforts of other public and private agencies.

Only if all five of these objectives are addressed will it be possible to change the placements, services, and administration of the Division for Youth, and to rationalize the relationship of the Division with other public and private youth service agencies in the state.

### A. Expanding and Diversifying Placement Types

In late 1975 three of every five youth with the Division were in rural secure or non-secure placements. But by the end of this fiscal year, total capacity will have been increased by one fourth, and over 60% of Division youth will be in community programs with only 40% in rural secure or non-secure settings. There are two key elements to this policy of increased community based programming. First, the Division believes that it is to the advantage of the youth and to the community in general to place a client in the least restrictive setting depending on individual needs. Based on a needs assessment such placement can be in a rural non-secure setting (camp, START, or special center at So. Lansing or So. Kortright) or in a community-based program. Second, the effectiveness of the program is significantly enhanced if the youth is placed in his/her home community or as close to that community as is feasible, given program, resource, and facility limitations. Only then will a youth in program confront his or her problems where those problems occur, instead of simply adapting or not to the patterns and demands of an institution. Increased community based programming will bring about the following placement changes:

FIGURE 4

Changes in Division for Youth Operating Capacity  
January 1, 1976 through March 31, 1977

	<u>January, 1976</u>	<u>March, 1977</u>
Training Schools	600	360
Secure Centers	135	155
Special Residential	139	140
Camps	326	360
START Centers	80	152
Youth Development Centers	100	250
Urban Homes	387	462
Foster Care	300	410
Independent Living	---	82
Day Service	---	250
	<u>2067</u>	<u>2621</u>

A number of significant changes are responsible for this increase in placements and change in the nature of their distribution. The Division has closed its training schools at Hudson and Highland and its center at Overbrook. It will have decreased the operating capacities of its training schools at Industry and Warwick by one third, while converting Tryon to a program for delinquent boys and girls. Brookwood was similarly converted to a facility for delinquent boys. The number of DFY community based placements will have approximately doubled. Among these community placements are entirely new efforts to provide day services, enable youth nearing the end of their program to live independently, provide employment opportunities, and afford the opportunity for crisis intervention in temporary residential settings.

Within this broad change in the structure of its placements, the Division is making special efforts to provide adequate placements for serious offenders. Thus, although the total number of Title III placements has been reduced from 735 to 515, the latter figure represents 80 more Title III placements than were available for juvenile delinquents in late 1975. Furthermore, the number of secure placements available for juvenile delinquents has been increased from 75 at the Goshen Center in 1975 to 155 at Goshen, Brookwood, and at the Bronx State Project for aggressive disturbed adolescent boys. In addition, there is a secure cottage for juvenile delinquent girls at Tryon.

Other conversions are underway or planned for the near future that will result in increased placements at facilities providing somewhat more intensive services than before. For instance, the Auburn START Center is being converted as of September 1, 1976 to a special residential center for disturbed adolescent girls. In addition, one large halfway house complex in the Bronx and two larger urban home units in Buffalo and Manhattan are being converted to START Centers which will be able to offer more intensive staffing than an urban home. In an effort to find ways to strengthen day service delivery systems and serve the needs of adolescent women, a group for whom adequate programs have been lacking, the Division is also opening an experimental community based service center for women placed with DFY in the Nassau/Queens area. The Center will provide facilities



for crisis intervention and intensive counseling while referring young women under DFY's supervision to other public and private agencies for psychiatric, health, employment, and other critically needed services, thus enabling some young women placed with the Division to remain in their community and others to return to their community sooner than they might otherwise have been able to.

## B. Establishing Uniform Standards of Service

While concentrating on expanding and diversifying placement types, the Division has also devoted considerable effort to improving the quality of its programming both in the field and at the central administrative level. It is essential both that the Division's basic program types offer as high and uniform a standard of services as possible, and that different programs are structured so as to be able to provide continuity of services and treatment for youth who transfer to a different type of program during their stay with the Division.

### 1. Building an Infrastructure for Administration and Planning

Until early 1976 the Division's central administration was split between Albany and New York City, with all functions in the Capital except the critical ones of Rehabilitative Services and Research, Planning and Evaluation. In order to permit comprehensive planning and attentive administration, the new Director transferred all central administrative functions to Albany. In addition, the Research operation is being reorganized to stress policy oriented evaluation and program development.

Two new initiatives -- the creation of the offices of Educational Director and Medical Director -- have been critical in improving the Division's central programming capability. During the current year the Division has lodged with the Educational Director the responsibility for program evaluation, planning, and development in all phases of education, including remedial, academic, and vocational instruction. Prior to the creation of this central responsibility, the Division had no educational analysis and planning capability, with the result that educational offerings were in some cases deficient or spotty, in others not responsive to the length of stay that a youth would have with a particular program, and were usually not articulated to function as a unit encompassing basic program types. Intensive analysis of our education staff has revealed the need for substantial curriculum reform and the addition of significant numbers of new teaching staff in the Division's smaller facilities. Curriculum reform is already underway, alternative educational staffing configurations replacing aides with teachers are being implemented, and new teaching positions have been added to Camps and START Centers.

Similarly, with federal grant assistance, the Division has created the position of Medical Director to develop and implement programs and policies for assuring adequate health care for all children referred to the Division. In the past health care for Division clientele was largely dependent upon informal relationships developed by facility directors with local doctors. More comprehensive health programming has already begun with the Division's establishing Medicaid eligibility for most of its clientele. The Medical Director -- who will join the Division on September 1 -- will carry on further intensive analysis of the health needs of Division clientele and make program recommendations to ensure that all youth receive adequate health care.

## 2. Upgrading Programs in the Field

The Division recently established a Youth Services Institute at its Highland facility to provide it with a comprehensive residential staff training capability. It will be possible through the Institute to have a continuous training program, staffed by Division personnel, in basic counseling, therapeutic, and educational techniques. With over 60% of the Division's Rehabilitative Services field staff presently providing institutional care, and a major program shift underway to smaller, more community based settings, a staff retraining capability is also essential if the Division is to retain its present personnel and enable them to assume new responsibilities and roles. The institute has been established with \$200,000 of federal Title XX funds, the result of the Division's negotiation of its inclusion in the State's Title XX Social Services plan.

At the field level, a number of significant changes at various facilities have taken place during the current year. Additional staffing has enabled 24-hour coverage at the Division's START Centers, week-end and evening counseling at the camps, and the implementation of an intensive staffing pattern at the Division's secure facility at Brookwood. In addition, a comprehensive review and reclassification of positions and personnel at the Division's South Lansing Special Residential Center has enabled the upgrading of the professional level of staff at that facility with a minimal addition of personnel.

### C. Ensuring Accountability through Regionalization

During the months of March, April, and May, the administration of the Division's Rehabilitative Services branch was regionalized along the boundaries of regions and districts outlined on the map presented in Appendix A and according to the administration presented in Appendix B. Regionalization was needed for two fundamental reasons. First, it facilitates maximum use of community based programming and the most efficient utilization of Division facilities in developing service plans for youth. Second, it assigns accountability at a level appropriate to ensuring that service plans for youth are carefully followed and that envisioned programs are responsive to community concerns and needs.

#### 1. The Need for Regionalization

The Division has developed a sufficient number of different types of placements in each of the major areas of the state that it can now begin to implement a program of case planning that can in fact succeed in keeping a large number of youth in their home community. With a broad range of available program options, the Division can develop individualized service plans for increasing numbers of its youth. In addition, it has achieved a critical mass sufficient to begin to plan for new programs on the basis of community needs. Thus, the Division is now looking to the totality of resources available within a community in order to plan a service program for youth that utilizes voluntary agencies, alternative schools, day service of all types, and employment programs. If their efforts are to succeed, it is essential that staff be totally familiar with the problems and programs of a given geographical area. Comprehensive planning of new programs will be possible only if particular individuals - regional directors responsible for all services, old and new, in their assigned areas - have the authority, resources, and contacts necessary to integrate new Division programs with other community and regional resources.

Equally important is the fact that the regional director can be held accountable for seeing that all the resources and programs available to the Division in a given region come into play in developing a service plan for individual youth. In the past, accountability was hindered in two fundamental ways. First, Rehabilitative Services administration was fragmented into Placement (Intake), Program Administration, and Counseling (Aftercare). In essence, the Division ran three separate systems for dealing with youth under its supervision: an intake worker received a youth and made a determination of program need; the youth was then placed in a residential program for a certain period; and finally he or she was released and placed in the charge of an aftercare worker. The second hindrance to accountability was that ultimate accountability was lodged so high in the organizational structure -- at the Deputy Director level -- that it was impossible to assure the common administration of Division policy throughout the state and with regard to all youth placed in Division programs.

## 2. The Structure of Regional Administration

Each Regional Director is assisted by District Supervisors in districts encompassing urban concentrations. The training schools and secure centers have been placed under a separate administrator in order to focus attention on improving training school programs while letting Regional Directors concentrate on developing new alternatives to institutionalization and better integrating present programs.

The criteria utilized to determine initial regional and district boundaries reflected a desire not to divide unique or similar geographic areas or youth populations, and heavily emphasized the distribution and concentration of present facilities and the capabilities of particular present administrators to create networks of placements out of those facilities. But it is anticipated that regionalization will be an ongoing process, and that regional boundaries may be adjusted in response to continuous planning analysis of the distribution and nature of populations in need.

### Region I

Western New York, which encompasses Rochester, the Finger Lakes, Erie/Niagara, and Southern Tier west, is Region I. Region I currently has 184 residential beds (Urban Homes--89; Contract Homes--14; Halfway Houses--7; Youth Development Centers--14; and Camps--60). The training schools and two secure facilities are not regionalized, and, consequently, not included in the regional residential bed capacity. The youth population of Region I is centered in the Buffalo and Rochester Metropolitan areas with the remaining youth population residing in rural areas. Of a total population of 583,150 youth between 10 and 19 residing in Region I, 352,781 reside in Erie and Monroe Counties. Appendix F contains a more detailed description of Region I including youth population, adjudicated family court petitions, DFY admissions by adjudications, Youth Development/Delinquency Prevention funding, Care and Maintenance expenditures, days of care in voluntary agencies and detention facilities, existing DFY programs, and an organization chart for the Region. Similar data are included in the appendices for the other three regions.

## Region II

While Region II contains the smallest youth population, it is geographically the largest of the four regions. Region II also includes three Indian reservations which have not previously been served adequately by the Division. The youth population in Region II is centered in three urban areas -- Syracuse, Utica/Rome, and the Tri-Cities (Endicott, Johnson City and Binghamton). Region II includes the North Country which, while geographically large, contains a small youth population. Appendix G contains a detailed description of the mid-state region. Located in Region II are 276 residential beds (Camps--120; YDCs--7; Urban Homes --49; STARTs--40; Centers--60).

## Region III

Region III, the mid-Hudson area, includes the area from Westchester to Lake George. Included in this region are the Capital District, the Catskills, mid-Hudson area, and the northern suburban counties including Westchester. At present Region III has 376 residential beds (Urban Homes--126; Camps--180; Centers--50; and STARTs--20). A detailed description of the mid-Hudson region is contained in Appendix H.

## Region IV

New York City, where the Division receives over 37% of its youth, is the major part of Region IV. Under the existing organization, New York City and Long Island are under the same Residential Program Administrator. This plan will continue this relationship and include both areas in Region IV. This will allow Region IV to develop within its geographic region placements outside the five boroughs of New York City. New York has a large black and Spanish population, with a multitude of unique problems found only in large metropolitan areas. The violence of the crimes, the gang involvements, the drug involvements, and the abuse of children are magnified in New York City. At present, Region IV has 334 residential beds (YDCs--129; Urban Homes--135; STARTs--40; and Halfway Houses--30). A detailed description of Region IV is contained in Appendix I.

While ideally all youth will be placed within their region, realistically this is not possible at present. The number of youth placed outside their region will be kept as low as possible, given the existing distribution of placement possibilities. Because of these interregion placements, an emphasis will be placed upon the regional organization management structure to ensure that the continuity of service principle is maintained.

## Training Schools

As indicated, it is necessary at this time that the training schools and two secure facilities be placed under one administrator rather than under the Regional Directors. These facilities do not fit into the regional plan in that they must directly accept youth from across regional lines. The physical locations and the limited number prevent each region from having a training school and a secure facility. At the same time, the Division is in the process of a redistribution of the training school JD population and ending the placement of PINS children in training schools. The goal is both to reduce the size of the training schools, and to assess the present program and develop programs that will meet future needs. This will require the full-time attention of a senior staff

member. The agency believes that in order to meet these needs and develop alternative programs within the community, the training schools should be temporarily extracted from the regions and brought under one administrator. In the future, various developments will move the training school programs more and more toward the regional concepts. We can foresee the time when these programs will become part of a region and be supervised directly by a regional director. However, at this time when there is an expansion of the community-based programs and a reduction in the institutional programs, it is necessary that they be separate and under individual administrators. Including the training schools in the regional structures would dilute both concerns -- the need to redirect the training school programs and monitor the classified cases and the need to develop and implement alternative, community-based programs.

D. Establishing Continuity of Service with Youth Service Teams -

In order to be able to develop and follow individual service plans, the Division has established a network of Youth Service Teams, thereby reorganizing its procedures for intake, assessment, placement, case supervision and after-care. The Teams are composed of two to six counselors and a supervisor, are locally based, and are responsible for providing services for all youth placed with the Division who reside within their particular geographic areas of responsibility. The Youth Service Team will enable the Division to provide continuity of service by assessing needs at intake and developing a plan of service, monitoring performance throughout a youth's stay with the Division, arranging necessary transfers among placements, preparing the youth for re-integration with the family and the community, and supervising further service upon release from a residential setting. It is anticipated that the Youth Service Team staffing and structure will be operational by mid-Fall. A federal grant for alternative services for Persons in Need of Supervision has enabled the hiring of approximately two dozen additional Youth Service Team members, but the full development of the model may require additional staffing.

Three major changes mark the development of the Youth Service Teams. First, each Team is now responsible for providing, within its jurisdiction, all of the services formerly provided by two different entities, the Placement Program and Counseling Program. Hence, a child placed with the Division is served throughout his/her stay, from intake to discharge, by one Team, and primarily by one member of that team. Second, in an effort to make more appropriate placements, significant improvements are being made in assessment procedures and techniques. Finally, children are now being placed in the least restrictive setting appropriate and possible. If youth do not work out in such a setting they are transferred to a more restrictive setting, just as successful program completion leads to a transitional placement or return to the community where youth service teams arrange and provide needed day services.

1. The Principles Behind Youth Service Teams

Several principles guided the development of the Teams. The first is that appropriate placements follow quality assessments. With the assistance of a federal grant, Youth Service Teams are being trained to provide more intensive and sophisticated intake assessments. On the basis of these assessments, the Teams develop individualized treatment plans for each youth and make final and binding placement decisions.

A second principle -- continuity of care -- involves two concepts. The first is that a youth's treatment plan must accommodate changes in placement during a youth's stay with the Division as his or her capabilities develop and needs change. The second aspect of continuity of care is that one Youth Service Team member is responsible for a given youth from his/her entry into program until his/her release. The Youth Service Team concept thus establishes one member as the expert on a child's history, character, family and community. It is further hoped that more trusting, productive relationships between a youth and his or her counselor will result from the longer term relationship automatically established by the Youth Service Team model.

Accountability is another guiding principle underlying the development of Youth Service Teams. Clearly, the Team and individual counselor assigned to a youth are totally responsible for his or her progress, or lack thereof, throughout the youth's placement with the Division.

