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DELINQUENCY PREVENTION

THROUGH

TARGETED OUTREACH

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OVERVIEW

Targeted Outreach is a program designed to serve youth "at risk" of becoming delinquent. Since its beginning in 1984, the program has been implemented in more than 200 Clubs to over 10,000 young people, with encouraging results. Of the 4,525 youth who were initially tracked through Targeted Outreach, 21% had a history of prior involvement with juvenile justice authorities. 92% of these youth did not show behavior which warranted attention from juvenile justice officers while they were involved in the Club's core program. At school, 39% of the participants were reported to have shown a positive change in their school work, and fully two thirds continued to be involved in Club activities for the duration of the tracking period. For Clubs making a concentrated outreach effort to serve young people who need the benefits of Club membership, but may not seek those benefits on their own, Targeted Outreach is the answer.

This manual will describe what is needed to implement a Targeted Outreach program. It is written based on the experiences of 216 Clubs that have implemented Targeted Outreach and documented their progress in the last 10 years.

ACKNOWLEDGMENTS

We thank and salute all of the local Boys & Girls Clubs who participated in the Targeted Outreach Project. These Clubs dedicated considerable time, energy and creativity in reaching out to at-risk youth and providing programs that helped these young people gain the self-esteem necessary to change their lives.

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INTRODUCTION

Crime and violence by juveniles is receiving more and more attention, from the media, legislators, government officials and citizens on the street. "What is causing it, and how can it be reduced?" is heard daily. Boys & Girls Clubs of America's Delinquency Prevention through Targeted Outreach has been designed to reflect current delinquency prevention strategies, and to offer practical methods that can be implemented at any Boys & Girls Club.

Delinquency Prevention through TARGETED OUTREACH is based on two premises. The first is that the youth most at risk of delinquency are **those not seeking the constructive environment the Club has to offer.**

Therefore, the TARGETED OUTREACH approach is designed to *recruit* youth through a referral network that includes schools, courts, police, and other youth service agencies, as well as direct *outreach* work. The second premise is that **the Club's core program provides a sound basis for offering opportunities to youth who are currently at risk of or already involved in delinquent behavior.** The ultimate goal of the program is to prevent or intervene in delinquents acts by integrating these youth into the Club's *regular* programming.

Because of its accessible location and broad range of daily programs, your Boys & Girls Club is best suited to serving youth at risk or on the fringe of delinquent activity. From social recreation activities to leadership development groups like Keystone Clubs, you can offer these youth meaningful, age-appropriate activities, the chance to meet other

youth with similar interests, and positive adult role models for bonding.

This manual serves as Boys & Girls Clubs of America's principle vehicle to help Boys & Girls Clubs assess their local delinquency problem, recruit at-risk youth, and focus Club efforts on serving this critical group. The manual is designed for the person who will oversee implementation of the program at the unit level — the unit director or the program director — presenting an overview of youth crime without trying to further or support existing myths about such crime. The information is kept broad intentionally so as not to quickly become time dated. The second section of the manual helps you survey local officials and youth to get a more accurate, detailed picture of youth crime and delinquency in your community.

The manual then turns to identifying and recruiting targeted youth, and establishing meaningful program referrals to and from your program. The third section of the manual focuses on preparing your Club for serving youth at risk of juvenile delinquency, handling issues that may arise mainstreaming these youth into your program, and how to best serve targeted youth. The final section lists resources to access as you begin your delinquency prevention program.

By using this manual, you will be better equipped to play a vital role in preventing delinquency, provide youth with constructive alternatives, and to play an important role in your community's coordinated efforts to combat youth crime.

DELINQUENCY PREVENTION THROUGH TARGETED OUTREACH

FOR EXECUTIVE DIRECTORS

Boys & Girls Clubs of America developed the *Delinquency Prevention through TARGETED OUTREACH* Manual for Clubs interested in starting a delinquency prevention program. This is designed as a hands-on, step-by-step manual for unit directors and program directors who will implement the approach on the unit level. For the program to succeed, however, there are issues which should be addressed by the club administration and board. A delinquency prevention initiative has programmatic, policy, and cost considerations. As an executive director interested in implementing a delinquency prevention program in one or all of your units, here is what you need to do to assure success:

1. Understand the program's principles and approach.

The main thrust of Boys & Girls Clubs of America's delinquency prevention approach is to aggressively reach youth at risk of delinquency and mainstream them into programs the Club already offers in the six core program areas. The only special treatment for targeted youth is case monitoring and reporting by staff assigned to each youth (no one staff person should be assigned more than five youth).

2. Communicate the program as a priority.

Support for running a successful program must begin at the top, and run throughout your organization. This program cannot be implemented by a unit director or program director alone. The need for the program and the value of serving youth at risk of delinquency must be recognized by all staff who play a direct or indirect role in the program. The support and involvement of the Club's board of directors and executive director will be a necessary element of the decision and change-making processes required for proper implementation of the program.

3. Appoint a coordinator.

Though all unit staff should play a role in implementing the program, one staff person (preferably a unit director or program director) should be given responsibility to oversee the program at each selected site. While they may not need to be fully dedicated to the program, they will need to coordinate efforts of other staff and take responsibility for successful implementation of the project.

4. Train staff.

The staff of the unit(s) where you plan to implement the program will need to receive training regarding the initiative. Beyond program requirements and specific responsibilities for the program, training should include an orientation to serving the new population, especially if you are not presently serving this population in the unit. A sample in-service training outline appears on page 50.

5. Lead networking efforts.

Establishing the proper relationships with appropriate local organizations will be critical to the success of the program, and cannot be taken for granted. While you may already have a good network with community leaders, this initiative may require an expansion to some new agencies that you have not

FOR EXECUTIVE DIRECTORS

worked closely with in the past. Added outreach and referral activities will need to receive an appropriate amount of your time and attention. You may need to use contacts in opening doors for the unit director or program director to establish day-to-day contacts. Depending on the size of your community and Club, networking may be done in a variety of ways, making it the responsibility of one person (unit or program director), or dividing up these duties among unit staff. This approach may also result in adding a new staff position, changing staff schedules or reorganizing job functions among staff.

6. Assess policy implications and take appropriate actions.

You will need to fully examine the needs of youth involved in your program, how these needs will be met by your current operation and programs, and if any adjustments are necessary. For example, if you are currently closing in the early evening, you may need to expand your program hours to nighttime, as nighttime hours are often perceived as the most idle, at-risk hours for these youth. This will result in shifting program hours or increasing program costs for expanded hours.

There may be security and safety issues that arise from reaching out to serve youth at risk of delinquency. New policies and procedures will need to be developed and implemented by staff. These new policies and procedures should be fully reviewed and approved before implementation.

Case management is an important part of Boys & Girls Clubs of America's TARGETED OUTREACH efforts. Proper record-keeping and documentation is important to ensuring that these targeted youth receive appropriate services through the Club or referral sources. This is also important for evaluating the success of the program, and to share this information with local officials and current or potential funding sources. All staff involved

in the program need to understand the paperwork requirements for serving these youth, and to complete paperwork in a timely and thorough fashion, as spelled out in the *Delinquency Prevention through Targeted Outreach Manual*.

7. Assess budget implications.

You should anticipate cost implications for operating your program. These costs will vary from Club to Club, depending upon how you design, organize and implement your program. You will need to identify areas having cost implications with the person responsible for coordinating your initiative as she/he begins developing an action plan for program implementation. You should then account for these costs within your operating budget, and begin to identify ways to cover these costs (budget shifts, new money, etc.). Board support will be crucial at this point, as board members can assist with the marketing of your initiative, and lead efforts to secure any additional funds needed to run the program.

There are a host of other Club policy and cost issues that may arise during the startup and operation of your program. Anticipate and understand these issues to engineer the proper changes to implement your delinquency prevention program, while maintaining the quality of services to regular Club membership. Your support and involvement is critical to successful implementation of this exciting approach for serving at-risk youth in your local community.

DELINQUENCY PREVENTION THROUGH TARGETED OUTREACH

EXECUTIVE DIRECTOR CHECKLIST

- ☐ Coordinator assigned.
- ☐ B&GCA's *Delinquency Prevention through Targeted Outreach Manual* read by coordinator; planning begins.
- ☐ Draft Action Plan developed by coordinator.
- ☐ Draft Action Plan approved by executive director.
- ☐ Policy implications identified.
- ☐ New policies developed for board review.
- ☐ Board orientation to program held.
 - Concept and plan approved.
 - New policies approved.
 - Support to go ahead received.
- ☐ Costs clearly identified.
- ☐ Operating budget adjusted to account for program.
- ☐ Staff training held; roles and responsibilities spelled out.
- ☐ Youth crime problem and survey of community leaders and youth completed.
- ☐ Network contacts identified and approached about the program.
- ☐ Program starts taking in targeted youth.
- ☐ Case management system implemented.
- ☐ Conduct periodic assessment of the program.

SECTION I

UNDERSTANDING JUVENILE DELINQUENCY AND DELINQUENCY PREVENTION

AN OVERVIEW OF JUVENILE CRIME

JUVENILE CRIME IS A GROWING PUBLIC CONCERN TODAY. TO RESPOND EFFECTIVELY, YOU MUST UNDERSTAND THE NATURE AND SCOPE OF SUCH CRIME, WHY JUVENILES COMMIT CRIMES, AND SOCIETY'S RESPONSE TO THE PROBLEM. THIS SECTION WILL FOCUS ON THE NATIONAL STATISTICS AND TRENDS, CURRENT THEORIES OF DELINQUENCY, AND THE JUVENILE JUSTICE SYSTEM.

The Scope and Nature of Juvenile Crime

Each year, juveniles (youth under the age of 18), account for approximately one out of every six arrests by the police. Juveniles

make up a disproportionate percentage of arson arrests (almost one in every two), as well as motor vehicle theft and vandalism (around four in every 10), burglary (one in three), larceny-theft (three in 10), and robbery (one in four).