Youth Service Teams also facilitate the provision of community based services. Under the new regionalized staffing pattern, Youth Service Teams are based in particular geographic areas and serve, within a community context, only those youth who come from that area. It is important to note in this time of fiscal constraint that this policy is cost effective in that community-based settings are less expensive than rural facilities and institutions, and travel time for separate Intake and Aftercare workers is being substantially reduced.

## 2. The Functions of Youth Service Teams

The Youth Service Team itself is a multi-service unit, comprised of staff with a variety of skills. All YST counselors will have general diagnostic, placement and counseling skills as well as particular areas of expertise such as employment counseling, family counseling and special education. Thus, each team member will be able to provide basic services in the areas of assessment, placement, case supervision, counseling, advocacy and referral, while the team as a unit will be able to provide more specialized services as necessary in individual cases.

### Assessment and Placement

The main goal of assessment is to identify a child's individual needs and provide the data necessary for a discerning placement decision. Clearly, this requires that assessment precede placement, rather than follow it, as has too often been the case in the past. The Division's new assessment program -- now being implemented -- is a three stage process (diagrammed on the flowchart in Appendices C and D). The first stage is the assigned YST counselor's initial investigation. He or she interviews the child, the family and the referral source, and gathers all relevant information such as court or school records. The mechanism for recording, organizing and analyzing this data is the Standardized Screening Record. Included on the Record will be objective data such as demographic information and offense records, and subjective information such as behavioral descriptions, psychological and educational data and descriptions of attitudes toward family and school. If appropriate placement is possible on the basis of the initial stage assessment, perhaps informed by Youth Service Team discussion, the youth will be placed immediately in program.

If further educational, psychiatric or psychological information is needed, one of four new regional assessment specialists will conduct the second stage of assessment involving the administration of formal psychological, and educational tests. If, upon completion of the second stage of assessment, unresolved questions remain of a specialized medical, psychological or educational nature, the youth will be referred for the third stage of assessment utilizing specialized consultant services.

It should be noted that this three stage process is not yet fully operational. The Standard Screening Record will not be in use in the field until late fall, and regional assessment specialists are presently being hired. However, Youth Service Teams are now collecting in their initial investigations most of the data necessary to make an appropriate placement, and training in methods of assessment, placement and counseling will be provided at the Youth Service Institute on an ongoing basis to YST counselors.

#### Case Management

After assessment and initial placement, YST counselors conduct case management, monitoring the progress of a youth, and when a child is placed outside his community, serve as liaisons between the facility and community. The Standard Screening Record will follow a youth through placement and the YST counselor will see that it is updated periodically. He/she will ensure that a program meets its responsibilities to a youth as defined in the service plan and will also modify the service plan as necessary to meet developing needs, or arrange transitional placements or more secure placements where necessary.

#### Direct Counseling

YST counselors also provide a variety of direct counseling services. These are offered in a community setting to youth who have either been discharged from program and are living at home or whose service plan initially prescribes maintenance of the youth at home or in the community supported by day services. Individual counseling often focuses on a child's progress in school, at work, or in social interaction with his/her family. Recognizing that delinquent behavior can often be traced to problems at home, YST counselors provide family counseling.

#### Advocacy and Referral

Where specialized psychiatric or psychological help is needed for a youth in a community setting, a specialist on the Youth Service Team may provide it or the youth's regular counselor will secure such services through advocacy and/or referral to a mental health center or other local facility. Youth Service Team members similarly help youth obtain a variety of services for which they are eligible, such as schooling or medical help, and take advantage of opportunities for which they must apply such as jobs or scholarships. This frequently involves intervening directly on a child's behalf to try to reduce the reluctance of some to accept or serve youth with delinquent backgrounds. YST counselors also engage in group advocacy by generally improving the number and quality of opportunities available to youth in the community.

E. Integrating Public and Private Resources

If expanded and diversified Division for Youth placements are to meet critical youth service needs rather than merely duplicate services provided by other public and voluntary agencies, Division planning must be undertaken in cognizance of already existing local programs. To facilitate more effective coordination, the Division's Youth Development and Delinquency Prevention Program and its Care and Maintenance operation have been combined under the direction of a Deputy Director for Local Assistance. Under his guidance the Division is currently analyzing and cataloguing the various projects it funds under the YDDP program, with a view toward establishing some clearer priorities among program types. Ultimately, the Division seeks joint funding arrangements so YDDP funds can be combined with other local funds in order to develop new services under the auspices of local public and private agencies, as well as the Division for Youth itself. With additional staff resources, the Division will also be able to undertake program development in a number of critical areas -- youth employment, school violence, crisis intervention, educational alternatives, and the like -- so that in cooperation with youth bureaus, it will be able to develop model program development packages to assist localities in establishing needed prevention and service programs.

The Division has also undertaken a new program of cooperative relationships with voluntary agencies throughout the state. Since the beginning of the year some youngsters who had been previously placed with the Division have been placed with private agencies offering more appropriate programs. Additional relationships with voluntary agencies have been established in developing the Division's day services program. The nature of these relationships and the kind of placements they make possible are described more fully in the cooperative programs and day services sections of the following part of this report.



## II. Programming for Youth in the Community

In the two fiscal years between 1975 and 1977, a great majority of new Division placements will be in community-based programs. During this period, the Division will have added 175 new urban home beds and about 100 new beds in youth development centers to its traditional residential placement capacity. In all, over 600 new placements will be added during this period, with the remainder being in family foster care and varieties of day service.

### A. Diversifying Residential Placements

The Division has developed a large network of beds in community facilities, especially with the development of urban homes beginning in the early 1960's and the initiation of the youth development center program in 1970. Recent developments -- particularly ending the placement of PINS in training schools and the Division's recognition of youth with a variety of special needs -- necessitated both the further expansion of the Division's present community-based residential capacity and the development of new types of residential placements.

#### 1. Enriching Foster Care

The foster care program began in the early 1950's under the auspices of the Department of Social Services and was transferred to the Division for Youth in 1971. The original purpose of the program was simply to provide homes for youth who could not be returned to their own homes when they were released from a facility. Without community alternatives during the early years of the program, such youth were hard to place. Often they were younger youth just entering adolescence who displayed considerable emotional instability. But with the development of community alternatives, foster care came to be an alternative placement in and of itself, representing the placement best suited for the needs of particular youngsters who required a homelike placement as a transitional setting between a division residential program and their return either to their own home or to a new residence in the community.

More recently, beginning with one youth from Jefferson County in 1972, the program has been expanded to include youth directly admitted to the Division who do not need the structure of a traditional residential program. Development of foster care as a consciously elaborated program option has enabled the Division to meet some of the needs not only of younger youth, but also of older, more emotionally stable youth who cannot return home and require either an alternative home placement or a period of time during which to establish themselves independently in the community.

During the current year the Division is increasing the capacity of its foster care program to accommodate an additional 90 youth, bringing the total foster care placements up to 390. Already, approximately 40 new homes have been certified and about 50 are in process. As new homes are developed, the foster care staff has been evaluating homes currently in use so as to increase the ability of the program to handle "hard to place" youth. Specifically, staff have been locating families with special expertise -- adults trained in psychology, physical therapy, or the handling of emotional disturbances -- and non-traditional homes like families without children or single parent families,

where more attention and time can be devoted to the needs of a youth in program.

In the process a number of homes that were in the past used because of their availability and not necessarily because of the level of care they provided have been eliminated from the program. For instance, since March the Rochester District has closed eight homes while developing 17 new ones.

The efficiency and effectiveness of the foster care program has been enhanced with the development of foster parent organizations and the designation of Division foster care youth as eligible both for ADC/FC and Medicaid assistance. The latter development will both ease the potential financial burden of caring for a foster child and result in savings to the Division and the state totalling approximately \$450,000 annually. Two foster parent organizations in Buffalo and New York City have been immensely helpful in enabling the Division to improve its foster care program, and efforts have commenced to develop similar organizations in other localities.

- They develop program cohesiveness and enable foster parents to share with each other and Division personnel their experience in caring for youth with new problems and needs;
- They provide a base for developing programs and sponsoring lectures and other educational experiences;
- They enable foster parents to participate in defining program needs and developing program policy; and
- They provide a vehicle for foster parents to air grievances and bring other problems to the attention of the Division.

In the coming year foster care will be enriched in two additional ways. First, satellite programs are being established at present Division community-based facilities and in other cooperating voluntary agency programs to provide educational, counseling and other needed services for youth in foster care. For instance, foster youth in Buffalo will be receiving special tutoring at one of the Division's group homes beginning in the fall. The second major focus of enrichment will be a comprehensive foster care training program that will commence shortly at the Youth Services Institute. The focus will be on simultaneously training foster parents and field staff in how to provide different levels of foster care. This program will increase the range of youth who can be accommodated in foster care and will enable foster parents to receive higher rates of reimbursement.

## 2. Establishing New Kinds of Urban Homes

It has become apparent that the Division must develop variations of its basic seven-bed urban home model in order to accommodate the needs of a variety of youth who pose special problems. Included among such youth emerging from more structured placements and sometimes found in our present urban home population are:

- Those who are mildly retarded who may have peripheral neurological impairment, inadequate attention spans, and the like;
- Those requiring mental health services who do not meet the requirements for diagnosis of classical mental illness;

- Those whose behavior while not violent or extremely aggressive is nevertheless somewhat unpredictable;
- Those who have learning disabilities and usually read below their chronological or grade levels and may have learning afflictions such as dyslexia or be scattered in their thought processes or are hyperactive; and
- Those children afflicted with physical problems which frequently require special medical attention.

To accommodate the needs of such youth, the Division is exploring two new urban home models. The first is an intensive service group home accommodating the usual six to seven youth by providing special supportive services. The second is a smaller group residence for two to three youth per unit.

#### Intensive Service Group Homes

These homes will be much like present urban homes in their physical structure, size and location, except they would offer supportive services through additional staff or through contracting arrangements with other community programs. The objective is to provide small facilities which offer a therapeutic environment, diagnostic study, an evaluation of procedures and methodology to assist those youth who are specifically in need of the specialized services, but unacceptable to Mental Hygiene and other existing child care programs. The emphasis will be on clear definition of treatment and service goals and continued needs assessment and provision of appropriate clinical and educational services both by staff and personnel from contracting community programs. The intensive service group home model is now in the development stages, and the Division is exploring various funding alternatives, so the number and location of actual homes has not been determined at this time.

#### Small Group Residences

Small group residences combine the Division's foster care and group home models. Specifically, the Division has a number of seasoned well-trained staff in its institutions, as well as a number of present group home houseparents and field staff, who could provide more intensive care and services to smaller groups of residents, possibly as foster parents in their own homes. Through the Youth Service Institute, such staff would receive intensive training to enable them to devote full time to working with small groups of youth who have problems that are more difficult than those of the traditional foster child, but not so difficult as to require a more structured residential placement. Like intensive service group homes, the small group residence is in the developmental stages and will probably be implemented on a pilot basis during the coming year.

### 3. Developing Cooperative Programs with Other Agencies

In developing new residential settings and services, the Division has become aware of programs in a number of communities around the state that can serve the needs of particular groups of youth referred to the Division. In order to better utilize reliable community programs and to provide the needs of youth referred to the Division who may need special placements, the Division is undertaking a variety of joint program development efforts with other public and private agencies.

#### Utilizing Voluntary Agencies

Through a program initiated early this year the Division is placing youth originally referred to it with selected private agencies. To date (August 26, 1976) 61 youth have been placed in voluntary agency programs that the Division feels can more appropriately meet their particular needs. This cooperative programming with voluntary agencies has been particularly helpful in enabling the Division to find appropriate residential placements for very young children -- as young as 10 and 11 years old -- who had been previously placed in the Division's training schools.

#### Joint Programs With the Universities

Although the vast majority of Division youth are significantly behind their normal grade level in school, the Division's experience in planning for its Carroll Street Academy at YDC #3 indicates a number of its clientele can obtain their high school diploma or its equivalent and go on to college with the proper supporting services. In order to assure that such youth receive the maximum support and develop the motivation to go on to college, the Division is exploring the feasibility of placing selected youth in residence on or nearby college campuses so that they may take advantage of the professional counselling, special educational services, and regular and remedial courses provided there. It is further hoped that youth placed in such a program will be absorbed more quickly into campus and community life, where they will be less distinguishable from other students than they might be in special education programs in the community. The program would also function as a bridge between the Youth Services Institute and participating colleges and universities. Staff normally supervising other Division residential programs and youth service team members can be rotated with staff at each program as part of the comprehensive staff development effort in which Division personnel could receive academic credit while participating in the university program.

#### B. Supporting the Transition to Normal Community Life

No matter how wide the range of residential programs the Division may establish, youth will eventually return to their own or to new communities. They most likely will rejoin their parents, friends, or relatives, and will establish an independent life for themselves. It is essential that the Division provide appropriate services to ease this transition. While Youth Service Teams will continue to provide counsel and guidance, the Division must also assure a variety of supporting services are available. What is needed is a service range across all Division programs for more or less routine tutoring and counseling services for the many youth who can live with their families, through temporary public and private residential settings for youth needing specialized services for a period in which to establish themselves in the community, to intensive rehabilitative services for youth requiring longer term residences, few of which will have to be secure. Only with this complete range of services will the Division be able to offer a realistic opportunity for youth to move gradually over a period of perhaps

many months from intensive residential settings to normal roles and responsibilities in the community.

### 1. Extending Day Services

In the past counselling services to youth residing in the community were provided only by aftercare workers and were thus limited to those youth who had emerged from residential programs, even though experience of voluntary agencies in New York State and of public services in other states indicated that a substantial portion of youth could remain in the community if they were provided with support services in a number of areas. Recent surveys of Division clientele indicate that over 90% read below the ninth grade level, and require significant special education and tutoring services to enable some to become functionally literate and others to achieve their high school equivalency. The need for crisis counselling and individual and family therapy is apparent from the fact that 16% of a recent sample of status offenders with the Division had a history of psychiatric hospitalization and over a third had some involvement with drugs. The need for more general family assistance is highlighted by the fact that three-fifths of the same sample were living below the poverty level, and a similar proportion were in broken or single parent homes. A job is the critical element in an older youth's becoming independent and self-supporting but Division experience indicates that these youth require considerable assistance in locating a job, successfully applying for it, and then holding it in the difficult first few months of transition to a regular working life.

The Division has adopted three main approaches to providing day services. The Youth Service Team is the critical vehicle for providing some services directly and securing others in the community. The community service center represents an effort by the Division to establish a pilot program for focusing the Division's direct provision of day services and its referral efforts at one site. Contracting with private agencies is the third major vehicle for delivering day services.

### The Role of Youth Service Teams

Youth Service Teams carry out the functions described in Section B of Part I above, and are the Division's primary vehicle for providing day services. But the services and strategies of delivering them vary according to the needs and characteristics of the regions and their clientele. In New York City and Long Island (Region IV) with the preponderance of Division clientele and larger community-based facilities, some of the youth service teams will provide necessary counselling, education, and other services while operating out of the youth development centers. It is anticipated that approximately 60 youth will receive day services in this particular outreach program. In addition, youth service teams in Region IV will arrange for services to be provided by other public and voluntary agencies, and will monitor the provision of those services through regular counselling sessions with youth in their care.

The development of youth service teams in Region II illustrates, perhaps more strikingly than in other regions, the increased productivity made possible by the development of youth service teams throughout the State. Before regionalization, studies indicated that intake and aftercare workers spent in some cases an average of seventeen hours a week in the car traveling back and forth to visit youth in scattered locations. By developing youth service teams responsible for smaller areas with individual members responsible for a larger range of Division services from intake and initial assessment through counseling, service provision, and aftercare, the same number of workers can provide more services in the Region. Particularly exciting in Region II is the evolution of the old placement and counseling office into a day service office with a 24-hour hot line and beds available for emergency residential needs.

With both heavy urban concentrations and large rural areas, Youth Service Teams in the western part of the State (Region I) and the Hudson Valley (Region III) both provide direct services and develop smaller satellite programs. Typical are a satellite counselling and educational program for youth in foster care being established at the Rochester and Elmira homes, and a program to provide alternative educational services at three Buffalo urban homes for youth living with their families or in other non-residential placements.

#### The Model of the Community Service Center

Review and analysis of progress in implementing community-based programming revealed a significant shortage of services available to young women both within the Division and in the community at large. With the assistance of a Federal grant, the Division is establishing a Community Services Center for Young Women both to provide as comprehensive a range of Division services as possible and to coordinate the Division's services with the efforts of other public and private agencies in the Nassau-Queens area. Scheduled to open in October, the center will be located in a conveniently accessible storefront and will be staffed by a supervising counselor, two additional counselors, a stenographer, and volunteers from various schools and community agencies. Referrals to the center will be made via the youth service teams, with clients being initially accepted only from young women committed to the Division for Youth.

The staff at the center will both provide direct services and act as conduits to other community resources. It is thus imperative that they be available on a round-the-clock basis to handle the inevitable crises clients encounter. The center will therefore provide a 24-hour hotline service and have an added capability to provide emergency short term shelter care at the center, thus allowing clients an important "cooling off" period in a safe environment. Those requiring a longer residential stay will be referred to homes of voluntary "parents" in the community and to appropriate placements with the Division or with other voluntary agencies.

Since family tensions, especially those between a young woman and her mother, have been shown to be particularly disruptive for young women placed with the Division, family therapy and assistance will be the major services offered at the center. Counselling sessions may take place in groups at the center, in homes of clients, or in other community settings. Another major concern of center staff will be to represent the interests of young women in obtaining services that they frequently are unable to secure, including educational, and vocational services, medical and dental services, legal assistance, and help in finding and holding employment. In order to provide the maximum range of services, the staff of the center will expand their resources by working closely with youth service team members in providing direct services and with other Division for Youth personnel

-- Youth Development and Delinquency Prevention, Field Representatives, Volunteer Coordinators and the like -- to arrange for the provision of services by other public and private agencies.

#### Contracting with Private Agencies

As in their provision of day services directly through Youth Service Teams, Regions are varying their strategies of private contracting according to the needs of and characteristics both of their clientele and of the agencies in their Region. For instance, New York City and Long Island have a steady flow of Division clientele, as well as a number of private agencies with well developed programs capable of serving the needs of a significant proportion of that clientele, so Region IV is developing contracting arrangements with a relatively few well-established private groups that have developed or are able to develop services appropriate for Division clientele, and are large enough to set aside ten to twenty unit blocs of day service placements for youth referred to them by the Division. These groups include both agencies like the Bronx River Neighborhood House and Argus House, and umbrella organizations like the Nassau County Youth Board which will coordinate the services of a variety of agencies in a particular area.

Although day services will thus be provided through contracting for blocs of placements, youth service team members will remain responsible for working with individual youth placed with private agencies and for monitoring the quality of programming provided. In some cases like the arrangement with the Nassau County Youth Board, a Division staff member will actually direct and supervise the umbrella program, even though the services will be provided on a contracting basis. Approximately 100 placements are presently being developed under this large bloc contracting model.

At the other end of the spectrum with a dispersed population and smaller Division facilities, mid-State (Region II) personnel are extending day services solely through extending the work of youth services teams to provide services directly in the community and through developing an outreach capability at smaller Division community-based programs.

With fewer and more dispersed Division clients, as well as fewer -- and on the average smaller -- agencies providing day services, Regions I and III have adopted a different strategy of contracting for services. They are entering into a larger number of essentially open-ended per diem contracts that will permit the Division to place a particular youth with an agency when that agency's services are needed, but will not obligate the agency or the Division to hold open for Division clientele a specific bloc of day service placements.

This more flexible approach will enable Youth Service Teams to develop a Division day service capability while taking advantage of services already available in the area, but without entering into contracts for substantial blocs of placements with particular agencies when some of those placements might go

unutilized. In Region III the range of groups thus able to cooperate with the Division in developing alternatives includes established private agencies like St. Anne's Institute and Project Strive, local BOCES, and the State University at Albany's graduate program in Social Welfare. Particularly noteworthy in Region I are arrangements with Convalescent Hospital in Rochester to provide mental health assessment and services for acutely disturbed youth, with Threshold -- a service center affiliated with SUNY Brockport -- for special counseling and educational services, and with Rochester Institute of Technology for vocational training.

## 2. Providing Employment

For a variety of reasons, the Division's clientele are at a substantial disadvantage in the job market. Because they are young, they have little (if any) work experience and are sometimes viewed as unstable by a potential employer. Additionally, many suffer from various forms of discrimination; about two-fifths are non-white. Over half come from broken homes, and frequently do not have the benefit of the model of a working adult in the family. When they come to the Division, they usually have had poor experiences in school. Moreover, by definition all have come into contact with the criminal justice system in some way or another, and such a history is a typical obstacle to employment.

### Employment Through the Division

To some extent in its regular programs the Division attempts to prepare youth for employment. Its residential programs frequently include remedial education, efforts to develop good work habits and discipline, and limited vocational training (at the Training Schools). By and large these regular activities are aimed at changing the youth's attitudes towards work as a prelude to his or her return to the community.

Traditionally, the Division's major employment program consisted of subcontracting with job placement agencies for referral services for those of its youth who do not return to school when they leave Division residential programs. Most recently, these organizations have been used as part of community based residential and day service efforts at the Division's urban homes and youth development centers. Additionally, the Division has referred youth for summer employment through a variety of programs. This past summer, for instance, the combined efforts of YDDP field representatives and field staff resulted in 900 Division clients in New York City and approximately 350 Upstate securing summer jobs through the CETA program.

The Division is now making a concerted effort to provide employment experiences for youth in program at its own facilities. Over the coming month staff of the Youth Services Institute with Division clientele will be working out job specifications for youth who are capable of assuming a variety of paraprofessional responsibilities in the community as tutors, counselors, school aids and the like. Division youth have already had considerable experience as volunteers working in community facilities like mental health centers, hospitals, and YMCAs, so they should be able to make useful and constructive contributions to this effort. Furthermore, the Division is designing a Youth Services Institute so that it will employ youth in transitional placements as culinary workers, building maintenance and construction assistants, teachers and counselors, and other staff.



### Vocational Training Programs

With the cooperation of the State Department of Labor and other agencies, the Division has recently begun to develop additional employment training programs. One new program -- the In-School Work Program -- offers after school and weekend jobs for approximately 90 younger youth who are attending school as an incentive for them to stay in school while developing work experience. Another program directed at somewhat older youth is the New Careers for Youthful Offenders Project. It provides vocational skills training and a placement program for approximately 200 youth. For older youth with significant academic potential the Division has developed a small pilot project with the Rochester Institute of Technology. The program will provide 16 placements for youth who will be able to obtain vocational training, attend selected courses, and receive remedial help at R.I.T. These various vocational training programs are part of an increasing Division effort to develop and evaluate the effectiveness of employment programs designed for different clientele groups.

### Supported Work

In an effort to broaden the range of its employment programs, the Division is developing a supported work demonstration project in cooperation with the Wildcat Service Corporation and the State Department of Labor.

The concept underlying supported work is that various public assistance, Federal demonstration, and private foundation monies are diverted and pooled to pay the salaries of youth who for the most part would otherwise be on some form of public assistance or only partially employed, but under a supported work program are fully employed while they learn particular occupations and gain other skills. Recently the Wildcat Service Corporation, Inc., approached the Division about developing a joint program as part of a twelve-site national demonstration effort being conducted by the Manpower Demonstration Research Corporation. The demonstration is intended to transform the supported work experience into a career development channel for youthful ex-offenders by combining full-time employment with support services, training, and subsequent placement of youth in non-supported work settings.

The Division anticipates beginning the two-year program in the fall. It would provide employment, training, and placement for upwards of 100 New York City youth (depending on how rapidly youth progressed through the program and into non-supported jobs). Besides providing employment and placement for a significant number of Division for Youth clientele, the proposed program would yield a thorough evaluation of the results of the supported work effort. Participation in the demonstration will thus enable the Division to learn how to operate a supported work program, so that the Division might be able in the future to undertake such programs on its own, and thus successfully divert public assistance monies toward developing the employment potential of its clientele.

### 3. Enabling Youth to Live Independently

No matter how wide the range of residential placement options nor how extensive the supporting day services, a few youth referred to the Division and some who no longer need a residential placement simply have no place to live while settling themselves in the community. Their bonds with their family may be irreparably broken, or they may not be able or want to live with friends, and they require some form of minimal financial support while finding a job. In the past, the Division successfully introduced two forms of progressively independent living. Boys at Tryon earned the right to live more independently in three of Tryon's cottages and older girls were allowed to live without house-parents in a trailer home on the grounds of the Staten Island START Center. Building on this past experience, the Division has established two new models of independent living for older youth 15-18 years old.

#### Contracts with Individual Youth

Under this program the Division provides a living stipend (maximum of \$350.00 per month) coupled with a variety of support services to guide a youth in developing some ability to support himself or herself while living independently in the community. Participants are youth who have either progressed successfully through more structured Division programs, or who upon initial placement with the Division possess sufficient maturity and self understanding for successful participation in the program. The program has a capacity for approximately 60 youth who live in their own apartments.

A signed written contract between the youth and the youth service worker incorporating a Service Plan is the condition for a youth's entering the independent living program. The contract extends for six months' duration and must be approved by the youth service worker's supervisor. The purpose of the contract and Service Plan is to delineate expectations and responsibilities of the parties involved, in this case the youth representing him or herself and the Youth Service Worker representing the Division. The contract defines the amount of the stipend and stipulates terms and conditions of participation in the independent living program. An appended service plan has (1) a career objectives component specifying the youth's educational and employment goals; (2) a component specifying supporting services required to enable the youth to progress toward these objectives; and (3) a budget component indicating the major categories of expenditure anticipated by the client. The Service Plan will also state any special personal responsibilities of the client regarding such matters as punctuality and attendance in meeting obligations; appropriate behavior in maintaining a living arrangement; and adequate performance of assigned tasks and timely accomplishment of particular goals.

Assuring compliance by youth with stated program goals is the responsibility of the Youth Service Team. Compliance is measured in terms of progress toward goals and objectives as outlined in the Service Plan, and assured through weekly meetings between the youth and the Youth Service Worker. The youth and the Youth Service Worker discuss the youth's progress, and agree on action to resolve any difficulties encountered. After each meeting the Worker will make a brief written report for inclusion in the youth's record with the Division. The report will discuss both the youth's progress and the Division's success or failure in securing services for the youth.

### Youth Hostels

The hostel component of the independent living program accommodates 10 males and 10 females who have met the above qualifications and also entered a similar contracting arrangement. But instead of residing independently in the community these youth reside with a division staff supervisor in space provided under contract by the Queens YMCA and the Martha Washington Hotel in Manhattan. The Queens unit is for boys, with preference given to Queens youth, and provides the added advantages of other YMCA services at the facility. The Martha Washington unit is for girls. Both units provide comfortable accommodations for youth and supervising Division staff who will jointly develop youth's vocational and educational programs.

Youth and staff in both components of the independent living program will monitor progress toward the contracted vocational and educational objectives. Service plans will be modified as the needs and capabilities of individual youth develop. Plans will be laid out to provide the maximum opportunities and supporting services to enable youth to move from the independent living program to self-supporting roles in the community over a six-month period, although it is anticipated that some youth will remain in the program for longer than six months if they are making satisfactory progress toward their career objectives. The Division is carefully evaluating these two components in order to be able to better judge the types of youth most appropriate to expanded programs in the future.

### III. Present Division Facility Programs.

The Division for Youth has a variety of programs in which Youth Service Teams place youth referred to the Division. What follow are capsule descriptions of these programs including information on rehabilitative strategy, staffing, clientele characteristics and services provided.

#### Urban Homes (Title II)

Urban homes are seven-bed, two and three story homes on residential streets and offer youth an opportunity to gain adaptive skills while functioning in their own community. In response to growing community requests for such programs, the Division for Youth has established 54 seven-bed homes in urban communities across the State. Urban homes are opened after careful consultation and support from the surrounding community and with the assistance of a citizen's advisory group. The homes are often organized in groups of three in order to better utilize staff and provide a wider variety of shared services. Staff for each seven-bed unit includes a director, houseparents and relief houseparents supplemented with part-time tutors. Larger complexes have an additional counselor.

The homes accept males or females aged 14-17 along with younger and older children as appropriate. Urban home residents have typically experienced poor family relationships and social adjustment problems in their school and community. Some come from homes so inadequate as to prohibit their return, and therefore must develop self-confidence and independent living skills. Residents must have some understanding of the causative factors involved in their situation; they must be eager to enter the program and willing to attend an appropriate educational program or go to work. Moreover, they should be sufficiently stable emotionally to tolerate group living and must have some ability to articulate problems and feelings.

The service philosophy of the urban home is that the problems which lead youth into misbehavior can be dealt with best in the community in which they originate if youth are offered support and counseling in confronting their problems on a daily basis in their home communities. The Urban home provides a neutral, supportive environment where conflicts with parents or community institutions can be resolved and skills for independent living developed. A warm family environment is fostered in these programs. Houseparents act as surrogate parents by providing guidance and counsel, cooking and serving meals family style, and running all aspects of the household. Residents are responsible for the upkeep of their rooms and sharing house chores, and are allowed to decorate their rooms within reason. The Homes themselves usually provide a recreation room, which encourages residents to entertain their friends in their own home, a situation which frequently is enjoyed for the first time by these youngsters.

Youth are encouraged through individual counseling -- offered between once and three or four times a week -- to examine their behavior, develop better ways of relating to others, and work toward educational and occupational goals. In group counseling sessions, which typically occur twice a week, residents confront problems in group living and in their adjustment to the community. Family counseling is conducted with parents and residents to facilitate familial communication and possible re-entry into the home.

Counseling and therapy are sometimes supplemented through referral to Community Mental Health Centers.

Youth are enrolled full-time in the local public school system or an alternative education program, or are working full-time. Some who go to school also work part-time. Local BOCES, CETA, vocational training and recreation programs are used. Title I reading and math instructors provide evening tutoring. Residents are placed in whatever mix of community educational, vocational, and work programs can best meet their needs and help them progress toward the goals which the staff have helped them set. An emphasis is placed on the development of pride in accomplishments, a strong self-concept and marketable skills. Residents are encouraged to get involved in social and recreation activities outside the home, while individual homes offer creative mixes of music, arts and crafts, and recreation programs.