CHART 1

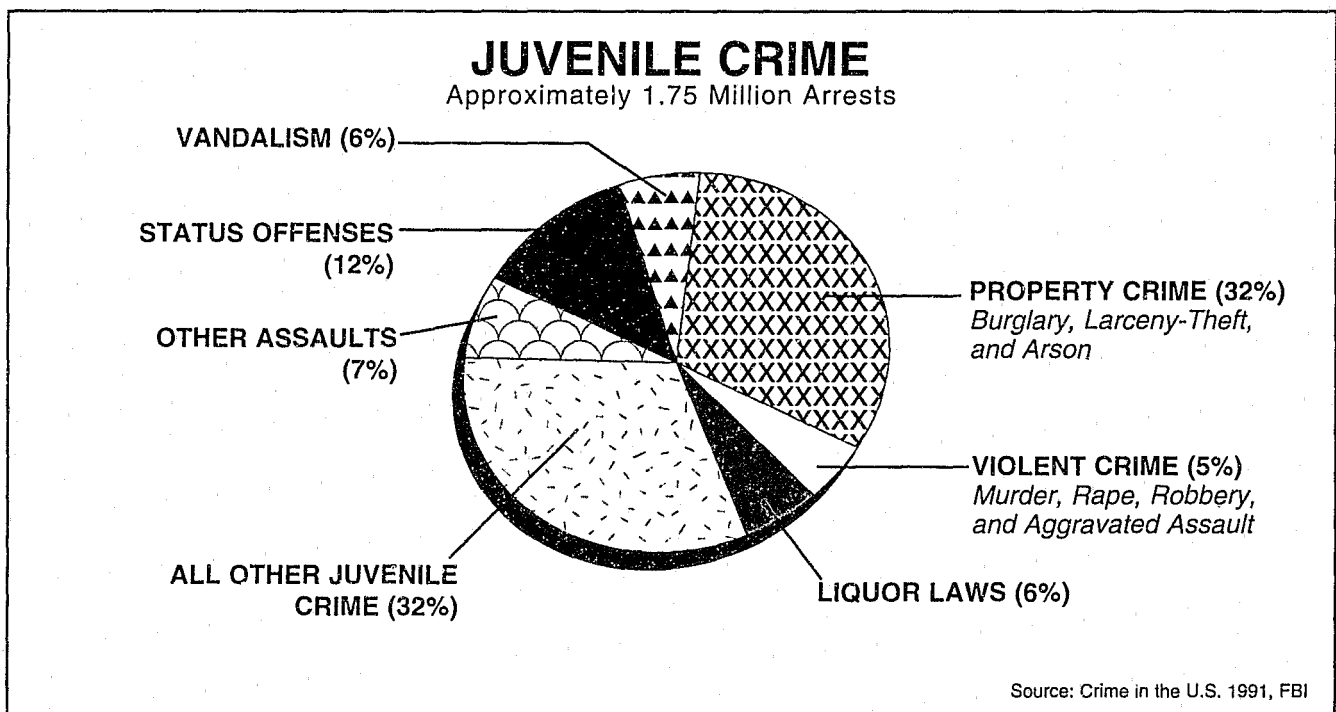
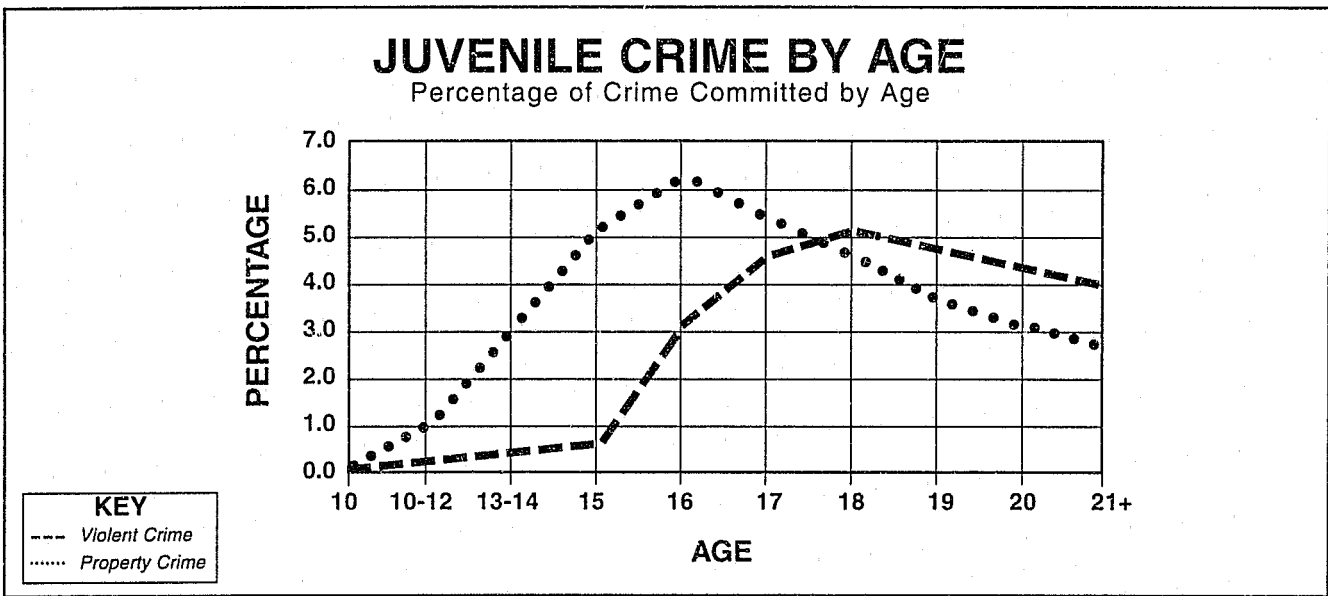


CHART 2



Close to one in three juvenile arrests is for serious property crimes such as burglary, larceny-theft, motor vehicle theft and arson. Juveniles are arrested for the serious property offense of larceny-theft the most, followed by runaway arrests, other assaults, burglary, vandalism, liquor laws, disorderly conduct, curfew and loitering violations, and aggravated assaults.

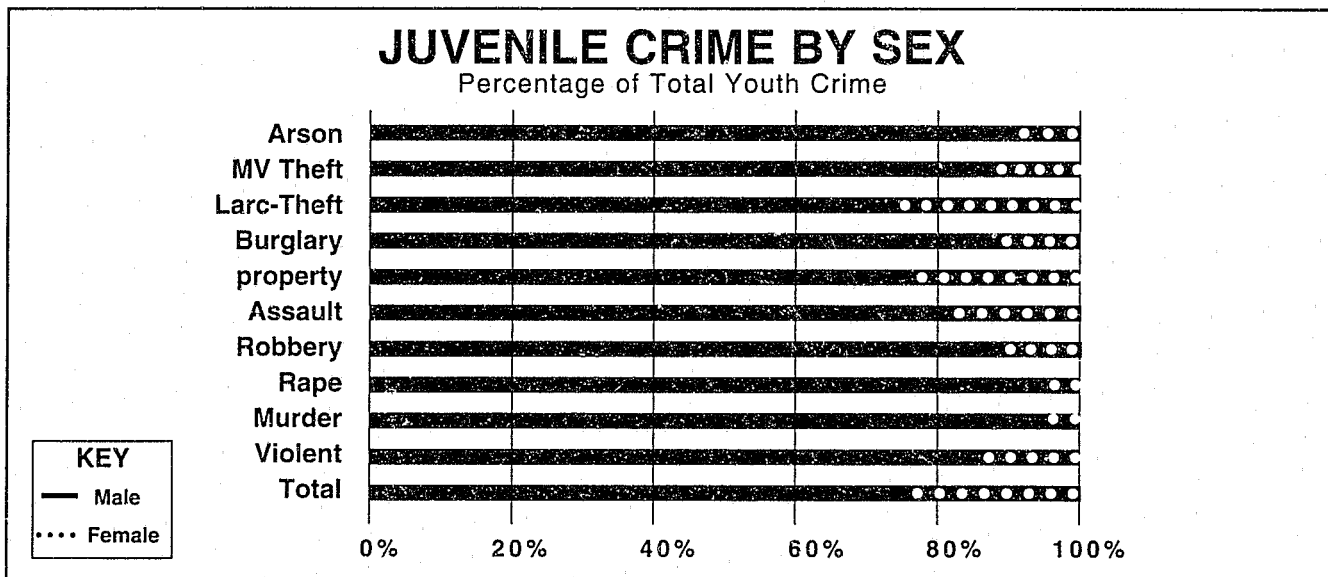
● Characteristics of Juvenile Crime

As reflected in Chart 2, Juveniles become involved in property offenses at a young age;

their involvement in property crime peaks at age 16, (16-year-olds comprise 6.5% of all offenders arrested for property crime). Involvement in violent crime by juveniles begins slower and increases most dramatically between the ages of 15 and 17, and peaks at age 18 (making up over 5% of all violent crime arrests).

Males under 18 make up slightly over 75% of all youth crime, committing an even greater percentage of violent crime (close to nine of every 10, and 95% of all murders). Females

CHART 3



are arrested at a higher rate for larceny-theft than for other offenses (close to three in 10 juvenile larceny-thefts are by females), as reflected in Chart 3. Female arrests tend to peak by 15 or 16, with larceny-theft, run-away, and assaults as the most common offenses. Young male arrests tend to peak at 18 with larceny-theft, burglary, assaults, and vandalism as their most common offenses.

Caucasian youth make up over seven of 10 juvenile arrests, while African-Americans make approximately one in four. However, African-American youth make up close to one-half of all violent crime, including six in 10 robberies, and close to six in 10 murders. Caucasian youth are disproportionately higher with arson (eight in 10), and burglary (over three in four).

● Youth Victimization

Youth ages 16 to 19 are the most victimized segment of our society, followed by youth ages 12 to 15. The older teens are victimized by violent crime at a rate three times higher than that among those 20 and older, and two times higher for crimes of theft. Younger teens tend to be victimized most at school, while older teens are victimized more often on the street. Thefts occur most in school, and on public transportation.

Victimization reports also indicate that seven

of 10 young people ages 12 to 15 do not report violent crimes committed against them, and nine in 10 do not report thefts. For 16 to 19-year-olds, six in 10 do not report when they have been victimized by violent crimes, and approximately eight in 10 do not report thefts.