#### Youth Development Centers (Title II)

Youth Development Centers are 25 to 50-bed, community-based groupings of small facilities in which youth can work out problems in their own community within a structured program and under close supervision. The six Youth Development Centers -- in different stages of completion -- are located in the Bronx, Harlem, Syracuse and Buffalo, with two in Brooklyn. Youth Development Centers are usually decentralized among several nearby buildings which together provide bedrooms, lounges, offices, counseling and classrooms and the like. The Centers serve girls and boys generally between the ages of 13 and 17 although again there are exceptions on both ends. Staff for a complete 50-bed Center provides 24-hour coverage and includes three administrators, one intake worker, ten residential counselors, two aftercare workers, three community outreach workers and remedial tutors supplemented by part-time ESEA Title I staff. Youth Development Centers are capable of providing richer educational and counseling services due to their overall size, and enjoy a close cooperative relationship with the other community organizations operating in the area.

Youth Development Centers serve youth whose behavior is stable enough to allow them to benefit from rehabilitation in their home communities but need a structured setting during the first phase of the rehabilitative process. Typical problems of residents include drug and alcohol abuse, alienation from the educational process, family problems, a history of delinquent behavior and a lack of marketable job skills. Since their age range is wide, residents exhibit a particularly varied combination of problems, requiring the Centers to develop quite individual treatment plans.

The philosophy of Youth Development Centers is that youth can benefit from an opportunity to reorganize their lives in familiar surroundings, under realistic expectations, while daily confronting the temptations which previously led into trouble. Youth Development Centers attempt to create a microcosm of the real world, explicitly distinct, yet qualitatively equivalent and equally demanding. Within these small, intensive programs trusting, open relationships are established between staff and youth on the basis of which negative attitudes and anti-social behavior are discouraged. At the same time, the energy of residents is re-channeled toward constructive pursuits.

The rehabilitative program is conducted in three phases through which progress is earned by achievement and good behavior. Phase one -- the entry stage -- usually lasts about four months, during which time most of the youth's activities are facility-based and under close supervision. He or she can receive visits from family members, but movement in the community is minimal and supervised. Residents are engaged in an intensive educational, recreational and counseling program in preparation for handling the increased freedom and responsibility of the second phase, wherein the youth is gradually allowed to reintegrate into community life. He or she may return to school or get a job and have a ten hour home visit. Staff carefully gives him increasing responsibility for his own behavior, monitoring home visits, curfews, and social interactions, over a period of approximately three months.

During the final phase residents move into a smaller residential unit where they have more freedom of movement. During this two-three month phase, the youth is exposed to family style living much like in an urban home. Houseparents are sensitive to the need for family life and work intensely with the youth and with the parents or foster parents to facilitate the youth's eventual re-entry into the home, school and community environment. The normal time spent in this phase is between two and three months, depending on the resident's growth.

Individual, group and family counseling is used extensively in Youth Development Centers in various mixes during different phases. For instance, group counseling is used heavily throughout the intense program of Phase I and allows residents to benefit from the experiences, insights and support from fellow residents who are going through a similar experience. Family counseling is heavily emphasized in Phase III since youth at this point must be prepared for final re-entry into the home.

The six Youth Development Centers offer a variety of educational programs such as tutoring, full-time alternative options and public school placement. Youth Development Centers emphasize vocational training and placement as the most realistic option for many of their residents and, therefore, provide a full range of such services. Vocational training is provided in a variety of areas, including technology, carpentry, electronics and upholstery. Employment is offered through Neighborhood Youth Corps, work-study, Jobs for Youth and the D.F.Y. New Careers program. Enriched educational programs are also being developed.

One unique function of the Youth Development Centers is their provision of comprehensive outreach and day services to hundreds of local neighborhood youth. Individual, group and family counseling, full-time educational programs and tutoring, and vocational training, counseling and placement are all available to neighborhood youth during the day either at the Centers or through another community program with which the Center contracts.

#### START Centers (Title II)

START (Short-Term Adolescent Resident Treatment) Centers are 20-bed facilities which provide a fairly intensive therapeutic environment for youth who cannot function in their home community. Four START Centers are now located in suburban and rural communities--Staten Island, Long Island, Middletown and Schuyler Falls--and the Division plans to convert one larger urban home in Buffalo and two in New York City into START Centers during the coming year. \* Two of the current centers serve girls aged 15-17, and two serve boys aged 15-17. Professional staff includes a director, counselor, about six aides, and a three-quarter time teacher supplemented by Title I aides.

\* The Auburn START Center is being converted into a special residential center for girls, effective October 1. See following subsection.

START Centers serve youth with lengthy, sometimes serious delinquent histories, though many have had no prior institutionalization. Residents typically have poor family relationships. Though they are not immediately capable of living successfully in their own communities, they must possess enough control over their behavior to live and remain in the open, non-secure START setting. Residents often have little interest in returning to public schools but are motivated to go to work. They have often gained enough maturity to want to stop their delinquent behavior, usually have some understanding of the causes and consequences of their behavior, and are willing to participate in the program.

The philosophy behind the START program is that adolescents are more responsive to influence exerted by their peers than they are by the expectations or ultimatums of the adult world. Hence, the program is structured to be conducive to the kinds of peer group interactions necessary to achieve rehabilitative goals. These goals are mainly to help youth adopt more responsible, productive and socially acceptable forms of behavior. Productive peer group interactions are created through the residents' involvement in meaningful work projects, educational programs and intensive group counseling under qualified leadership.

Group counseling, which occurs several times a week, is an important part of the rehabilitative process. It is during group sessions that the power of peer pressure is tapped to its greatest extent as participants urge fellow residents to discuss their feelings honestly and become more responsible, mature members of the START Center program. STARTs, working with youth service teams in a youth's home community, are increasingly involving youth and their parents in family counseling, but the distance between a child's home and the Center and the extent of familial alienation often makes the effort difficult. Supplementary therapy and counseling are sometimes provided through local mental health centers.

The START rehabilitative program relies heavily on the therapeutic value of its education and work programs. While some residents attend public school, most receive regular remedial instruction in math and reading or are studying for their high school equivalency test. Several youth hold regular jobs in a nearby community, but most participate in voluntary community work projects such as painting a police station or maintaining a Little League ballpark. The goal of work projects is partially to teach skills, but more importantly to develop positive work attitudes and habits. An active on-grounds recreation program is also provided.

Throughout the educational, occupational and recreational activities of the day, youth are encouraged to confront fellow residents who commit unacceptable or irresponsible acts. To the extent that this occurs, each day becomes a therapeutic experience. Youth are transferred from START Centers not after an arbitrary period of time, but only when they have shown their peers and staff that they have developed acceptable, responsible behavior within the START community.

Special Residential Centers (Title II)

Special Residential Centers are larger rural facilities which offer an individualized, fairly short-term, therapeutically intensive program for youth who cannot be maintained in their home community. South Kortright has fifty beds and serves boys aged 15-18. Staff includes two administrators, two counselors, fifteen child care workers, four teachers, and one recreational therapist. South Lansing has 60 beds for boys and girls 14 to 18 years old. Staff includes two administrators, seven counselors, twenty child care workers, six teachers and a recreational therapist. These two centers also have three Title I teaching staff. The Auburn Center will serve 30 girls aged 15 to 18; 20 in residence and 10 on an outreach basis. Staff contemplated is two counselors, eight aides, and two teachers.

These centers serve youth with sufficient motivation and social skills to respond to a flexible but intensive group-oriented environment. Residents' familial relationships have usually seriously deteriorated, but the majority do return home upon discharge. Finally, residents must be willing to participate in educational and vocational programs.

The rehabilitative philosophy of Special Residential Centers is that a relatively open rural setting which offers constructive educational and vocational pursuits and frequent opportunities to reflect on behavior can help youth eliminate dysfunctional behavior. The goals of the program are to help residents set goals, critically assess their behavior, develop good work habits and become accountable for their actions. Centers are structured so that residents have considerable freedom to choose the activities in which they wish to become involved. The counseling, educational and vocational programs are diversified so that a youth's individual needs can be appropriately met by a unique mixture of the services offered. Through developing positive attitudes and acceptable behavior, youth earn greater degrees of freedom and responsibility within the program and in the community. Close ties with local communities enable youth to test newly-learned social and vocational skills in real settings. A few youth are enrolled in regular school programs, and others do volunteer work or have part-time jobs.

Individual counseling at Special Residential Centers plays an important role in identifying the individual needs of each youth around which a specialized educational, vocational and counseling program can be devised. Group counseling, which occurs five days a week, is the forum for discussing any behavioral problems encountered during the day's activities. Each resident is encouraged to offer his insights and opinions about a fellow resident's attitudes and behavior. Pressure is brought to bear on residents to assess their needs, establish goals and be accountable for their actions.

The educational program includes group remedial instruction in reading and math, as well as tutorial services for those significantly behind their normal grade level. Many alternative teaching materials are used and an individualized approach is taken to teaching.

Vocational counseling and training play an important role in the rehabilitative process of the Special Residential Center. The acquisition of good work habits and vocational skills is an important step for residents toward becoming productive members of society. In addition to counseling in career exploration, Special Residential Centers offer vocational training in food services, conservation, landscaping, painting and maintenance. At South Kortright, residents are occasionally enrolled at the Northern Catskills Occupation Center, and both centers offer jobs in local communities to 8-10 youths at a time.



Camps (Title II)

Camps are 60-bed rural units which provide troubled youth with an active, therapeutic experience away from difficult familial and community-based problems. Camps serve boys aged 13-17 and are located in Rensselaerville, Great Valley, Brooktondale, Masonville, Taberg and Johnstown. Staff includes two administrators, eight work crew supervisors, seven counselors, four teachers supplemented by three full-time equivalent Title I staff, and four night supervisors.

Camps serve youth with delinquent histories who cannot be maintained in their home community but can function in a non-secure rural setting. They are in need of some structure and control but capable of responding positively to supervision and peer group influence. Though they are typically alienated from family and school, most return to their homes and communities upon discharge. Camp youth must have a minimal ability to relate to others, articulate their feelings and participate in group activities. In addition, residents should be capable of performing work assignments and developing work skills.

The program goal at Camps is to establish a therapeutic community through which residents can better understand themselves and thereby learn to control their behavior in preparation for reentry into the community. Residents are taught to assess critically their behavior and their particular ways of reacting to stress situations. In comparison, Camps provide a more structured, controlled environment than Urban Homes but a less intense experience than a START or Special Residential Center.

Group counseling and family counseling also play significant roles in the rehabilitative process. Group sessions are conducted by the counselor and work supervisor several times a week for the purpose of creating positive peer group interactions, helping youth gain insight into their behavior, and encouraging them to seek constructive solutions to their problems. Family counseling is utilized to prepare a youth for his eventual return home.

Work and education programs play a key role in the rehabilitative process. The camper population is divided into five groups of twelve residents who live and work together. Each group has a work supervisor and counselor who manage the group's work, education and recreation programs. Residents typically spend one-half of their day on projects, and one-half in class. The purpose of the work projects is to make a constructive contribution to a local community while providing a meaningful and educational experience for the youth. Work projects help residents develop more productive work habits and improve their self-concepts through their pride in accomplishment. Increasingly, work projects are being designed that will teach vocational skills which may lead to future employment. Typical work projects include stream conservation, small construction projects, work on game farms, building recreation areas, painting public buildings and cutting brush on secondary roads.

Camps offer education classes in reading, math and social studies; and youth become involved in planning their own program and pace of study. Since classes are small, they receive a great deal of individual attention. Several camps have also contracted with BOCES so that residents can take vocational courses in automobile mechanics, machine shop, printing, welding, small appliance repair and the like. Credits transfer to BOCES programs in the youth's home community. A few youths, particularly at Camp Brace (accepting largely "volunteer" referrals), are enrolled at the local high school.

A comprehensive sports program is available at each camp with considerable emphasis on intramural tournaments and participation in various community athletic leagues. Five of the camps have an indoor gym and four have a drum corps that performs at fairs, football games and parades. Boys attend cultural events in the community sponsored by community agencies, and selected youth may also participate in the Higher Horizons program which offers a two week outdoor survival program.

### Training Schools (Title III)

These 120 bed, rural facilities provide structured programs that involve close and careful supervision to adjudicated juvenile delinquents who require removal from their community. These three schools--the Industry School in the town of Industry, Warwick School in Warwick, and Tryon in Johnstown -- are designed for JD boys between the ages of 13 and 17 years old, although Tryon also has JD girls. An administrative staff essentially composed of a director and assistant director supervise the program with support staff organized around a series of small, semi-autonomous cottages. Designed for no more than twenty youth, each cottage has two professional counselors and seven supervisory staff. Each facility has its own secure cottage with extra supervisory staff to work with youth who display exceptionally unstable or unmanageable behavior. State-funded teaching staff usually work in a separate school building and number one teacher for every ten youth. They are supplemented by two full time remedial Math and two full time remedial Reading teachers funded under ESEA Title I.

The youth placed in the Training Schools pose some of the most difficult psychological, educational, and social problems encountered in the Division, frequently displaying long records of contact with the court and placement in other child caring institutions. Poorly educated, nonverbal, failure oriented, frequently aggressive, with poor family histories, these youth have frequently been brought to court for such serious delinquent acts as murder, robbery, assault, auto theft, arson, burglary, rape, manslaughter, and criminal trespassing. They manifest a variety of social and personal problems like passive, aggressive and neurotic behavior and sexual deviance, and drug abuse.

Because analyzing each youth's particular problems is frequently a programmatic problem itself, the Training Schools have active assessment programs. Working closely with the Youth Service Teams, trained members of the cottage staff conduct evaluations and administer sophisticated tests to refine and confirm earlier diagnoses and to insure that each youth has a program designed for his or her own needs. Two professional counselors are stationed in the cottages to provide individual counseling as needed, and to supervise and conduct group counseling sessions at least four days a week.

Because over three quarters of the youth read at less than the sixth grade level, the basic education program has emphasized math and reading remediation. Pre-vocational training and high school equivalency programs are also available, with additional courses in Science, Social Studies, and Business Education. The school year encompasses 185 days with six class periods per day. Effort is made to insure classes contain no more than twelve youth per class.

Recreation activities include the indoor and outdoor sports usually found in a public high school including swimming, basketball, softball, and volleyball; and because of the facilities' cottage organization, team sports are emphasized. When possible, residents take supervised trips off campus to take advantage of such selective activities in the community as bowling, movies and museums. The health program is provided by two full time nurses who assure that the youths are referred for medical and dental work either from the doctors and dentists who work at the facility or from specialists in the community.

Secure Centers (Title III)

Goshen Center in the town of Goshen and the Brookwood Center in Claverack are rural special treatment facilities for 13-17 year old boys who have been adjudicated juvenile delinquents and placed in the custody of the New York State Division for Youth. The Division for Youth has established Goshen, with a capacity of seventy-five youth, and Brookwood, for sixty youth, as alternate programs for some classified cases, boys who are transferred from the Training Schools, and youth who have been adjudicated for certain class A and B felonies. Such youth require closer supervision and more individualized treatment than the larger, open programs can provide. The typical bases for transfer to a Secure Center from a Training School include recurrent absconding, assaultive behavior, serious self-destructive gestures, or any significant long-term failure to adjust to the Training School program. Transfers have to be approved by a Division for Youth transfer board after a hearing providing basic elements of due process.

The treatment program at the Centers is designed to serve boys whose behavioral problems include severe aggression, self-destructive tendencies, depression, emotional disturbance, and anti-social behavior, such as drug abuse, theft, and vandalism. Although they are designated as the maximum security programs for boys with serious behavioral problems, the program emphasizes rehabilitation. The clinical staff consists of seven full-time social workers with master's degrees, a full-time psychologist, and a half-time psychiatrist. Senior counselors supervise each of the four living units (called wings). As Unit Administrators, each of the four supervising Counselors is assisted by a Youth Division Counselor and a staff of ten child care workers, enabling 24 hour coverage.