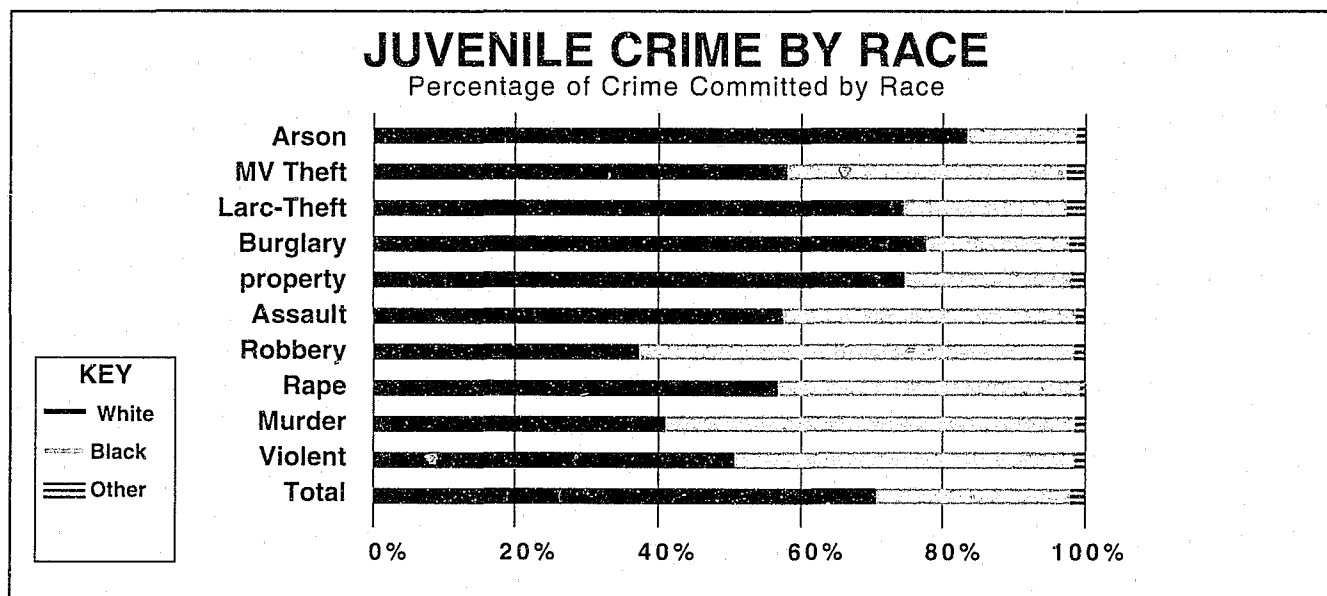
● Youth Crime Trends

A look at five and 10-year youth crime trends shows that while there has been a steady increase in juvenile crime arrests, the increase in violent crime has been much more dramatic (over 40% increase since the early 1980s). The greatest increases in youth crime have been in murder (93% in 10 years), and aggravated assault (71% in 10 years, and 52% in five years). Motor vehicle theft by juveniles has increased 97% since the early 1980s.

WHY ARE SOME YOUTH DELINQUENT?

There are many theories of why some young people turn to delinquency and others do not. We know that by early school age, some youngsters are more easily seen as "trouble-makers." They seem to enjoy defying adult authority. They use physical threats and aggressive behavior to settle disputes. They

CHART 4



avoid confronting situations where they are likely to fail—especially in school.

However, rejecting school for the street has disastrous consequences. Children begin a downward, self-reinforcing spiral in which school failure leads to even greater school failure. Soon, parents or other care-givers are called in and the young person is labeled inadequate to the major tasks of childhood: learning to get along with others and acquiring basic skills. Studies have found that this history of disruptive behavior and school failure is a frequent precursor to many negative patterns of behavior later in life such as like substance abuse, inability to find meaningful employment, inability to support oneself and one's family, and involvement in crime.

Many reasons for delinquent behavior have been proposed: breakdown of traditional social institutions; physiological pathology; and racial, ethnic, religious, or class differences. Targeted Outreach is based on several accepted theories of delinquency which not only describe the factors leading to delinquency, but also have serious implications for Club program strategies.

Bonding and Control Theory

This theory proposes that our social institutions—the home, school, church, and workplace—teach acceptable behaviors to children and, as they grow, children rewarded by these systems accept these rules as their own. However, if and when parents, teachers, or clergy fail to teach acceptable standards, or children are not rewarded by these systems, children fail to learn and accept society's rules.

For example, respect for the property of others. Without it, children may have no awareness about committing theft or vandalism. But, at the Club, they express themselves in constructive ways and internalize the concept that the Club building is “theirs.” Members see youth development professionals and members care for Club property, and model their behavior on this. They begin to “bond” to the youth development professionals whose approval they seek. They begin to modify their behavior to win acceptance. This transfers, over time, to respecting property

and the property of others both inside and outside the Club.

Delinquency and Strain Theory

This theory is based on the hypothesis that most youngsters, through exposure to the media and its depiction of “The American Dream,” have the same dreams for themselves—material wealth, personal achievement, and social position. These dreams are encouraged by what children observe in the world, even though what they see might not be accessible to them. Since not all youngsters have equal opportunities to achieve their dreams, some children grow up feeling frustrated and develop a sense of hopelessness and desperation.

For example, one way this hopelessness plays itself out is among young people who drop out of school, thereby increasing the likelihood they will remain trapped in poverty. Through the Boys & Girls Club, however, these children have access to caring adults who can encourage them when they feel frustrated in efforts to achieve or when they do not know how to plan for their future. They are able to try out various career interests, make realistic and positive career choices, and internalize the value of staying in school until they have acquired the necessary credentials to work in areas of interest.

Labeling and Self-Fulfilling Prophecy Theory

According to this theory, people tend to see themselves as others see them, particularly as their self-concept is developing throughout childhood. Their behavior tends to correspond to the expectations others have of them, and their self-concept develops from the predictions and labels of others. If these predictions and labels are negative, youth will adopt negative behaviors.

For example, youngsters can become identified as troublemakers, acting out and displaying negative behavior, thus living up to their label. But a Boys & Girls Club can offer youth a place to succeed and demonstrate positive behaviors. Staff can intercede for youngsters and report successes to parents and teachers. Seeing this new, positive side

of a youngster can help parents and teachers rethink negative perceptions of the child.

Social Learning Theory

According to this theory, delinquency is learned through association with other delinquents. Repeated contact with a delinquent peer group will increase the chance that a young person will accept the standards of that group as their own.

For example, youngsters may live in a neighborhood where they cannot help but associate with poor influences. At a Boys & Girls Club, however, youth at risk of such involvement are mainstreamed into activities with another kind of peer group, ideally in no more than a one to three ratio (33 percent "at-risk" youth). Club membership gives youth the opportunity to associate with friends who model constructive behavior. Youth have somewhere to go that offers attractive leisure possibilities and an opportunity to be seen as responsible and success-oriented.

CHARACTERISTICS OF YOUTH AT RISK OF DELINQUENCY

Although many studies demonstrate that delinquent behavior is characteristic of most juveniles at one time or another, the following characteristics are indicators that a youth is at risk of delinquency:

- they live in a neighborhood with significant youth crime, and do not have contact with positive social support systems (i.e., Club);
- minor involvement with the juvenile justice system (misdemeanor);
- running away;
- physically or emotionally abused and/or neglected;
- substance abuse;
- substance abuse by parent or other family member;
- two or more contacts with school authorities for behavior problems;
- frequent truancy;
- failing in two or more subjects.

In the identification of youth at risk of delinquency, care must be taken not to

label or stigmatize the youth. Negative labels may contribute to self-fulfilling prophecy, producing the very behavior TARGETED OUTREACH is attempting to eliminate. Youth exhibiting these characteristics will not necessarily become delinquent, but all should be considered at risk.

Other indicators may be: family disruption due to loss of income or housing, illness, divorce, death; or depressed or withdrawn behavior over a substantial period of time.

Recognizing the Warning Signs

Youth cry out for help in different ways. Some youth may get into deeper trouble—by running away, getting involved with drugs, or becoming promiscuous. Some young people act "tough," and some commit suicide.

Often, it is a Boys & Girls Club youth development professional who first hears the cry. Perhaps a friend tells the professional. Maybe the police or a frantic parent calls the Club. But a crisis does not usually just happen. It builds over time. By recognizing the warning signs, Club professional may be able to prevent a crisis.

Signs that Boys & Girls Club professionals might notice, sometimes when no one else has, include:

- rumors or reliable information the youth has not been home several nights;
- evidence of substance abuse;
- newly acquired and unexplained "wealth," often showered on or shared with peers;
- "hanging around," but being unable to discuss the problem;
- sudden hostility to adults and authority figures;
- phone calls and unusual concern or anxiety shown by parents;
- evidence of mental, physical, or sexual abuse.

If you recognize any of these signs, a crisis may be brewing. The important thing is to do something. Investigate, talk to the youth involved. Call the parents to find out if they are aware of the situation. If you suspect child abuse or trouble at home, notify your

supervisor to follow the appropriate procedures for involving local officials.

UNDERSTANDING THE JUVENILE JUSTICE SYSTEM

The juvenile justice system is a complex network of independent but interrelated public and private agencies operating at the federal, state, and local levels, whose objective is to provide a broad range of services for juveniles and their families. The juvenile justice system is made up of police, the juvenile/family court, the probation department, the local social services agency, and various institutions and community agencies providing services to youth. These agencies seek to identify and serve the needs of troubled and troublesome juvenile offenders once contact with the system has occurred, and to prevent formal contact by juveniles with juvenile justice system components whenever possible. Juvenile justice "systems" vary greatly state by state, and even community by community.

Generally, a juvenile comes into contact with the juvenile justice system when s/he commits a delinquent act or status offense. (A status offense is an offense based on an individual's status as a juvenile. For example, truancy and running away are status offenses.) When this occurs and a complaint is made, the juvenile justice system usually responds with an investigation by a law enforcement officer. The officer initiates an investigation either because he or she observes a law violation personally or because it is brought to the officer's attention. As reflected in Chart 5, once the officer decides to intercede in the life of a juvenile, he or she may take the juvenile into custody or exercise one of several forms of discretionary release, including release to parents and referrals to community resources.

Cases referred to intake are screened for further referral to the juvenile or family court prosecutor. Some juveniles may be released on the spot. Others may be referred to a community resource agency. Those required to appear in court are either released in the custody of parents or detained pending court appearance.

Once a petition is filed, the court hearing process is activated. Certain very serious cases may be waived or transferred to the adult court system for adjudication. In these instances, juveniles are tried, sentenced, and serve time as adults. However, most cases are adjudicated in the juvenile or family court and the court selects an appropriate disposition, including custody (group home or juvenile institution), and non-custody (probation) options.