Major treatment methods include daily group counseling sessions, individual counseling, and the intervention of institutional controls to reduce both anxiety and negative behavior. The psychologist and psychiatrist provide expert guidance and training for the staff as well as direct treatment for emotionally disturbed youngsters in the program.

The education program is based on remediation, offering testing and instruction to classes no larger than ten students. Six State funded teachers are supplemented by two ESEA Title I teachers and a teacher aide to provide academic courses in remedial math and reading as well as language arts, social studies, science and business education. The pre-vocational education program consists of carpentry, auto mechanics and auto body work and is conducted for classes of smaller sizes, usually not larger than six or eight students. Instruction in the academic subjects takes place in separate wings and pre-vocational training occurs in well equipped shops. The education program involves all youth, all day, five days each week.

A variety of other staff provide important program components. Recreation staff are responsible for a varied program of sports, games, and arts and crafts, including weight-lifting, trampoline, pool, ping-pong, swimming, ceramics, table games, and other active sports. Two full-time nurses provide ongoing health services and schedule the boys' appointments for a doctor and dentist who are available every week. An Ombudsman employed by the Division for Youth is assigned to the secure facilities (as well as the training schools) and visits regularly to talk to any boys who request assistance or information regarding their legal rights.

Disturbed/Aggressive Juvenile Delinquent Program (Title III)

The federally funded Bronx State program is a cooperative program, operated jointly by the Division for Youth and the Department of Mental Hygiene. It is intended to provide intensive treatment and rehabilitation services to disturbed and aggressive male juvenile delinquents placed with the Division for Youth by the Family Court. The program is aimed at identifying the most violent and disturbed of these children, diagnosing their needs, and seeing that the required treatment is provided in an effective way by DMH and/or DFY, as may be appropriate in each case. The program consists of two separately run components; a ten bed DMH-run diagnostic and stabilization unit and a twenty bed long-term residential Title III unit operated by DFY. Each component has its own director, with a chief of service having initial overall and coordinative responsibility for the functioning of both components.

The DMH component is a secure hospital ward providing diagnostic, stabilization and emergency services to male juvenile delinquents placed with DFY. All admissions to the DMH component will be made on the basis of Section 517 of the Executive Law, which authorizes the Director of the Division for Youth to request, and the Commissioner of Mental Hygiene to accept for treatment, children placed with DFY when such transfer is for the child's benefit.

Emphasis within the DMH component is given to determining the presence, nature and degree of a youth's mental illness, if any. Based upon the results of this diagnosis, a treatment plan is developed for each child. Thus, although the DMH component does not itself provide long-term treatment, it will serve as the initial entry point into the DMH system for mentally ill juvenile delinquents placed with DFY.

Children who may be borderline mentally ill, or episodically violent will be returned to DFY with a recommendation that they be placed in the DFY long-term residential program component. The treatment plan for each of this latter group will be implemented by DFY, with medical/psychiatric services provided by DMH. To deal with episodes of mental illness, children from the DFY long-term residential unit will be admitted into the DMH component as required on an emergency basis.

The DFY target population will be clearly defined as those youths (1) who have committed acts of extreme violence such as homicide, forcible rape, armed assault or arson, and (2) who have or appear to have serious mental health problems which may be described as mental illness, acute or chronic. Insofar as possible youth will be identified for the Bronx State program at the time of their initial placement and before transfer to a DFY facility. An internal administrative hearing with full due process must precede a request by the Director of DFY to transfer a youth to the Bronx State unit.

The DFY program is highly structured and intensively supervised, with a ratio of five staff to each youth. This saturation of resources is imperative in view of the characteristics of the client body served: assertive, disturbed, explosive youth with a history of serious violent acts. Childcare and supervisory service is provided on a 24-hour a day, seven day a week basis. To provide this coverage, approximately five employees man each post, taking into account

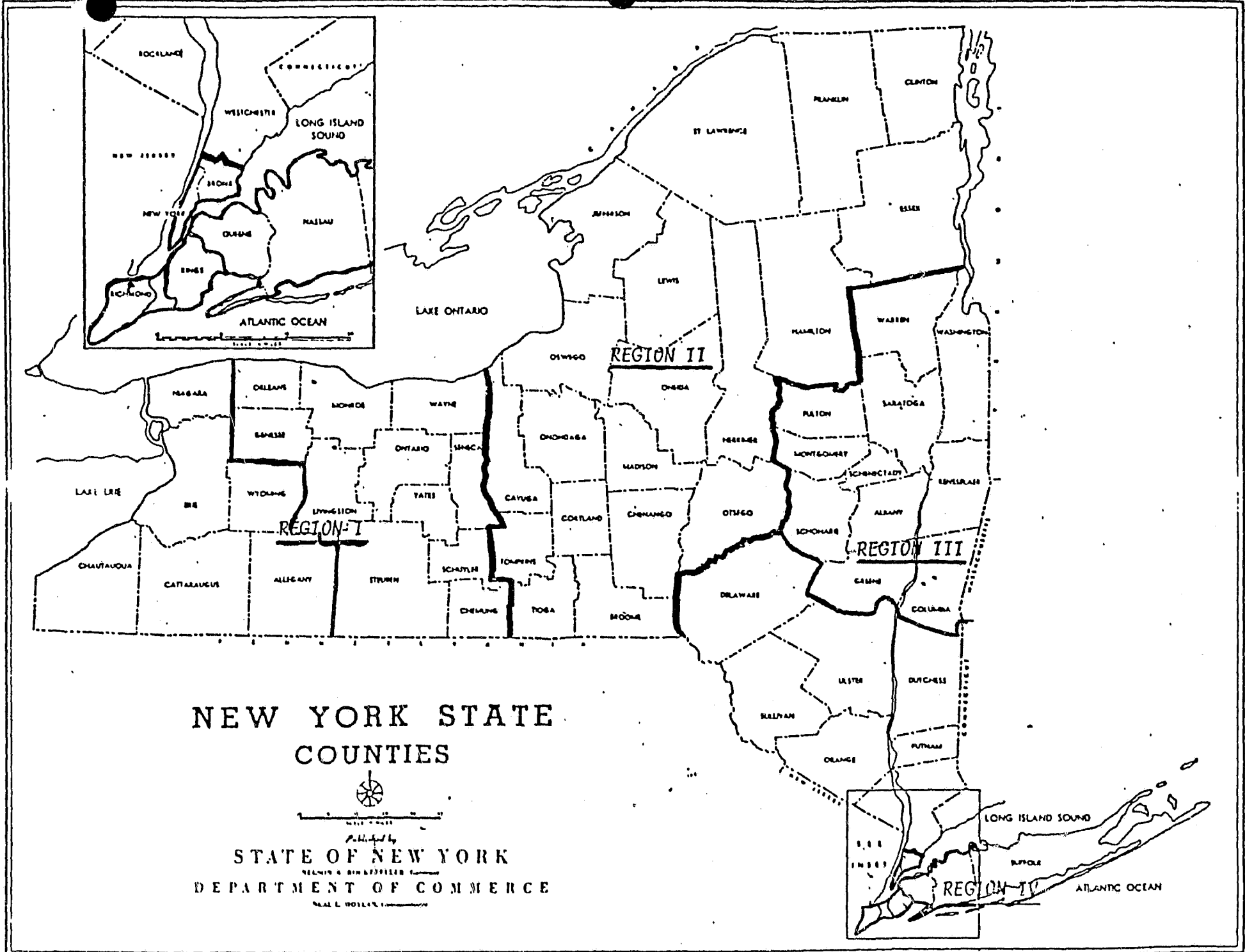
three 8-hour shifts each day and weekend coverage. Additional staff includes trained program specialists, such as recreation therapists, teachers, vocational instructors, and other therapists.

All youth are involved in individual counseling at least twice a week, a carefully structured group counseling program every day, and family counseling with weekly sessions at the facility. A full time psychiatrist and two psychologists are part of the Division for Youth's staff and auxiliary mental health services are available from the DMH component of the Long Term Treatment Unit. The education and vocational training programs are integral to the overall program, providing youth with the opportunities for success while providing them with necessary academic skills and exposure to several vocational areas. The educational staff consists of an educational psychologist who supervises two academic teachers with backgrounds in remediation and learning disabilities, and a vocational teacher. Instruction is on a small group and one-to-one basis.

Recreation takes place in the Long Term Treatment Unit itself where six recreation staff conduct physical education swimming classes and organize sports activities such as basketball and handball. Two of the recreation therapists are trained in arts therapy; painting, handcrafts, and jewelry making take place in two rooms set aside for art therapy activities. Speech therapy is available when needed, and medical services are donated by the Bronx Children's Pyschiatric Center with major medical and dental care performed at Jacobi Hospital, the municipal hospital which serves the North East Bronx. The Ombudsperson is always available to receive and investigate complaints made by the residents concerning the staff, and certain staff supervisors are responsible for facilitating contacts between a youth and the Ombudsperson.

## APPENDICES

- A. Regional Map
- B. Regional Directors and District Supervisors
- C. Flowchart of Youth Assessment Process
- D. Flowchart of Placement Process
- E. Summary of Division Title II and Title III Placements
- F. Region I Organization, Statistics and Division Programs
- G. Region II Organization, Statistics and Division Programs
- H. Region III Organization, Statistics and Division Programs
- I. Region IV Organization, Statistics and Division Programs
- J. Training Schools and Secure Centers



# NEW YORK STATE COUNTIES



STATE OF NEW YORK  
WELCH & BRADSHAW  
 DEPARTMENT OF COMMERCE  
SCALE 1:100,000



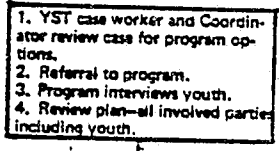
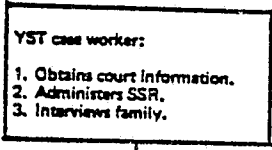
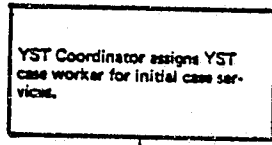
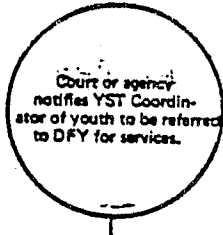
Regional Directors and District Supervisors

Region I	(Western New York):	James DeTore 84 Holland Avenue Albany, New York 12208	(518) 474-2243
	Buffalo District:	Douglas Nettle 125 Main Street General Donovan State Office Building Buffalo, New York	(716) 881-6800
	Rochester District:	Clayton Osborne 183 East Main Street Rochester, New York	(716) 232-6470
Region II	(Central New York):	Charles Tarr 84 Holland Avenue Albany, New York 12208	(518) 474-3620
	Syracuse District:	Gloria McFarland 84 Holland Avenue Albany, New York 12208	(518) 474-3431
Region III	(Eastern New York from Westchester to Canadian border):	Thomas Mullen 84 Holland Avenue Albany, New York 12208	(518) 474-3509
	Mid-Hudson District	Horace Belton 84 Holland Avenue Albany, New York 12208	(518) 474-2677
	Capital District:	Robert Rivenburgh 84 Holland Avenue Albany, New York 12208	(518) 474-2841

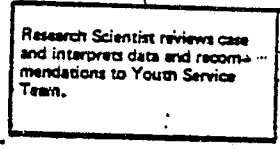
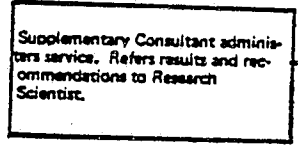
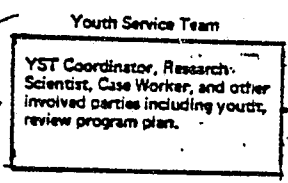
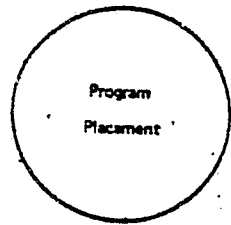
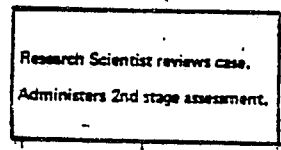
Region IV	(New York City and Long Island):	Gerald Foster World Trade Center New York, New York 10047	(212) 488-6682
	Bronx and Manhattan District:	Wilson Gonzalez World Trade Center New York, New York 10047	(212) 488-6670
	Brooklyn and Staten Island:	Beatrice Hudson World Trade Center New York, New York 10047	(212) 678-2375
	Queens, Nassau and Suffolk Counties:	Gwen Jones World Trade Center New York, New York 10047	(212) 678-2375

Flowchart of Youth Assessment Process

Services to All



Socialized Services



KEY

SSR—Standardized Screening Record

YST—Youth Service Team

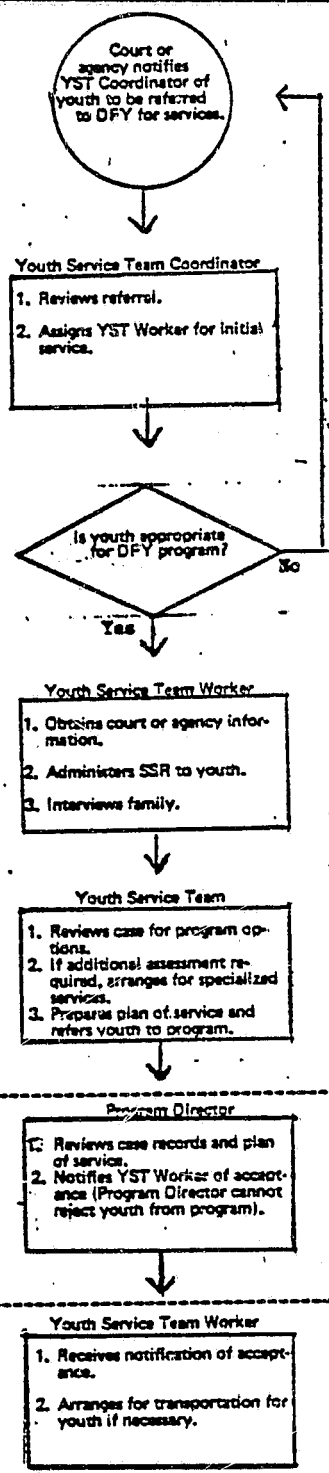
## FLOWCHART OF PLACEMENT PROCESS

In contrast to the placement of a youth under the previous organization, the placement of a youth under regionalization involves only the youth service team who initially received the referral and the facility Great Valley.

Great Valley is located within Region I and within the Buffalo District of Region I. Under the reorganization, the family court will notify the youth service team coordinator in the Buffalo region, who will review the case to determine if the case is appropriate for DFY program. If the referral is inappropriate, the court will be notified immediately. Assuming that the youth is appropriate for DFY program, the case is assigned to the youth service team supervisor who is responsible for the overall care of that youth. The coordinator assigns a worker from the team to the youth who obtains the court and agency information, interviews the family and youth, and obtains any additional information that is necessary in order to make a determination of the proper placement of the youth. Upon receiving all the data necessary or obtainable at this point, the youth service team worker and the supervisor reviews the case to determine if additional assessment is required or if they can at that point make an initial recommendation for the placement of a youth in program. If additional assessment is required, the worker will make the arrangements for the assessment. Upon receipt of this assessment, an additional review will be undertaken for proper placement. If it is determined at this point that the placement should be Great Valley Youth Camp, the director of the Great Valley Camp will be notified and will review the case with the youth service team as a member of that team. Upon acceptance of the youth into program, the director of Great Valley will notify the service team worker, who will make the proper arrangements for the transportation of the youth from Buffalo to Great Valley. Under regionalization and the youth service team concept, the placement of youth is streamlined and the youth service team worker who was assigned the responsibility for the placement process continues his involvement with the youth throughout his stay with the Division.