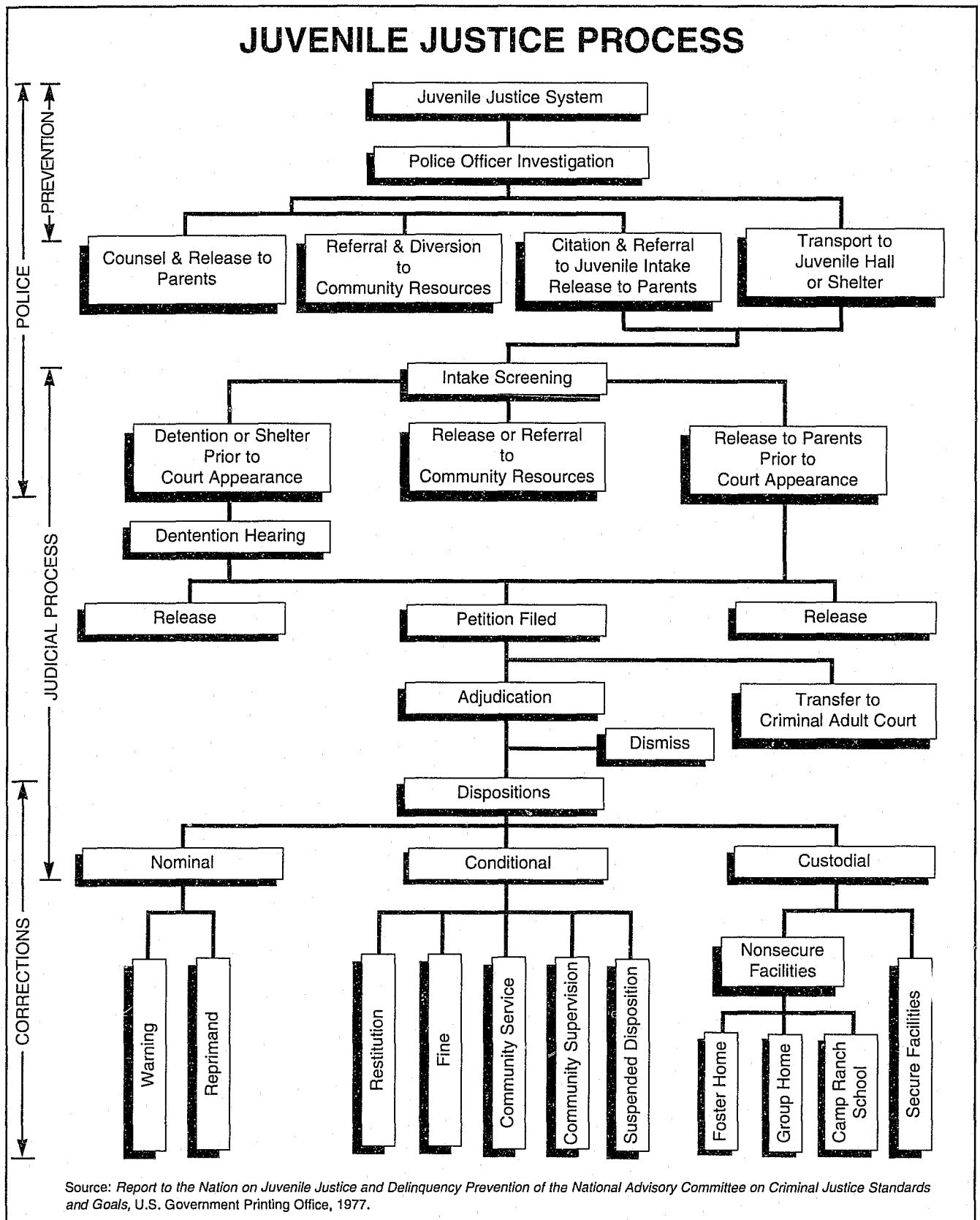
DELINQUENCY PREVENTION PROGRAM PRINCIPLES

Reaching youth at risk of delinquency is nothing new to the Boys & Girls Clubs Movement. From the beginning, the Boys & Girls Clubs have supported these very same young people and helped them achieve their full potential. TARGETED OUTREACH to youth at risk of delinquency formalizes the process.

TARGETED OUTREACH is based on Delinquency Prevention Program Principles which address, more particularly, specific needs of youth at risk of delinquency.

1. Recruit and serve a mix of youth so all individuals will be seen as regular members, not as youth in need of special services.
2. Plan, promote, and operate delinquency prevention programs as part of your regular Boys & Girls Club activities, based on their merits in terms of youth development. Avoid separate, specialized, or short-term programs for troubled youth, and emphasize programs that serve all youth. Implication: No group should be composed of more than one-third youth at risk of delinquency.
3. When special support services, such as professional counseling, are needed for individual members, provide referrals and services discreetly.
4. Increase the role of youth in the decision-making process in meaningful ways. Encourage the expectation among adults and youth that, with appropriate support, youth will contribute.

CHART 5



5. Increase opportunities for youth to work on mutually agreed-upon projects with older youth and adults; practice and demonstrate competence and follow-through.
6. Increase opportunities for youth to be of meaningful service to those in genuine need (e.g., the elderly, people with disabilities, preschoolers).
7. Increase opportunities for youth to improve relationships with their families, schools, peers, and communities. (For example, provide programs to help them develop effective communication skills.)
8. Increase the use of peer groups to help youth effectively organize and accomplish their goals, while assisting each individual enhance his/her leadership skills.
9. Increase the opportunity teen members have to become involved in co-educational programs which address current trends and issues that have meaning to their age group (like SMART Moves).
10. Increasing the opportunity for youth to build self-esteem through every experience available to them at the Club.

SECTION II

ELEMENTS OF A DELINQUENCY PREVENTION EFFORT

THE BOYS & GIRLS CLUB RESPONSE

BOYS & GIRLS CLUBS CAN OFFER A VIABLE ALTERNATIVE TO DELINQUENCY AND BE A POWERFUL FORCE TO HELP COMMUNITIES DEAL WITH YOUNG PEOPLE AT RISK OF, OR INVOLVED IN DELINQUENT ACTS. TO COUNTERACT DELINQUENCY, CLUBS MUST IDENTIFY AND ATTRACT YOUTH AT RISK OF DELINQUENCY AND PROVIDE POSITIVE, SOCIALLY APPROPRIATE OPPORTUNITIES TO ENHANCE THEIR SENSE OF BELONGING, USEFULNESS, COMPETENCE AND PERSONAL POWER. ACTIVITIES MUST OFFER OPPORTUNITIES FOR EXCITEMENT, CHALLENGES, AND STATUS AMONG PEERS. ULTIMATELY, INVOLVEMENT IN THE CLUB MUST OFFER YOUTH FEELINGS OF SUCCESS, INVOLVEMENT AND BELONGING.

CLARIFYING THE OBJECTIVE: PREVENTION

When it comes to addressing delinquency, there are two major approaches through which Boys & Girls Clubs can get involved:

- **Prevention:** when young people are not yet involved or very peripherally involved in delinquent acts. The approach is to deter them from delinquency.
- **Intervention:** when youth fully participate in delinquent activities. The approach is to reclaim youth from all delinquent involvement.

The objective of the approach presented in the Manual is **prevention**. The approach provided in this manual is **not** designed to serve serious delinquents; this population requires more specialized, intensive efforts than set forth here. Keep in mind that the approaches in this manual will best serve

youth at risk of or on the fringe of delinquency. They are based on the idea that the earlier Clubs reach youth at risk of delinquency, the more likely they are to successfully deter kids from delinquency acts. Conversely, the more involved young people are involved in delinquent activities, the more resistant they are, at least initially, to participation in Club activities, particularly if those activities are building-based. This is because such youth normally do not seek out environments with structured activities, established rules and which set consequences for breaking rules.

As you proceed, it is important to keep in mind your objective is **prevention**. Be sure that others involved in your efforts understand the objective as well. The following checklist is an overview of the steps required to get your program underway. Each step is elaborately described in this section.

DELINQUENCY PREVENTION THROUGH TARGETED OUTREACH

HOW TO NETWORK WITH THE JUVENILE JUSTICE SYSTEM

Special Considerations for Networking with the Juvenile Justice System

Clubs should use the same approach discussed previously to prepare for and establish linkages with the juvenile justice system. There are, however, some special considerations that apply to this linkage. For example:

1. Stress that youth will be involved voluntarily in a manner that does not label them.
2. Sell the Boys & Girls Club program. The benefits to youth who become Club members are unique. The Club does not need to promise services or results it cannot deliver.
3. Make clear to each contact the process that will be used for making referrals to the Club.
4. Plan to explain your tracking system, because each contact may want information about the youth's progress.
5. The Club can expect each juvenile justice agency to provide the Club with pertinent information about the youth.

Restitution Programs

One of the most profound changes in juvenile justice during the past decade has been the increased use of restitution as a disposition for juvenile offenders. Restitution is the compensation of a crime victim by the offender. Monetary and community service are the most common types of restitution.

With monetary restitution, the offender repays the victim for the loss attributable to the crime. Community service restitution sees the offender make restitution to a symbolic victim by working for a public or non-profit service organization.

Boys & Girls Clubs have been involved in both types of restitution programs. Clubs have served as a work site for restitution programs, with youth working at the Club and earning money to repay the victim. Many Clubs provide youth with the opportunity to comply with a community service requirement by volunteer work at the Club.

The Club's goal in these programs is to give youth the opportunity to make restitution and involve them as Club members. Clubs may require youth to become Club members. The young people then satisfy their restitution by volunteering at the Club like other members. The youth are encouraged to become involved in all aspects of the Club program.

Careful preparation and nurturing a variety of relationships with the juvenile justice system assures success in developing this linkage paying dividends to the Club by increasing visibility in the community. Many Clubs have found that developing this linkage also opens doors to new funding sources, such as juvenile justice funds the state receives from the federal Office of Juvenile Justice and Delinquency Prevention. Section IV highlights funding information under "Recommended Resources. (Form included in next page).

DELINQUENCY PREVENTION THROUGH TARGETED OUTREACH

CHECKLIST FOR IMPLEMENTING DELINQUENCY PREVENTION THROUGH TARGETED OUTREACH

- ☐ Survey delinquency situation in your community.
- ☐ Get approval from board of directors to implement a delinquency prevention program.
- ☐ Create a quality core program based on the youth development strategy, meeting the specific needs and interest of youth at risk of delinquency.
- ☐ Collaborate with other community agencies or organizations to meet the needs and interest of targeted youth.
- ☐ Develop a method of introducing and mainstreaming targeted youth to your core program.
- ☐ Recruit targeted youth through referral and outreach.
- ☐ Utilize the case management system to track the progress of targeted youth.
- ☐ Evaluate the effectiveness of your effort.