Appendix D-2

Ex. Buffalo Youth Placement -  
Great Valley Youth Camp



Buffalo

Great Valley

Buffalo

## APPENDIX E

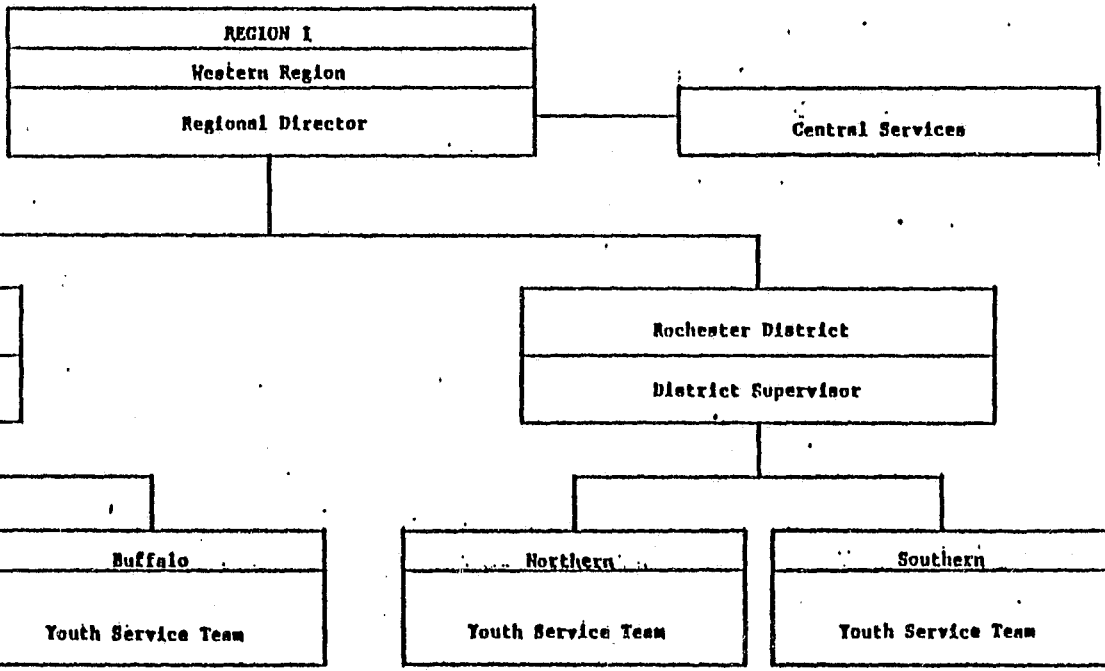
Summary of Division for Youth Title II and Title III Placements, August 1976

Placement Type	Status of Units		Capacity Per Unit	Total Capacity		Professional Staff Per Unit				
	Existing Units	Planned Units		No Existing Slots	No Planned Slots	Admini- stration <sup>a</sup>	Counselin <sup>g</sup>	Educational <sup>h</sup>	Direct Suport	Other Suport
Title II										
Urban Homes	54	4	7	457 <sup>i</sup>	77	1	- <sup>b</sup>	2	4	--
Youth Development Centers	9	3	7-50	150	100	2 <sup>c</sup>	6	4	8	3
TART Centers	7	0	16-20	80	72 <sup>i</sup>	1	1	2	6 <sup>d</sup>	--
Special Residential Centers	3	0	50-65 <sup>j</sup>	140	0	1 <sup>e</sup>	7	8	20	1
Camps	6	0	60	340	20	1	7	4	12	4
Title III										
Training Schools	3	0	120	360	0	2 <sup>f</sup>	12	18	63	4
Secure Centers	2	0	60-75	135	0	1 <sup>g</sup>	18	13	60	3
Long Term Treatment Unit	1	0	20	20	0	1	9	3	29	13

NOTES:

- a. In the smaller facilities, administrators are counselors, also.
- b. Urban Homes that have more than one seven-bed unit have an extra counselor.
- c. Assumes a twenty-five bed unit.
- d. Each of the two START centers for girls has an additional supervisor.
- e. Based on staffing pattern for South Lansing. South Kortright has a slightly different staffing pattern.
- f. Model staff to be requested at Industry in the 1977-78 Budget. Pattern in the other two training schools varies only slightly.
- g. Based on staffing pattern for Goshen. Brookwood has a lower population and thus fewer staff.
- h. Includes proposed ESEA Title I teachers. All teachers are not necessarily full time.
- i. 72 urban home beds are being converted to START center beds, thus bringing the total urban home beds to 462 and START Center beds to 152 by March 31, 1977.
- j. The new START Center at Auburn will open with a capacity for 30 girls.

NEW YORK STATE DIVISION FOR YOUTH  
 Rehabilitative Services  
 Region I (Western Region)  
 Program Organization  
 (Proposal)  
 7/20/76



Appendix F  
 Region I organization,  
 statistics and division  
 programs



Region I--WESTERN NEW YORK

	Youth Pop (10-19) 1975	ADJUDICATED NEW YORK STATE FAMILY COURT PETITIONS <sup>1</sup> July 1, 1974 - June 30, 1975					DIVISION FOR YOUTH ADMISSIONS BY ADJUDICATIONS July 1, 1974 - June 30, 1975										YD/DP 1974 TOTAL	CARE AND MAINTENANCE	
		JDs		PINS		TOTAL 100%	JDs TOTAL		PINS TOTAL		VOLUNTARY Title II		OTHER		TOTAL (100%)	Expenditures		Days of Care	
		#	%	#	%	#	#	%	#	%	#	%	#	%	#	\$		#	
<b>District 1 - Buffalo District</b>																			
Erie	215,443	682	64.1	382	35.9	1,064	63	31%	58	29%	70	35%	10	5%	201	967,850	1,093,968.42	57,044	
Jamestown/Dunkirk Area	44,155	125	62.5	75	37.5	200	11	38%	10	35%	5	17%	3	10%	29	173,128	47,916.07	2,716	
Cattaraugus	16,744	42	51.2	40	48.8	82	5		5		-		2		12	45,872	-	-	
Chautauqua	27,411	83	70.3	35	29.7	118	6		5		5		1		17	127,256	47,916.07	2,716	
Other Counties	78,732	94	44.8	116	55.2	210	13	34%	18	47%	3	8%	4	11%	38	331,581	4,891.46	201	
Allegany	13,102	4	66.7	2	33.3	6	1		2		-		2		5	31,950	-	-	
Genesee	12,052	11	50.0	11	50.0	22	2		-		-		-		2	41,130	-	-	
Niagara	45,927	59	40.4	87	59.6	146	8		16		3		1		28	229,816	4,891.46	281	
Wyoming	7,651	20	55.6	16	44.4	36	2		-		-		1		3	28,685	-	-	
District Subtotal	338,330	901	61.1	573	38.9	1,474	87	32%	86	32%	78	30%	17	6%	268	1,472,559	1,146,775.95	60,041	
<b>District 2 - Rochester District</b>																			
Monroe	137,338	242	53.9	207	46.1	449	49	40%	48	39%	16	13%	10	8%	123	741,161	178,146.02	10,585	
Other Counties	107,482	285	63.6	163	36.4	448	46	46.9%	46	46.9%	6	6.2%	30	20%	110	234,063	55,620.86	3,131	
Chemung	19,407	58	55.8	46	44.2	104	12		17		1		12		42	26,009	7,017.62	293	
Livingston	12,264	22	66.7	11	33.3	33	6		3		1		-		10	26,117	-	-	
Ontario	17,372	55	66.3	28	33.7	83	5		12		1		12		18	44,282	43,647.87	2,487	
Orleans	8,930	27	93.1	2	6.9	29	1		-		2		2		3	14,000	-	-	
Schuyler	3,518	7	70.0	3	30.0	10	2		1		-		-		3	8,717	3,671.02	308	
Seneca	6,110	4	57.1	3	42.9	7	1		-		-		-		1	19,715	-	-	
Steuben	19,445	41	61.2	26	38.8	67	4		5		-		2		9	34,499	-	-	
Wayne	17,068	69	63.9	39	36.1	108	12		7		-		2		19	50,061	1,284.35	43	
Yates	4,268	2	28.6	5	71.4	7	3		1		1		-		5	10,663	-	-	
District Subtotal	244,820	527	58.8	370	41.2	897	95	44.4%	94	45.3%	22	10.3%	41	17%	233	975,224	233,766.88	13,716	
<b>TOTAL REGION I</b>	<b>583,150</b>	<b>1,428</b>	<b>60.2</b>	<b>943</b>	<b>39.8</b>	<b>2,371</b>	<b>182</b>	<b>34.7</b>	<b>180</b>	<b>34.9%</b>	<b>100</b>	<b>19%</b>	<b>58</b>	<b>11%</b>	<b>501</b>	<b>2,447,783</b>	<b>1,380,542.83</b>	<b>73,757</b>	

<sup>1</sup>The statistics are the number of petitions that went to adjudication.

REGION I  
TOTAL PLACEMENTS, AUGUST 1976

<u>Facility</u>	<u>Number</u>	<u>Capacity</u>	
		<u>M</u>	<u>F</u>
Camp	1	60	-
Center	0	-	-
Contract Home	2	7	7
Urban Homes	6	68	35
Regional Detention Facility	0	-	-
School	0	-	-
START Center	0	-	-
Youth Development Center	1	7	7
		<u>142</u>	<u>49</u>

(planned additional beds: YDC-36)

Other Residential

Foster Care	100
Voluntary Agency	8
	<u>108</u>

Non-Residential

Day Service	129
Employment	60*
Independent Living	10
	<u>199</u>

\* includes 18 positions at the Industry Training School.

## DFY FACILITY PLACEMENTS BY REGION

## REGION 1

<u>Name</u>	<u>Type of Facility</u>	<u>Capacity</u>		<u>Address</u>	<u>County</u>
		<u>M</u>	<u>F</u>		
Camp #2	Youth Camp	60	0	Great Valley, N.Y. 14741	
Contract Home #1	Urban Home	0	7	1301 Ferry Avenue Niagara Falls, N.Y. 14301	Niagara
Contract Home #2	Urban Home	7	0	1076 Cayuga Drive Niagara Falls, N.Y. 14304	Niagara
Home #2 <sup>a</sup>	Urban Home	26	0	389 Elmwood Avenue Buffalo, N.Y. 14222	Erie
Home #4	" "	7	0	2325 Elmwood Avenue Rochester, N.Y. 14618	Monroe
"	" "	7	0	50 Browncroft Boulevard Rochester, N.Y. 14609	"
"	" "	0	7	156-168 Vermont Street Rochester, N.Y. 14609	"
Home #8	Urban Home	0	7	505 Linwood Avenue Buffalo, N.Y. 14209	Erie
"	" "	0	7	311 Minnesota Avenue Buffalo, N.Y. 14215	"
"	" "	0	7	2518 Delaware Avenue Buffalo, N.Y. 14216	"
Home #15	Urban Home	7	0	548-550 Ridge Road Rochester, N.Y. 14626	Monroe
"	" "	7	0	672-74 West Main Street Rochester, N.Y. 14611	"
Home #24	Urban Home	0	7	612 Maple Avenue Elmira, N.Y. 14904	Chemung
Home #29	Urban Home	7	0	628 Pendergast Avenue Jamestown, N.Y. 14701	Chautauqua
Home <sup>b</sup>	Urban Home	7	0	6 Courtland Avenue Buffalo, N.Y. 14223	Erie

<u>Name</u>	<u>Type of Facility</u>	<u>Capacity</u>		<u>Address</u>	<u>County</u>
		<u>M</u>	<u>F</u>		
Y. D. C. #6	Yth. Dev. Ctr.	0	7	567 Richmond Avenue Buffalo, N.Y. 14222	Erie
"	" " "	7	0	2238 Main Street Buffalo, N.Y. 14214	Erie

- a. An urban home to be converted to a START Center.
- b. Formerly a halfway house being converted to an urban home.

## REGION I

YOUTH SERVICE TEAMSBuffalo DistrictLocation

Buffalo

Buffalo

Buffalo

Counties Served

Erie

Erie

Erie, Wyoming, Niagara,  
Cattaraugus, AlleganyRochester DistrictLocation

Elmira

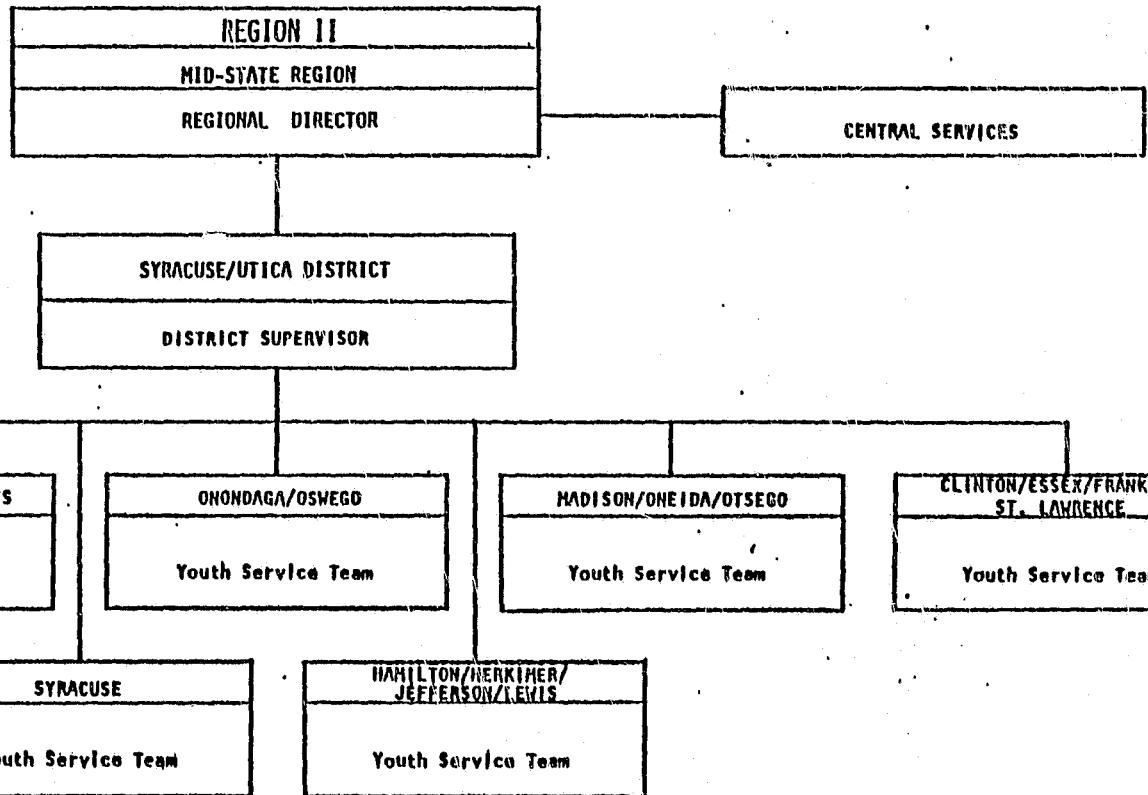
Rochester

Rochester

Counties ServedSteuben, Seneca, Yates,  
Chemung, Schuyler

Monroe

Orleans, Genesee,  
Livingston, Wayne,  
Ontario



Region II--MID-STATE<sup>1</sup>

	Youth Pop. (10-19)	ADJUDICATED NEW YORK STATE FAMILY COURT PETITIONS <sup>2</sup> July 1, 1974 - June 30, 1975					DIVISION FOR YOUTH ADMISSIONS BY ADJUDICATIONS July 1, 1974 - June 30, 1975								YD/DP 1974	CARE AND MAINTENANCE			
		1975	JDs		PINS		TOTAL 100%	JDs TOTAL		PINS TOTAL		VOLUNTARY Title II		OTHER		TOTAL (100%)	TOTAL	Expenditures	Days of Care
			#	#	%	#	%	#	#	%	#	%	#	%		#	%	#	\$
<b>Syracuse/Utica Area</b>																			
Oneida	51,522	53	43.4	69	56.6	122	18		22		6		2		48	156,686	18,197.19	837	
Onondaga	95,284	281	56.8	214	43.2	495	26		41		13		14		94	333,814	262,704.71	16,311	
Subtotal	146,806	334	54.1	283	45.9	617	44	31%	63	44%	19	14%	16	11%	142	490,500	280,901.90	17,148	
<b>Other Counties</b>																			
Broome	41,980	183	70.9	75	29.1	258	18		13		10		10		51	105,824	17,914.52	941	
Cayuga	15,044	38	73.1	14	26.9	52	4		3		2		3		12	45,194	-	-	
Chenango	10,086	17	63.0	10	37.0	27	4		6		2		3		15	31,466	25,333.75	1,425	
Clinton	19,321	12	35.3	22	64.7	34	1		2		1		3		7	70,831	3,824.38	257	
Cortland	10,249	13	46.4	15	53.6	28	1		2		2		-		5	53,331	20,606.75	1,042	
Essex	6,970	20	90.9	2	9.1	22	2		2		1		-		5	39,393	14,473.09	868	
Franklin	9,112	41	69.5	18	30.5	59	-		1		-		1		2	44,773	19,210.57	1,327	
Hamilton	957	5	100.0	0	0.0	5	-		-		-		-		-	12,250	-	-	
Herkimer	12,618	33	97.1	1	2.9	34	3		6		-		1		10	43,279	-	-	
Jefferson	18,209	51	61.5	32	38.5	83	8		5		1		5		19	65,180	58,797.65	4,908	
Lewis	5,332	10	71.4	4	28.6	14	-		-		-		-		-	13,508	6,924.42	969	
Madison	15,223	42	66.7	21	33.3	63	1		3		1		1		6	52,095	-	-	
Oneida	24,277	70	56.9	53	43.1	123	10		8		-		2		20	88,708	-	-	
Otsego	12,556	29	80.6	7	19.4	36	6		-		-		2		8	29,314	-	-	
St. Lawrence	26,963	9	45.0	11	55.0	20	-		-		-		-		-	65,374	1,727.82	303	
Tioga	11,194	6	54.6	5	45.4	11	-		3		-		-		3	17,560	368.09	75	
Tompkins	18,145	46	70.8	19	29.2	65	5		3		-		1		9	56,560	29,786.64	1,596	
Subtotal	258,236	625	67.8	309	34.1	934	63	37%	57	33%	20	12%	32	18%	172	833,920	198,967.68	13,711	
<b>TOTAL REGION II</b>	<b>405,042</b>	<b>959</b>	<b>60.9</b>	<b>592</b>	<b>39.1</b>	<b>1,551</b>	<b>107</b>	<b>31%</b>	<b>120</b>	<b>38%</b>	<b>39</b>	<b>13%</b>	<b>48</b>	<b>18%</b>	<b>314</b>	<b>1,324,420</b>	<b>479,869.58</b>	<b>30,859</b>	

<sup>1</sup>Region has no administrative districts; above division is for analytical purposes only.

<sup>2</sup>The statistics are the number of petitions that went to adjudication.

REGION II  
TOTAL PLACEMENTS, AUGUST 1976

<u>Facility</u>	<u>Number</u>	<u>Capacity</u>	
		<u>M</u>	<u>F</u>
Camp	2	120	-
Center	2	20	60
Contract Home	0	-	-
Urban Home	3	28	21
Regional Detention Facility	0	-	-
School	0	-	-
START Center	1	30	-
Youth Development Center	1	7	-
		<u>209</u>	<u>81</u>

(planned additional beds: YDC-18, homes-7)

Other Residential

Foster Care	65
Voluntary Agency	<u>7</u>
	72

Non-Residential

Day Service	27
Employment	9*
Independent Living	<u>9</u>
	45

\* All positions located at the South Lansing Special Residential Center.



## DFY PLACEMENTS BY REGION

## REGION II

<u>Name</u>	<u>Type of Facility</u>	<u>Capacity</u>		<u>Address</u>	<u>County</u>
		<u>M</u>	<u>F</u>		
Camp #3	Youth Camp	60	0	R.D. #1 Brooktondale, N.Y. 14817	Tompkins
Camp #5	Youth Camp	60	0	Rural Route #1 Taberg, N.Y. 13471	Oneida
Center <sup>a</sup>	Spec. Res. Center	0	30	Pine Ridge Rd., R.D.#4 Auburn, N.Y. 13021	Cayuga
Center	Spec. Res. Center	20	40	South Lansing, N.Y. 14882	Tompkins
Home #3	Urban Home	7	0	132 Ridgeway Avenue Syracuse, N.Y. 13224	Onondaga
"	" "	0	7	102 Lincoln Park Drive Syracuse, N.Y. 13203	Onondaga
Home #16	Urban Home	7	0	43 Park Avenue Binghamton, N.Y. 13903	Broome
"	" "	0	7	61 Kneeland Avenue Binghamton, N.Y. 13904	"
"	" "	7	0	1 Ardsley Road Binghamton, N.Y. 13904	"
Home #19	Urban Home	0	7	21 Faxton Street Utica, N.Y. 13503	Oneida
"	" "	7	0	1514 Kemble Street Utica, N.Y. 13501	"
START #6	START Center	20	0	Macomb Reservation Schuyler Falls, N.Y. 12985	Clinton
YDC #5 <sup>b</sup>	Yth. Dev. Ctr.	7	0	3737 E. Genesee St. Syracuse, N.Y. 13214	Onondaga

a. formerly a START Center and is being converted to a Special Residential Center

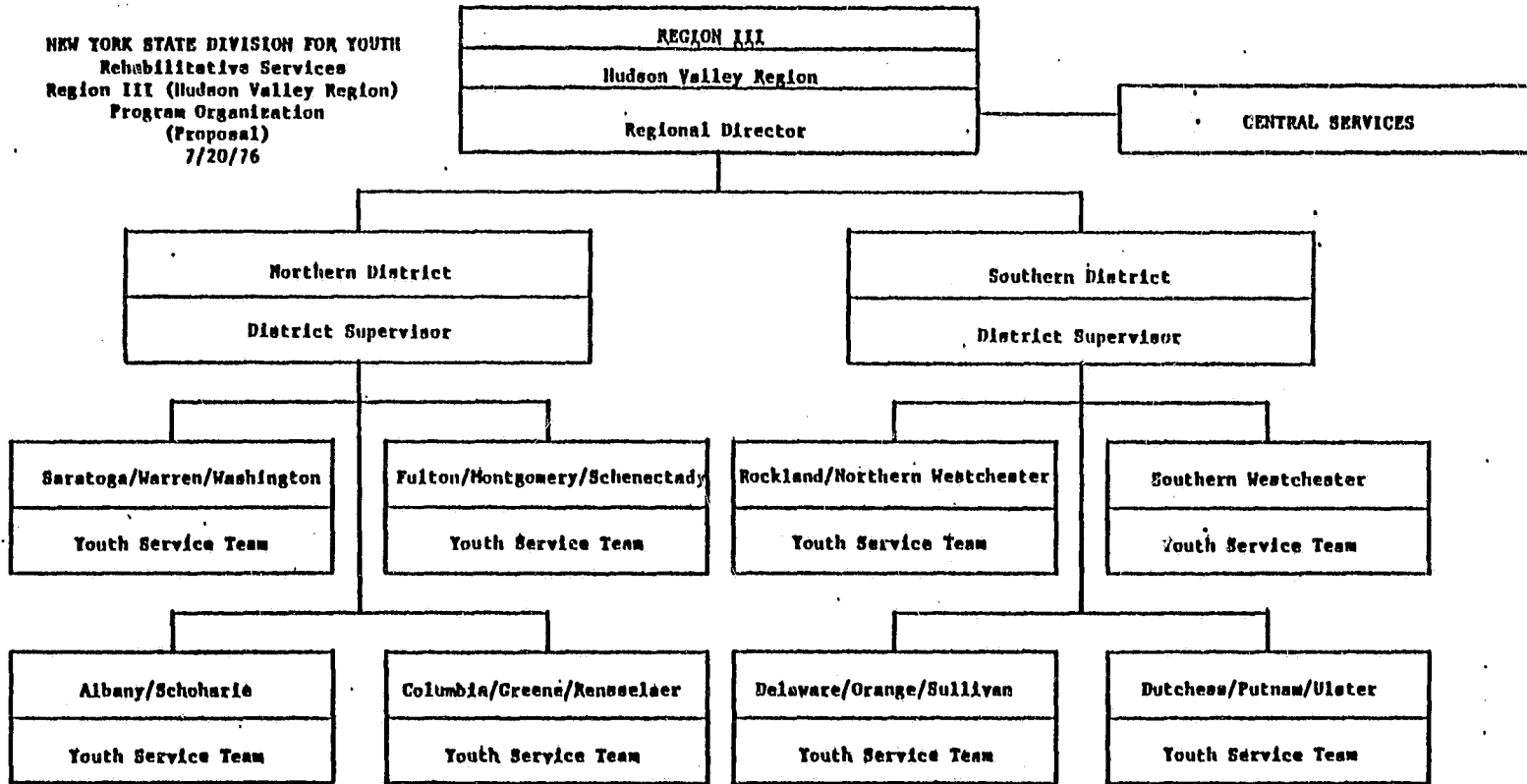
b. will be expanded to 25 beds

## REGION II

YOUTH SERVICE TEAMS

<u>Location</u>	<u>Counties Served</u>
Binghamton	Broome, Tioga, Chenango
South Lansing	Cayuga, Cortland, Tompkins
Syracuse	Onondaga
Syracuse	Onondaga, Oswego
Watertown	Jefferson, Hamilton, Lewis, Herkimer
Utica	Oneida, Madison, Otsego
Plattsburgh	Franklin, Clinton, Essex, St. Lawrence

NEW YORK STATE DIVISION FOR YOUTH  
 Rehabilitative Services  
 Region III (Hudson Valley Region)  
 Program Organization  
 (Proposal)  
 7/20/76



Region III--HUDSON VALLEY

	Youth Pop. (10-19)	ADJUDICATED NEW YORK STATE FAMILY COURT PETITIONS <sup>1</sup> July 1, 1974 - June 30, 1975					DIVISION FOR YOUTH ADMISSIONS BY ADJUDICATIONS July 1, 1974 - June 30, 1975								YD/DP 1974	CARE AND MAINTENANCE				
		1975	JDs		PINS		TOTAL 100%	JDs TOTAL		PINS TOTAL		VOLUNTARY Title II		OTHER		TOTAL (100%)	TOTAL	Expenditures	Days of Care	
			#	#	%	#	%	#	#	%	#	%	#	%		#	%	#	#	\$
<b>Northern District</b>																				
Capital Area	113,279	415	55.3	335	44.7	750	15	14%	63	59%	9	8%	19	19%	106	712,099	805,638.50	49,534		
Aibany	53,613	213	52.1	196	47.9	409	7		37		3		6		53	358,204	529,601.15	32,801		
Rensselaer	30,106	141	60.3	93	39.7	234	3		15		3		3		24	201,588	175,959.67	10,424		
Schenectady	29,560	61	57.0	46	43.0	107	5		11		3		10		29	152,307	100,077.68	6,309		
Other Counties	97,022	167	58.5	132	41.5	299	11	29%	23	44%	3	7%	11	20%	49	304,911	42,916.79	2,946		
Columbia	11,092	25	59.5	17	40.5	42	2		3		-		1		6	39,393	33,414.08	2,262		
Fulton	9,951	10	35.7	18	30.5	28	1		5		1		3		10	30,166	-	-		
Greene	6,997	7	63.6	4	36.4	11	2		2		-		3		7	29,575	1,459.82	136		
Montgomery	9,414	4	36.4	7	63.6	11	-		3		1		2		6	31,112	-	-		
Saratoga	30,623	28	56.0	22	44.0	50	4		7		1		1		13	77,974	-	-		
Schoharie	6,851	23	100.0	0	0.0	23	-		-		-		-		-	20,894	-	-		
Warren	10,444	24	64.9	13	35.1	37	1		1		-		1		3	43,102	8,042.89	548		
Washington	11,650	46	47.4	51	52.6	97	1		3		-		-		4	32,695	-	-		
District Subtotal	210,301	582	56.3	467	43.7	1,049	26	19%	86	54%	12	8%	30	19%	155	1,017,010	848,555.29	52,480		
<b>Southern District</b>																				
Mid-Hudson	113,174	383	67.7	183	32.3	566	33	29%	51	46%	24	21%	4	4%	112	288,259	42,874.60	2,003		
Delaware	9,965	43	63.2	25	36.8	68	2		2		2		-		6	28,220	-	-		
Dutchess	46,503	240	70.6	100	29.4	340	19		26		19		3		67	154,302	-	-		
Putnam	15,140	22	66.7	11	33.3	33	2		-		1		-		3	23,390	30,668.61	1,454		
Sullivan	11,013	48	67.6	23	32.4	71	6		11		1		-		18	37,620	12,205.99	549		
Ulster	30,553	30	55.6	24	44.4	54	4		12		1		1		18	44,727	-	-		
Lower Hudson	270,361	422	53.0	375	47.0	797	82	33%	122	49%	25	10%	20	8%	249	855,964	254,774.24	13,945		
Orange	49,937	197	76.7	60	23.3	257	33		28		3		3		67	78,844	117,312.67	5,165		
Rockland	58,485	44	40.7	64	59.3	108	8		12		3		3		26	145,592	137,461.57	8,780		
Westchester	161,939	181	41.9	251	58.1	432	41		82		19		14		136	631,528	-	-		
District Subtotal	383,535	805	59.1	558	40.9	1,363	115	32%	173	48%	49	14%	24	6%	361	1,144,223	297,648.84	15,948		
<b>TOTAL REGION III</b>	<b>593,837</b>	<b>1,387</b>	<b>57.8</b>	<b>1,025</b>	<b>42.2</b>	<b>2,412</b>	<b>141</b>	<b>28%</b>	<b>259</b>	<b>50%</b>	<b>61</b>	<b>12%</b>	<b>54</b>	<b>10%</b>	<b>516</b>	<b>2,161,233</b>	<b>1,146,204.13</b>	<b>68,428</b>		

<sup>1</sup> The statistics are the number of petitions that went to adjudication.