JUVENILE JUSTICE SYSTEM WORKSHEET

	ORGANIZATION/ADDRESS	CONTACT PERSON	PHONE NUMBER
1. Juvenile or Family Court Administrative Judge Juvenile/Family Judges			
2. Police Department Police Chief Precinct Commander Comnty. Relations Officer Police Officers			
3. Probation Department Director Probation Officers			
4. Distr. Attorney's Office Juvenile Prosecutors			
5. Public Defenders Office			
6. Juvenile or Family Court Staff			
7. Dept. of Social Services			
8. Youth Agency			

BUILDING YOUR KNOWLEDGE

Any successful Boys & Girls Club delinquency prevention effort must be based on up-to-date information about the crime and delinquency problem in the community, and be coordinated with other organizations addressing the problem. The following are recommended steps for gathering information to assist in the planning of your delinquency prevention effort.

SURVEY THE SITUATION

A community can show warning signs of delinquency, especially in its demographic data: youth population, level of Club membership, poverty level, unemployment and drop-out rates; availability of leisure activities, number of agencies serving youth, and places youth tend to congregate. Walking or driving through the neighborhood and noticing where young people are and what they are doing can tell you a great deal about the community and the needs of youth. Talk with knowledgeable individuals who have a local perspective on this issue, including young people. Make an effort to contact organizations and individuals likely to have first-hand knowledge about the youth crime problem and arrange to interview them. You can gain valuable insight from police, juvenile justice authorities, social service agencies, schools and other community organizations. As you gather data, weigh these ideas in light of your own knowledge and input from other sources. A sample interview format can be found in Section V: "Resources," on page 65.

One very important source of information will be young people themselves. You might want to speak to youth in large or small groups (divided by age, gender, school and/or neighborhood). Plan your approach carefully, since young people do not want to turn against friends or schoolmates, and some may fear retaliation from gang members if they reveal inside information. Focus on hypothetical situations rather than actual cases. Your dialogue with young people should be in an informal environment.

Some of the most useful programmatic ideas can evolve out of informal sharing during special events, such as a youth-initiated Club "Speak-Out." After you talk with Club members, record your impressions on the **Youth Interview Guide** on page 69. Copies of the form can be made for each interview. These interviews will help you understand the nature and scope of the delinquency problem, the program implications for prevention, and assist in identifying community organizations working to solve the problem.

The interview is likely to begin the process of collaboration between the Club and community organizations. Such collaboration is essential to the success of any delinquency prevention effort. Be sure to interview knowledgeable individuals from organizations and agencies who may be helpful to you later. Here is a list of potential organizations and agencies to get you started:

● **Your local police department.** Often in larger departments or large cities, there is someone—or perhaps a whole unit—assigned to youth matters. Current data on local delinquency rates may be available, as well as information about other local organizations playing a role in delinquency prevention and intervention. Later, police can play a variety of roles in your programming.

● **The juvenile justice system.** Representatives of the juvenile justice system (courts, juvenile detention centers, court officers, etc.) are likely to have contact with youth at risk of, or on the fringe of delinquency, as well as their families. They can describe details of the local youth crime problem and identify some positive roles a Club can assume. Later on, their representatives will be an excellent source of referrals.

● **Your local school district and its member schools.** Delinquent activity may be clearly visible in local schools. Many educators have developed expertise in this area, as well as a strong commitment to do their part in addressing the problem. Sometimes alternative schools are created to remove disruptive students to a setting where their individual needs can be better met. Many of these students are at high risk of delinquency, so

teachers and administrators in these settings can be an excellent referral source.

● **State police department.** In some states, even if there is nothing available locally, there will be a unit at the state level which tracks and gathers data on youth crime activity. Also, the state police will be able to identify the source of state records and data on delinquency and refer you to others working on this issue outside your own community.

● **Community-based organizations.** Parent groups, ethnic and cultural organizations, social service and religious groups, as well as other youth-serving organizations in your community, can be an invaluable resource because they are probably experiencing the same pressures you are.

● **The media.** Stories about youth crime make news. One reporter will often be assigned to follow all local crime-related activities. While the information provided in this coverage may not be detailed, it will nevertheless give some insight into the problem. It can also inspire a dialogue within groups addressing this issue, confirming or enhancing reported facts.

Once you have completed 10 to 12 interviews, review all the data you have gathered and report your summary results on one of the interview forms. This summary data will give you a good picture of delinquency in your community, allowing you to knowledgeably answer the questions on page 25 designed to prepare your Club for serving youth at risk of delinquency.

JOIN YOUR LOCAL YOUTH SERVICE TASK FORCE

Collaboration is essential for the success of your delinquency prevention effort. If a youth service task force exists in your community, it can be an effective means of addressing delinquency issues. The purpose of such a task force is to raise awareness about youth issues, and to develop and implement community-wide, coordinated strategies to prevent delinquency and develop positive resources for young people.

The task force is generally made up of community agencies that serve youth. Becoming a part of this task force will keep you up-to-date activities, put you in touch with helpful community agencies and define appropriate roles for the Club in prevention.

Where a youth service task force does not exist, Clubs can be instrumental in establishing one. You are probably already working with other local agencies and organizations for a variety of reasons as you provide services to youth. Therefore, you are in a position to identify a diverse number of individuals to focus on youth issues.

Here are some of the community-wide projects task forces have undertaken:

- training on cultural and ethnic appreciation
- an anti-bias campaign
- a neighborhood-watch program
- employment opportunities for youth
- recreational and educational opportunities for youth
- parent education on delinquency
- encouraging positive media coverage of youth activities.

The chart on page 24 illustrates the roles organizations can play as part of this task force. Keep in mind that for the task force to be effective, each participating organization should demonstrate:

1. a commitment to share expertise and learn from each of the other participants;
2. a willingness to meet on a regular basis with regularly assigned task force members so a group agenda can be advanced;
3. a willingness to operate with a defined **action plan** specifying the objectives, tasks and individuals responsible for identified responsibilities;
4. a willingness to coordinate services and requests for financial support so that activities are not duplicated, and the community gets the most from dollars spent.

NETWORKING WITH THE JUVENILE JUSTICE SYSTEM

Juvenile and family court systems across the country have a tremendous need for viable community alternatives to the court. Research and experience testifies that being arrested and referred to court often leads to further criminal involvement. Because of this, many juvenile and family courts have established diversion programs to refer first-time offenders to organizations that can provide help and support. Unfortunately, in many communities there is a dearth of suitable organizations for courts to engage. As reflected in Chart 6, only about 25% of the youth who have police contact ever appear in juvenile or family court. There is a growing concern that not enough is being done for the 75% not seen by courts. Boys & Girls Clubs have an opportunity and obligation to reach out to these youth.

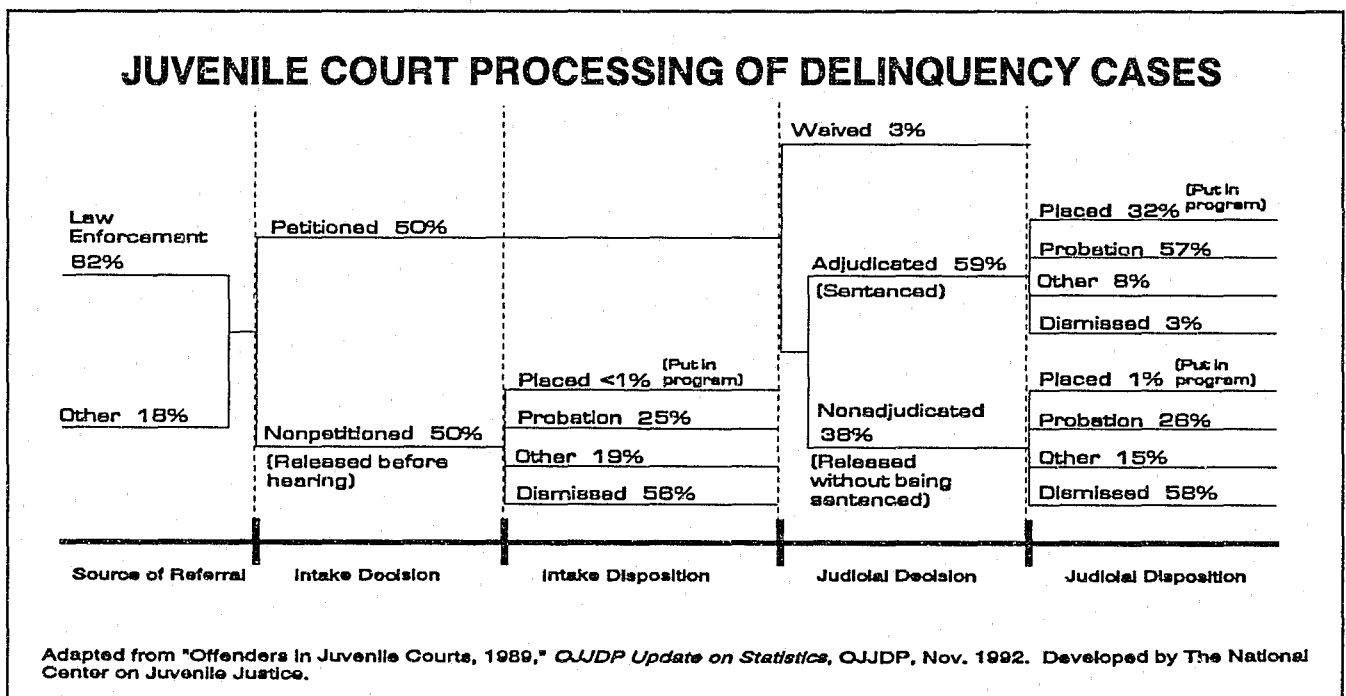
With a committed staff and a good core program, Boys & Girls Clubs can offer an alternative to the juvenile justice system at very little additional cost to the Club. Networking with the juvenile justice system gives the Club a positive community image, translating

into support for the Club and access to young people who may never have become Boys & Girls Club members.

It is important to develop relationships with all components of the "system." For example, the court will first need the approval of the police chief before it seeks cooperation from juvenile officers who will actually refer young people. In large systems, the administrative judge must give approval before contacting the juvenile or family court judge who refer youth to the Club. The director of probation must be contacted before speaking to probation officers that handle juvenile offenders. Similarly, staff of the juvenile or family court, public defenders and the district attorney should be contacted. Establishing all these relationships takes time, but the Club will benefit from these efforts.

It is equally important to develop and nurture relationships at various levels within each component. For example, the executive director should start the process with judges, the district attorney, the chief probation officer, and the chief of police, after which a unit director can then establish relationships with supervisory and staff levels.

CHART 6



DELINQUENCY PREVENTION THROUGH TARGETED OUTREACH

THE YOUTH SERVICE TASK FORCE: *Roles for Community Organizations*

ALL ORGANIZATIONS

Develop policies and procedures which say and demonstrate that violence and delinquency will not be tolerated.

Report cases of child neglect and abuse.