## REGION III

## TOTAL PLACEMENTS, AUGUST 1976

<u>Facility</u>	<u>Number</u>	<u>Capacity</u>	
		<u>M</u>	<u>F</u>
Camp	3	160	-
Center	1	50	-
Contract Home	0	-	-
Urban Home	12	63	63
Regional Detention Facility	1	19	5
School	0	-	-
START Center	1	20	-
Youth Development Center	0	-	-
		<u>293<sup>a</sup></u>	<u>63<sup>a</sup></u>

(planned additional beds: Camps-20; Homes-14)

Other Residential

Foster Care	95
Voluntary Agency	<u>14</u>
	109

Non-Residential

Day Service	95
Employment	<u>24<sup>b</sup></u>
Independent Living	<u>18</u>
	137

- a. Total excludes Regional Detention Facility.
- b. 14 positions at the Warwick Training School and 10 positions at the Goshen Secure Center.

## DFY PLACEMENTS BY REGION

## REGION III

<u>Name</u>	<u>Type of Facility</u>	<u>Capacity</u>		<u>Address</u>	<u>County</u>
		<u>M</u>	<u>F</u>		
Camp #1	Youth Camp	60	0	Rensselaerville, N.Y. 12147	Albany
Camp #4	Youth Camp	60	0	Route #8 Masonville, N.Y. 13804	Delaware
Camp #6	Youth Camp	40	0	P.O. Box 278 Johnstown, N.Y. 12095	Fulton
Center	Spec. Res. Ctr.	50	0	South Kortright, N.Y. 13842	Delaware
Home #10	Urban Home	0	7	442 Warburton Avenue Yonkers, N.Y. 10701	Westchester
"	" "	0	7	55 Dekalb Avenue White Plains, N.Y. 10605	"
"	" "	0	7	535 South 9th Avenue Mount Vernon, N.Y. 10550	"
Home #14	Urban Home	7	0	79 Ryckman Avenue Albany, N.Y. 12208	Albany
"	" "	0	7	35 Taft Avenue Albany, N.Y. 12203	"
Home #17	Urban Home	0	7	135 Academy Street Poughkeepsie, N.Y. 12601	Dutchess
"	" "	7	0	69 Hooker Avenue Poughkeepsie, N.Y. 12601	"
Home #18	Urban Home	0	7	137 Centre Avenue New Rochelle, N.Y. 10805	Westchester
Home #20	Urban Home	7	0	171 South Main Street Gloversville, N.Y. 12078	Fulton- Montgomery
Home #22	Urban Home	7	0	867 Second Avenue Troy, N.Y. 12182	Rensselaer
Home #23	Urban Home	7	0	1633 Eastern Parkway Schenectady, N.Y. 12309	Schenectady
"	" "	0	7	929 Stanley Street Schenectady, N.Y. 12307	"

-2-

<u>Name</u>	<u>Type of Facility</u>	<u>Capacity</u>		<u>Address</u>	<u>County</u>
		<u>M</u>	<u>F</u>		
Home #25	Urban Home	0	7	79 South Avenue Wappingers Falls, N.Y. 12590	Dutchess
"	" "	0	7	254 New Hackensack Road Poughkeepsie, N.Y. 12603	"
Home #26	Urban Home	7	0	2 High Street Monticello, N.Y. 12701	Sullivan
Home #27	Urban Home	7	0	241 Orange Avenue Walden, N.Y. 12586	Orange
Home #28	Urban Home	7	0	134 Maple Street Glens Falls, N.Y. 12801	Warren- Washington
Home #30	Urban Home	7	0	79 Andrew Street Kingston, N.Y. 12401	Ulster
Reg. Detention Facility	Reg. Detention Facility	14	5	Box 848 Highland, N.Y. 12528	Ulster
START #1	START Center	20	0	Hill Station, Box 144 Middletown, N.Y. 10940	Orange

## REGION III

YOUTH SERVICE TEAMSNorthern District

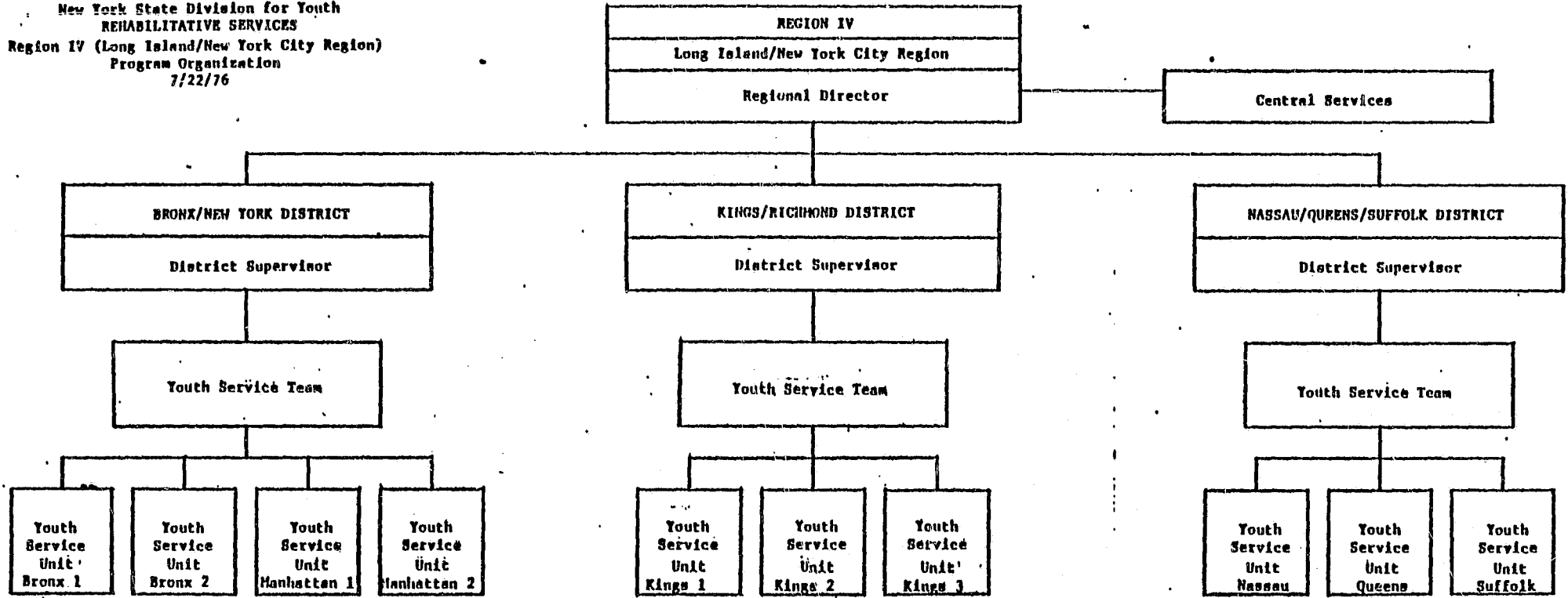
<u>Location</u>	<u>Counties Served</u>
Schenectady	Saratoga, Warren, Washington
Schenectady	Fulton, Montgomery, Schenectady
Albany	Albany, Schoharie
Albany	Columbia, Greene, Rensselaer

Southern District

<u>Location</u>	<u>Counties Served</u>
Yonkers	Rockland, Northern Westchester
Yonkers	Southern Westchester
Newburgh	Delaware, Orange, Sullivan
Newburgh	Dutchess, Putnam, Ulster



New York State Division for Youth  
REHABILITATIVE SERVICES  
Region IV (Long Island/New York City Region)  
Program Organization  
7/22/76



Region IV--NEW YORK CITY/LONG ISLAND

	Youth Pop (10-19)  1975	ADJUDICATED NEW YORK STATE FAMILY COURT PETITIONS <sup>1</sup> July 1, 1974 - June 30, 1975					DIVISION FOR YOUTH ADMISSIONS BY ADJUDICATIONS July 1, 1974 - June 30, 1975								YD/DP 1974  TOTAL	CARE AND MAINTENANCE		
		JDs		PINS		TOTAL 100%	JDs TOTAL		PINS TOTAL		VOLUNTARY Title II		OTHER	TOTAL (100%)		TOTAL	Expenditures	Days of Care
		#	%	#	%		#	%	#	%	#	%	#	%		#	\$	#
<b>District 1</b>																		
Staten Island	62,590	77	84.6	14	15.4	91	11		8		7		4	30	-	-	-	
Kings	415,998	593	52.0	547	48.0	1,140	132		62		128		43	365	-	-	-	
Subtotal	478,588	670	54.4	561	45.6	1,231	143	36%	70	18%	135	34%	47	395	-	-	-	
<b>District 2</b>																		
New York	177,551	215	58.1	155	41.9	370	53		24		77		34	188	4,023,770	6,244,155.33	337,546	
Bronx	237,901	185	54.9	152	45.1	337	51		24		74		19	168	-	-	-	
Subtotal	415,452	400	56.6	307	43.4	707	104	29%	48	14%	151	42%	53	356	4,023,770	6,244,155.33	337,546	
<b>District 3</b>																		
Queens	280,971	301	55.0	246	45.0	547	53		27		42		25	147				
Nassau	290,673	265	46.9	300	53.1	565	39		36		17		6	98	1,305,839	837,040.45	56,571	
Suffolk	281,246	424	52.5	383	47.5	807	19		14		15		6	54	584,809	419,729.67	24,732	
Subtotal	852,890	990	51.6	929	48.4	1,919	111	37%	77	26%	74	25%	37	299	1,889,868	1,256,770.12	81,303	
<b>TOTAL REGION IV</b>	<b>1,746,930</b>	<b>2,060</b>	<b>53.4</b>	<b>1,797</b>	<b>46.6</b>	<b>3,857</b>	<b>358</b>	<b>34%</b>	<b>195</b>	<b>19%</b>	<b>360</b>	<b>34%</b>	<b>137</b>	<b>1,050</b>	<b>5,913,638</b>	<b>7,500,925.45</b>	<b>418,849</b>	

<sup>1</sup>The statistics are the number of petitions that went to adjudication.

## REGION IV

## TOTAL PLACEMENTS, AUGUST 1976

<u>Facility</u>	<u>Number</u>	<u>Capacity</u>		<u>Co-ed</u>
		<u>M</u>	<u>F</u>	
Camp	0	-	-	
Center	0	-	-	
Contract Home	0	-	-	
Urban Home	9	123	42	
Regional Detention Facility	0	-	-	
School	0	-	-	
START Center	3	0	40	
Youth Development Center	3	<u>104</u>	<u>-</u>	<u>25</u>
		227	82	25

(planned additional beds: YDC-46, homes-56)

Other Residential

Foster Care	150
Voluntary Agency	<u>4</u>
	154

Non-Residential

Day Service	145
Employment	229
Independent Living	<u>45</u>
	419

## DFY PLACEMENTS BY REGION

## REGION IV

<u>Name</u>	<u>Type of Facility</u>	<u>Capacity</u>		<u>Address</u>	<u>County</u>
		<u>M</u>	<u>F</u>		
Home #1 <sup>a</sup>	Urban Home	30	0	443 West 22nd Street New York, N.Y. 10011	New York
Home #5	Urban Home	7	0	828 East 215th Street Bronx, N.Y. 10467	Bronx
"	" "	7	0	1610 Givan Avenue Bronx, N.Y. 10469	Bronx
"	" "	7	0	3919 Wilder Avenue Bronx, N.Y. 10466	Bronx
Home #6	Urban Home	7	0	1260 Commonwealth Avenue Bronx, N.Y. 10472	Bronx
"	" "	7	0	1701 Watson Avenue Bronx, N.Y. 10472	Bronx
Home #7	Urban Home	7	0	73 Lafayette Street Hempstead, N.Y. 11553	Nassau
"	" "	7	0	139 West Chester Street Long Beach, N.Y. 11561	Nassau
"	" "	7	0	32 Holly Place, Hempstead, N.Y. 11553	Nassau
Home #9	Urban Home	0	7	78 Lortel Avenue Staten Island, N.Y. 10314	Richmond
"	" "	0	7	599 Richmond Avenue Staten Island, N.Y. 10302	"
"	" "	0	7	211 Holden Avenue Staten Island, N.Y. 10314	"
Home #11	Urban Home	0	7	121 North 18th Street Wyandanch, N.Y. 11798	Suffolk
"	" "	7	0	3 Hazelwood Drive Huntington, N.Y. 11743	"
"	" "	7	0	118 Hickory Street Huntington, N.Y. 11743	"
Home #12	Urban Home	0	7	198 Linden Boulevard Brooklyn, N.Y. 11226	Kings

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<u>Name</u>	<u>Type of Facility</u>	<u>Capacity</u>		<u>Address</u>	<u>County</u>
		<u>M</u>	<u>F</u>		
Halfway House <sup>b</sup>	Halfway House	7	0	657 East 98th Street Brooklyn, N.Y. 11236	Kings
" " <sup>b</sup>	" "	0	7	1125 Lenox Road Brooklyn, N.Y. 11212	Kings
START #3	START Center	0	20	New Commack Road W. Brentwood, L. I., N.Y. 11717	Suffolk
START #5	START Center	0	20	1133 Forest Hill Road Staten Island, N.Y. 10314	Richmond
Halfway House <sup>c</sup>	Halfway House	16	0	2322 Valentine Avenue Bronx, N.Y. 10458	Bronx
YDC #1	Yth. Dev. Ctr.	50	0	170 East 210th Street Bronx, N.Y. 10467	Bronx
YDC #2	Yth. Dev. Ctr.	25	0	453-455 West 143rd St. Harlem, N.Y. 10031	New York
"	" " "	7	0	419 West 145th Street Harlem, N.Y. 10031	New York
YDC #3	Yth. Dev. Ctr.	15	0	272 Jefferson Avenue Brooklyn, N.Y. 11216	Kings
"	" " "	7	0	140 Martense Street Brooklyn, N.Y. 11226	Kings
"	" " "		25	1125 Carroll Street Brooklyn, N.Y. 11225	Kings

- a. Being converted to a START Center
- b. Formerly a Halfway House being converted to an urban home.
- c. Halfway House and is being converted to a START Center.

## REGION IV

YOUTH SERVICE TEAMSManhattan/Bronx District

<u>Location</u>	<u>Counties Served</u>
Bronx	Bronx
Bronx	Bronx
Manhattan	New York
Manhattan	New York

Brooklyn/Staten Island District

<u>Location</u>	<u>Counties Served</u>
Brooklyn	Kings
Brooklyn	Kings
Brooklyn	Kings/Richmond

Queens/Nassau/Suffolk District

<u>Location</u>	<u>Counties Served</u>
Mineola	Nassau
Jamaica	Queens
Mineola	Suffolk

## SCHOOLS AND SECURE CENTERS

<u>Name</u>	<u>Type of Facility</u>	<u>Capacity</u>		<u>Address</u>	<u>County</u>
		<u>M</u>	<u>F</u>		
Industry	School	120	0	Industry, N.Y. 14474	Monroe
Tryon	School	100	20	Johnstown-Perth Road Johnstown, N.Y. 12095	Fulton
Warwick	School	120	0	Warwick, N.Y. 10990	Orange
Brookwood	Secure Center	60	0	Box 265 Claverack, N.Y. 12513	Columbia
Goshen	Secure Center	75	0	Goshen, N.Y. 10924	Orange
Long Term Treatment Unit	Secure Center	20	0	Bronx Children's Psychiatric Center 1000 Waters Place Bronx, N.Y. 10461	Bronx

## Program Supervisor for schools and secure centers:

Mr. Willis B. White, Jr.  
 Program Administration  
 84 Holland Avenue  
 Albany, New York 12208

(518) 474-3222

**END**