Expand counseling and support services for at-risk youth (tutoring, psychological testing, etc.)

Encourage youth development in lifeskills areas (decision making, personal and money management, health, drug, and sex education, self-esteem building).

Make facilities available to community groups.

LOCAL GOVERNMENT

Provide space and staff support for community meetings on crime, violence, and bias incident prevention.

Create and support internship and mentoring.

POLICE

Develop a community-based presence in high-crime, low-income neighborhoods.

Provide access to delinquency information.

Create storefronts and community outreach strategies for schools and community groups to increase levels of trust and mutual respect.

JUVENILE JUSTICE

Advocate for youth in the legal system.

Be pro-active in defining remedies for youthful offenders.

Target serious and habitually delinquent youth for processing.

MEDIA

Sponsor delinquency prevention and awareness campaigns.

Report incidents of youth crime and violence, accurately and responsibly.

Recognize its power to inflame or reduce racial, religious, and class bias and act responsibly to reduce stereotypes.

Report positive qualities of youth.

Eliminate gratuitous violence in news and programs which encourage racism, violence and hate crimes.

Highlight youth success stories to boost community pride and encourage community improvement.

YOUTH-SERVING AGENCIES

Provide parent education about youth crime and delinquency prevention.

Provide youth development opportunities.

Go beyond traditional delivery strategies and take services and programs to neighborhoods.

Share informal educational strategies with other more formal agencies.

Offer activities that engage youth and their families.

SCHOOLS

Accept role of teaching ethical and social skills as well as academic skills.

Develop GED and return-to-school options for youth and adults.

Commit educational sector to increase quality academic instruction which recognizes individual needs.

BUSINESS / EMPLOYMENT SECTOR / UNIONS

Foster pro-family policies (benefits, work conditions).

Create job opportunities for youth and family.

Provide adequate training and ongoing support to insure job success.

Acknowledge degree of problem in community and commit to playing a part in solving it.

Support policies that help families stay close.

Reward community volunteerism among employees.

Adopt a school or local youth agency that is helping address the delinquency problem.

COMMUNITY/RELIGIOUS LEADERS

Make commitment and develop community-based programs which meet ethical, social and physical needs of youth.

Promote anti-bias approach to addressing community problems.

Provide or support the provision of anti-bias training for youth and adults.

Provide crisis counseling and mediation services.

PARENTS/PARENT GROUPS

Share data about youth activity to increase parent awareness of delinquent activity.

Play active part in obtaining service for youth.

Provide structured, dependable, and accessible home environment which encourages learning, shared family experiences, cooperation and conflict resolution without anger or violence.

Learn why kids commit delinquent acts and how to counter these influences.

SOCIAL SERVICE/ COUNSELING AGENCIES

Provide low-cost access to counseling services.

Offer mediation, conflict resolution training and services.

Offer opportunities for families to share information with schools, maximizing services to youth and to family.

DELINQUENCY PREVENTION INTERVIEWS ANALYSIS

- 25

PREPARING YOUR CLUB

The degree to which your Club can attract and retain youth at risk of delinquency depends to a large extent on the quality of the overall Club program and whether or not it meets the needs and interests of the targeted youth. Before beginning your recruitment effort, a strategy must be in place that will attract these youth and keep them coming back to the Club.

ORGANIZATION-WIDE SUPPORT

Preparing your Club means involving others at appropriate times. A delinquency prevention program calls for support at all levels of the organization. Throughout your planning and implementation phases, it will be important to keep others apprised of progress and problems, as well as to seek support and approval. At the earliest planning stage, Club administrators should know of your interest in developing a delinquency prevention program, and give you the go-ahead to begin the planning stage of your initiative.

The board of directors should also be made aware of the interest, as you may have board members who can play a valuable role in planning for the program. Other Club staff can contribute to the planning process, especially at later stages, through an assessment of at-risk youth needs and current activities offered by the Club. It is important to remember that prevention programming requires a greater level of buy-in support for the program at all levels of your organization.

ADOPT THE YOUTH DEVELOPMENT STRATEGY

At the heart of any delinquency prevention effort must be a strategy that meets the needs and interests of young people. Unlike theories of delinquency that explain what went wrong in the lives of young people involved in maladjusted or criminal behavior, the Youth Development Strategy is based on research which investigated common elements in the lives of people who were not involved in negative behavior. The group of researchers from the University of Colorado who conducted this study found that people

had the opportunity to increase self-esteem because they were helped to develop four basic senses:

A sense of competence—the feeling there is something a young person can do and do well.

A sense of usefulness—the opportunity to do something of value for other people.

A sense of belonging—a setting where an individual knows he or she has a place and where he or she “fits” and is accepted.

A sense of power or influence—a chance to be heard and to influence decisions.

All staff should receive an orientation to the Youth Development Strategy and incorporate these four in planning daily programs and activities. This can be accomplished by asking the following questions:

1. How are the programs you currently offer enhancing these four senses?
2. What additional opportunities can you offer that provide youth with realistic alternatives to delinquency?

Club staff must challenge young people, make them feel part of their communities and channel their efforts to positive ends. Given an opportunity for responsible, useful involvement and a chance to contribute, boys and girls acquire a stake in their communities that will help them mature into successful adults.

CREATE A QUALITY CORE PROGRAM

Commitment to Quality is a program assessment and planning tool to help improve the quality of the core program. Each Club should organize a quality improvement team made up of staff, parents and members, charging them to use this tool in examining the current Club program and to develop plans to improve program quality. The Club should offer a broad range of structured activities in all six core program areas that will attract and engage young people. The Boys & Girls Clubs of America **Six Core Program Areas** are:

Cultural enrichment—helps youth enhance self-expression and creativity, develops multi-

cultural appreciation, provides exposure to and develops skills in crafts, visual arts, performing arts and literacy arts. Examples: folk festivals, woodworking, photography, pottery, puppetry, dance, storytelling and journalism.

Health and physical education—helps youth to achieve and maintain fitness, acquire a broad range of physical skills, develop a sense of teamwork, cooperation and fairness and lead healthy, active lifestyles. Examples: health examinations, health education projects and discussions, fitness testing, aerobic dancing, relay races, swimming lessons, basketball games and tournaments.

Social recreation—helps youth get along with others, make new friends and provides opportunities for fun and constructive use of leisure time. Examples: parties, dances, chess clubs, billiards tournaments, friend of the week, trips to amusement parks, games-room tournaments.

Citizenship and leadership development—helps youth understand their democratic heritage and acquire skills for participating in the democratic process; develops leadership skills and provides opportunities for planning, decision-making, contributing to Club and community, and celebrating our national heritage. Examples: Keystone Clubs, mock elections, Torch Clubs, leadership training for junior staff, voter registration drives, community service projects, intergenerational programs.

Outdoor and environmental education—helps youth to develop an awareness, appreciation and knowledge of the environment through activities in the Club or natural settings. Examples: gardening, community litter/trash removal campaign, care of animals and wildlife, use of maps and compass, camping and wilderness trip.

Personal and educational development—helps youth to prepare for their future, offers assistance in resolving personal crisis and provides opportunities for career exploration and educational enhancement. Examples: homework assistance, career exploration, employability skills training, independent living classes, court-ordered community ser-

vice, referrals to and from schools, courts, mental health agencies.

Include Programs to Meet Specific Needs

From the summary of interviews you completed using the form on page 25, you have identified several specific interests and needs of youth at risk of delinquency. They may not differ from those of other Club members. It is imperative that you address these interests and needs if your prevention program is to be successful.

In addition, you may find a need to extend your current hours of operation to serve targeted youth during evening and night hours (the most idle and therefore vulnerable time period). Be certain that your Club is open for all members during the time period when the need for constructive activities is at its greatest.

Expanding your program to serve youth at risk of delinquency *may* mean serving youth older than those you currently serve. These youth will have different interests and needs. For older teens (14-18), you will need to provide programs that empower them. Let them plan and implement the program under the guidance of a staff person. Listen to them—see what they tell you and how you can adapt it. (For example, if you know they like playing cards, then start an intermural card program like Wiz.) Your staff will need to take the initiative to keep activities ever-changing, creative and motivating. The quickest way to lose any youth is to be monotonous with offerings. You also need to show that you sincerely care about targeted youth, offering consistency, fairness, and discipline. Often, young people lack discipline and structure in their lives. You can provide it to them in a positive, supportive tone.

The list on the following page highlights youth interests and needs, along with examples of programs and services which can be offered to meet these interests and needs. Even though programs are intended for all youth, be sure no one program is made up of more than 33% of the targeted youth to achieve proper mainstreaming.

ESTABLISH CLUB RULES AND SAFETY MEASURES

Although your involvement in a delinquency prevention program does not mean you will be encouraging hard-core, habitual delinquents to join your Club, a question often asked when beginning a Delinquency Prevention Program is: *"How can the Club retain its status as a safe environment?"* A set of procedures and rules must be developed and consistently followed. All Boys & Girls Club youth development professionals and volunteers must understand the guidelines and know the consequences for not following them. These procedures and rules may vary from Club to Club, depending on your local community.

In addition, all staff and volunteers must know that if a youth who is a known delinquent enters the Club and abides by the Club's membership rules, he or she should be treated with the same respect and dignity given to all other members. If, however, that youth breaks membership rules and commits an illegal act, staff should feel secure the actions they take which follow the Club procedure will be supported by the Club if a grievance is filed against them.

Clubs find a positive approach, coupled with a determination to quickly enforce agreed-upon rules, works the best. This, matched with a policy keeping parents and the community informed about the Club, helps everyone to reduce anxieties regarding the feared loss of safety and security if the Club makes a concerted effort to recruit at-risk young people.

The following are samples of general rules, discipline procedures and safety suggestions you can refine and adapt to specific Club circumstances:

- Control and monitor physical access to the Club.
 1. Staff need maximum visual access to hallways and rooms.
 2. Within fire code requirements, restrict access and egress to building, especially at night.

3. Establish rules for staff and members who attend at night. (Limit areas of activity, "buddy system;" lock doors after a certain hour, etc.)
4. Install protective security measures such as electromagnetic locks on emergency doors, so they open out only when fire alarm is triggered and do not open in.
5. Develop evacuation plan.

- Provide visible supervision of all Club areas, including those outside building.

1. Consider employing or recruiting volunteer off-duty law enforcement or school staff.
2. Train staff in conflict resolution and how to act as a deterrent to the escalation of conflicts that arise.

- Set discipline standards.

1. Develop a Club *Statement of Standards*.
2. Discourage aggression by following these tips:

"BE FIRM, FRIENDLY, AND FAIR."

"AS MUCH AS POSSIBLE, PAY ATTENTION TO THE VICTIM, NOT THE AGGRESSOR."

(Even negative attention "rewards" the aggressor and encourages further violence.)

"CONFRONT THE BULLY IN PRIVATE."

(Publicly challenging a bully may enhance status with peers.)

"PROVIDE SUPPORT AND PROTECTION FOR VICTIMS OF BULLYING."

Failing to help encourages bullies and convinces victims that reporting aggression is useless.)

"AVOID PHYSICAL PUNISHMENT FOR AGGRESSION—IT LEGITIMIZES THE USE OF FORCE."

"PRAISE CHILDREN FOR COOPERATIVE BEHAVIOR AND VERBAL RESOLUTION OF FORCEFUL THREATS."

"DEMONSTRATE COOPERATION, AND USE NON-AGGRESSIVE PROBLEM-SOLVING METHODS."

"DEVELOP AN ATTITUDE AMONG CLUB MEMBERS, STAFF AND VOLUNTEERS, THAT EACH PERSON HAS A RIGHT TO BE SAFE AT THE CLUB, AND THAT THEY HAVE A RESPONSIBILITY FOR THEIR OWN SAFETY."

(To promote this attitude, Boys & Girls Club youth development professionals and volunteers need to encourage everyone to observe their environment and report problems as soon as they become apparent.)

(Adapted from materials by Chester L. Quarles, Stuart Greenbaum and others which appeared in Schools Respond to Gangs and Violence. See Resources.)

DELINQUENCY PREVENTION THROUGH TARGETED OUTREACH

SAMPLE NEEDS AND RESOURCES WORKSHEET

INTERESTS AND NEEDS	SAMPLE PROGRAM OPPORTUNITIES
● Make new friends, be accepted by a group of peers, and assume leadership roles.	● All team sports and small group clubs (but especially Torch and Keystone Clubs*).
● Excitement, risk taking, adrenaline flow.	● Rope courses, white water river trips, mountain climbing, performing in front of large audiences, Keystone Conference.
● Support to reach full academic potential.	● Powerhour* (homework and tutoring programs). ● NIKE Cross Training Challenge*. ● Assistance to prepare for College Board Exams, General Equivalency Diploma.
● Employability skills, career exploration and employment.	● Job Search Club*, Broader Horizons*, One-With-One*, Youth Entrepreneurship Opportunities*, Job Placement, Jr. Staff Program.
● Independent living skills.	● Goals for Growth*, Personal Finance Management, Parenting Classes, Life Planning.
● Alcohol, drug and pregnancy prevention.	● SMART Moves*.
● Substance abuse counseling.	● Referral to a treatment program.
● Anger management.	● Referral to mental health services for conflict resolution program or counseling.
● Recognition for socially appropriate achievements.	● Youth of the Year* award banquets, name in Club and community newspapers, community service awards.

Utilize the form on the following page to develop a list of programs that will meet specific needs for the targeted youth.

* Program Descriptions in Section IV, pages 79-81.

DELINQUENCY PREVENTION THROUGH TARGETED OUTREACH

NEEDS AND RESOURCES WORKSHEET

SPECIFIC NEEDS IDENTIFIED IN SURVEY	CLUB PROGRAMS AND/OR COMMUNITY ORGANIZATIONS TO MEET THESE NEEDS

RECRUITING YOUTH AT RISK OF DELINQUENCY

Youth at risk of delinquency are not likely to join the Club on their own. Special efforts are necessary to identify these young people and encourage them to come to the Club. There are two primary ways to recruit youth at risk of delinquency:

- **Outreach**, in which Boys & Girls Club youth development professionals use various techniques to get to know young people outside the Club and encourage them to join.

- **Referral**, in which community organizations or agencies send at-risk youth to join the Club.

WHO TO RECRUIT AND HOW MANY?

Outreach and referral efforts target youth at risk of delinquency. The most important characteristics involve living in an area with a high crime rate *and* no involvement in your Club or other social support systems that provide acceptable outlets and activities.

Other characteristics include:

- family problems (no "home base," lack of parental support or positive parental role models, family members involved in gang and/or illegal activities);
- school problems (frequent truancy, behavior problems, poor academic performance);
- substance abuse (by youth or other family members);
- involvement in the juvenile justice system;
- evidence of mental and/or physical abuse and/or neglect;
- frequently expressed need for substantial sums of money.

Because individualized attention is so important, it is wise to recruit only a small group of four to five targeted youth at any one time. Once they become regular Club members and feel at home in the Club, it is time for new recruits. The rule of thumb is to have no more than 1/3 of any targeted group in an activity with regular members.

OUTREACH

Staff members assigned to outreach must have an exceptionally strong commitment to working with young people. They must feel comfortable meeting youth on their own territory and be able to quickly develop a trusting relationship with them. This may occur on the corner, in school, at a store, or any other place where youth idly congregate. Staff must have excellent communication skills (especially a willingness to listen), a knowledge of the community, including cultural sensitivity to the various ethnic groups, and a full awareness and understanding of programs offered by the Club.

Once an outreach worker develops a trusting relationship with at-risk youth, he or she can encourage them to come to the Club. Developing these relationships takes time, but once they are established, the outreach worker will generate a steady flow of new recruits for the Club.

Outreach workers have the greatest chances of success working in areas where large numbers of at-risk youth congregate. Kids in malls, video arcades, or just hanging out on the street are good prospects for the outreach worker.

REFERRALS

Targeted youth may very well appear on the rosters of other community organizations. Schools, alternative schools, churches, mental health counseling centers, juvenile court, the probation department, crisis intervention centers, public housing resident councils, substance abuse treatment programs, etc., frequently encounter youth at risk of delinquency. In addition, your police department can be an excellent referral source, especially if it uses the community policing approach. These organizations can refer targeted youth to your Club.

In dealing with potential referral agencies, the unit director or person doing outreach work needs to:

1. agree with and be fully able to explain the basic purposes of your organization;
2. explain your program's orientation, intake and evaluation procedures;
3. recognize that personal or professional actions reflect on your organization;

4. answer unexpected questions clearly and responsively;
5. separate fact from opinion;
6. get to the point quickly;
7. be comfortable speaking before groups of people; and
8. be well-groomed and businesslike.

On page 37 make a list of the organizations and agencies you wish to contact about referring at-risk youth to the Club. The next section on networking provides helpful hints about effectively establishing and maintaining these referral networks.

DELINQUENCY PREVENTION THROUGH TARGETED OUTREACH

AGENCIES OR ORGANIZATIONS WHICH CAN REFER YOUTH AT RISK OF DELINQUENCY TO THE CLUB

Name of Organization/Agency	Address	Phone Number
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

DELINQUENCY PREVENTION THROUGH TARGETED OUTREACH

BARRIERS TO OUTREACH

AND THE SOLUTIONS...

Negative Public Perception of the Program	Employ strategies for overcoming initial community reluctance and then strive for consistency. Involve key community leaders early in the program's development and foster their ongoing support.
Community Resistance to Outreach Efforts	Hire staff from the community or select staff who know key community leaders and feel comfortable in the environment.
Community Fallout from Staff Changes	Hire more than one staff person from any community and rotate staff to avoid over-identification of the program with individual staff. Encourage community involvement so residents take ownership for the program and can distinguish between individual staff efforts and the role of the overall organization within the neighborhood.
Damaged Credibility	Avoid compromising situations or those that might be perceived as compromising. Be careful of overt relationships with people or agencies that may make the neighborhood distrustful of the program. Don't put program staff in the position of carrying information or breaking confidences. Set limits with the community and young people about what you can and can't keep in confidence. When difficult situations occur, be honest with the community. Discuss how the program plans to respond and the measures it will put in place to prevent the problem from recurring.
Using Outreach Workers in Dangerous Environments	Provide proper training to all staff and consider using mixed gender outreach teams. Acknowledge that studies show the presence of women can diffuse crisis situations; maintain standards and practices ensuring the safety of <i>all</i> staff.
Diversity of Clients	Hire a diverse staff that matches the targeted neighborhood populations. Identify personnel in other local agencies that can serve as liaisons with certain communities when temporary gaps in culturally appropriate staffing occur.
Lack of Accessibility to Program Services	Schedule outreach workers and program hours during times when youth are available and need them most. Learn the best time and methods for outreach in each community.
Difficult Relationships with Other Agencies	Develop an understanding of each other's functions and responsibilities and establish a dialogue where you can sort out differences and build on areas of agreement.
Liability Issues	Research existing liability laws in your State and community. Establish written policies and procedures that incorporate State requirements and train staff to operate within those guidelines. Obtain adequate insurance coverage. Carefully plan and implement activities to avoid negligence claims.
Legislative Resistance	Educate elected officials about local youth crime issues and invite them to visit your program to talk with staff and youth participants. Find supportive legislators and provide them with the information and data necessary to build a case for good legislation or against laws that will hinder program activities.
Lack of Community Support	Take time to step back and assemble information on the program's accomplishments so staff can educate all key constituent groups and potential funding sources about positive outcomes of the work.

From "Connections," Fall 1992, FAMILY AND YOUTH SERVICES BUREAU, U.S. Dept. of Health & Human Services.

DEVELOPING A STRONG NETWORK

No one organization alone can effectively address juvenile delinquency. A successful delinquency prevention effort depends on a strong network among the Club and community organizations which serve the targeted population. A network of community organizations serves a dual purpose:

- To refer targeted youth to the Club. This is very important, since youth at risk of delinquency are not likely to come to the club on their own.
- To provide needed services for targeted youth above and beyond what the Club provides. These services might include: substance abuse counseling, job placement, high school equivalency diploma, etc.

THE NETWORKING PROCESS

The following are recommended steps for developing and maintaining a network of supportive community organizations.

Identify potential organizations for your network—Utilizing the list of community agencies and organizations you identified on page 37 and the program needs and interests identified on page 33, investigate whether the identified agencies and organizations can either refer targeted youth to the Club or provide services to your membership you do not provide, or both. This can be accomplished through a visit, telephone call, or letter. The more personal the approach, the better the long-term result. Remember, the juvenile justice system will play a vital role in your network.

Set up the referral system—Before you are ready to formalize a linkage, develop a referral system. The following system has been effectively used by Clubs:

- Assign one person from the Club to be the contact person with referral agencies. This should be the person assigned to coordinate the overall effort.
- When the referral agency wants to refer a young person to the Club, the agency calls the Club's contact person.

- The contact person collects additional information about targeted youth from the referral agency.
- A meeting is scheduled at the referral agency between the referral agency contact person, the Club contact person, and the targeted youth's parents or guardian, if appropriate. (Meeting at the referral agency will help assure confidentiality.)
- A determination is made about appropriateness of the referral.
- The meeting should end with the scheduling of a date and time for the first visit to the Club.

If you are referring Club members to another network agency, you need to find out what procedures the agency would like you to follow. Once the referral is complete, there should be routine follow-up with the youth and the other agency to ensure that expected services are being received.

Make the linkage—Once you determine the organizations and agencies to include in your network, use the Linkage Form on page 43 to collect and record information on each organization in your network. (Keep the forms in alphabetical order in a three-ring binder for easy reference.) A sample letter of agreement you may use for formalizing linkages with agencies is provided on page 45.

Before initiating contact, determine who at the agency will be your contact person. Keep in mind that it is often necessary to work at more than one level in an organization to identify the appropriate contact person and establish effective linkage. For example, to establish a linkage with a school, you may first have to obtain the superintendent's approval. The superintendent, however, is unlikely to make any referrals. Therefore, with the superintendent's approval, you may now approach principals, counselors and teachers.

Prior to making the first formal contact with an agency, investigate and determine who is best suited to make the contact. A member of the Club's board of directors who has a connection with a referral agency can open doors that may otherwise be closed,

just as a Boys & Girls Club youth development professional or volunteer who has a relative or acquaintance with a member of the referring agency's staff or board will be equally helpful.

After the contact person is identified, a meeting should be scheduled with the agency representative. Many Clubs find it most valuable to invite representatives from referral agencies to the Club for the first meeting. You may wish to plan a luncheon for representatives from all agencies you would like to make linkages with. These events provide contact people with an opportunity to tour the Club, gain a thorough understanding of the Club's programs, the referral system, and the criteria for identifying youth at risk of delinquency. An outline of a sample presentation to referral agencies is as follows:

- I. Welcome and Introductions
- II. Mission Statement of your Boys & Girls Club
- III. Youth Development Strategy
- IV. Six Core Program Areas
- V. Objectives of the Prevention Program
- VI. Referral System and Outreach Efforts
Includes specifics of how to refer, who to contact, etc.
- VII. Tour of Club
- VIII. Closing Remarks

As follow-up, a letter of agreement should be sent to each organization and agency in your network.

Maintain the Linkage—The assigned contact person should have responsibility for nurturing each relationship the Club establishes. It is important to let the agency know about the progress of young people they refer. The agency referring youth to the Club will also want to know if there are problems that need to be worked out together.

If the Club has not received expected referrals, follow up with the organization and make it known the Club still wishes to work with the group. Find out if there are difficulties in making referrals to the Club. Sometimes a minor problem stands in the way of making the linkage work. Continually communicating and nurturing the Club/agency relationship makes the linkage successful over time.

Clubs should be sure to recognize the help and assistance they receive from other organizations. Recognition will help to build and solidify the relationship. Recognition can be given at board meetings, recognition lunches, through press releases, and in newsletters. Take every opportunity to thank and recognize other community agencies for contributing to the success of the Boys & Girls Club program.

LINKAGE FORM

43

SAMPLE LETTER OF AGREEMENT

Today's date

Dear

This letter is to confirm the agreement between the Boys & Girls Club of (Club name) and (agency name) to form a collaborative linkage to better serve the youth in our community. As discussed at our recent meeting, we have agreed on the following points:

1. The (agency name) will refer youth who may benefit from opportunities provided by the Club to the Boys & Girls Club.
2. The (agency name) will provide Club staff with information about referred youth including names, addresses, phone numbers, ages and any information pertinent to the youths.
3. The (agency name) will provide support to Club staff in planning each youth's involvement in the Club.
4. The Club will provide the (agency name) with timely updates concerning the youth's involvement and progress at the Club.
5. The Boys & Girls Club will refer members in need of (services) to the (agency name)

I am excited about how our organizations can better serve the youth population of this community by working together. We at the Boys & Girls Club of (Club name) look forward to a long and mutually beneficial relationship with (agency name).

Sincerely,

(Signature)
Executive Director

(Agency)

SERVING YOUTH AT RISK OF DELINQUENCY

Once young people are targeted for this program, a method of introducing and mainstreaming them into the Club's core program must be developed. With the exception of tracking the targeted youth's progress, this process should be the same used for all members.

MAINSTREAMING

Mainstreaming is a process by which special or "targeted" youth are introduced to the Club and program activities in the same manner as any other member, thus avoiding any special label or consideration. Any "case management" is done transparently, so as not to label or set the youth apart from other members.

Mainstreaming succeeds when targeted youth begin to develop feelings of belonging, competence, usefulness and power. The first of these—for a Boys & Girls Club youth development professional working with these targeted youth—is the sense of belonging, bonding with the Club and, usually, with an individual adult who cares.

Once some individual has engaged a young person's attention—however wary at first—the youth begins to take a chance on the Club. As the youth comes to enjoy and value activities, he or she develops a stake in the Club. Increasingly, playing by the rules is better than breaking the rules, losing favor, and disappointing someone whose opinion and regard matters.

Set the Stage for Bonding

First and foremost, targeted youth should be assigned to a staff person responsible for developing their program plan, tracking individual progress and overseeing the overall Club experience. This staff person will take a special interest in him/her. Specifically, the role of the staff person is to:

- develop a program plan based on the youth's needs and interests (see intake form on page 71);
- greet youth when they arrive the first day at the Club;

- arrange an orientation to the Club;
- introduce youth to others—staff and members;
- develop a close, caring relationship in which there is open communication;
- encourage youth to participate in Club activities and assume leadership responsibility;
- keep in touch with youth and find out how they are doing at home, in school, and at the Club. (See tracking form on page 73).
- provide guidance and encouragement when needed;
- arrange and monitor referrals to meet special needs;
- advocate on behalf of young people.

Each staff person should receive a full orientation to the program and its approach before being assigned to youth.

In this relationship, the staff person may become one of the most significant adults in the life of the targeted youth, and often the one person the youth does not want to let down. In other words, the targeted youth becomes "bonded" to that staff member. Bonding is one of the most effective tools Clubs have to influence the lives of young people and prevent their involvement in delinquent activities. Developing and maintaining these relationships takes time and effort. No more than three to five targeted youth should be assigned to a staff person during any one quarter. Therefore, more than one youth development professional should be assigned to this task. The restriction of the number of targeted youth to individual staff members is essential.

Page 48 provides a list of "do's" you can carry out for further bonding and to make youth feel good about themselves.

The First Day: Orientation and Intake

Whether targeted youth come to you by outreach or referral, chances are they have not been inside the Boys & Girls Club before. First impressions are always important, so take special care to make these young people feel welcome. Be sure the assigned staff per

son personally greets them and arranges for an orientation to the Club.

The orientation is best conducted by the unit director, program director, or a full-time Club professional in a position to explain the Club's rules and regulations. By scheduling routine orientations, targeted youth will receive orientation with other youth and not be singled out as special. Also, as with all new members, a parent or other significant family member should accompany the youth to the orientation, so the family can understand and can support the Club program. By pairing targeted youth with a compatible Club member, you are setting the stage for a positive friendship. The orientation should:

- explain sign-in procedures;
- review the program schedule;
- provide an opportunity for young people to identify activities which interest them and record the dates and time of these activities;
- allow for open dialogue, as well as questions and answers;
- introduce them to staff and volunteers at the Club; and
- provide a tour of the facility, perhaps by a Club member the same age or older; by pairing the targeted youth with a compatible Club member the stage is set for a positive friendship.

Also, during the first day, the staff person assigned to the targeted youth should conduct an intake interview to determine the youth's specific needs and interests and to develop program goals. The intake form on page 71 is designed for this purpose. In the case of referrals, the intake interview is frequently conducted at the referral agency to insure confidentiality.

The interview should be a casual and friendly conversation enabling staff to gain information about the targeted youth. It should be informal, with no notes taken in the presence of the youth. All documentation of the interview should occur after the youth has left. The program goals should be mutually agreed to by the youth and assigned staff. This interview is the beginning of a very important relationship.

It is also important to have contact with parents of new members to gain greater insight into the youth, and for parents to understand services their child will receive at your Club. It is especially important so that parents can offer support for their child's Club experience.

In dealing with parents, you may need to acknowledge one or more of the following issues a parent may be feeling:

- recognition that these are difficult times to raise children;
- recognition that parents are respected potential resources;
- acknowledgement that stresses from a variety of sources affect parental functioning:
 - poverty;*
 - discrimination;*
 - financial problems;*
 - social isolation;*
 - job changes or losses;*
 - working multiple jobs;*
 - grief from the death of a relative, friend, or neighbor;*
 - illness and injury;*
 - chemical dependency;*
 - gang membership;*
 - inadequate child care;*
 - divorce or separation;*
- assurance that help is available to parents in fulfilling parental responsibilities;
- sensitivity to racial and ethnic issues.

This will show the parent you understand pressures they may be feeling, and that you are genuinely interested in helping their child at the Club. The parent can then become an important ally in working through issues that may arise with the youth at the Club.

DELINQUENCY PREVENTION THROUGH TARGETED OUTREACH

HELPING CHILDREN AND ADOLESCENTS FEEL GOOD

There are many reasons why it is important for children to feel good about themselves, to have high self-esteem. Children who feel good about themselves are less likely to get into trouble. They are not as likely to do what their friends tell them to do when it's against what they know is right. They are able to stick up for themselves. They do better in school. They often become leaders. They are able to reach their goals.

There are things you can do to help children and adolescents feel good about themselves.

Do set the stage for success, with high but reachable expectations. When you expect less than children can deliver, they aren't challenged and valued; when you expect more than they can deliver, they feel like failures even when trying their best.

Do avoid shaming, humiliating, or belittling children. It may make them see themselves as losers, it doesn't address the problem, and it's seldom constructive.

Do praise when children do good. "It's so nice to come home after working all day and see that the table is set for dinner" will have more meaning for a child than "You are such a good boy."

Do thank children. This shows that you appreciate them.

Do focus on the positive. Instead of dwelling on what they did wrong in an activity, focus on what they did right and offer meaningful congratulations. Let the child enjoy that warmth; then help plan a way for them to do even better.

Do listen to children with your full attention. You will show children that their interest and problems are important.

Do share your feelings candidly but constructively. Children will develop honesty with themselves and have your good example for handling their own feelings in positive ways.

Do respect children's right to their feelings. Everyone has a right to their own feelings. Telling children how they *should* feel denies that right. How they behave about the way they feel is sometimes a different story.

Do keep avenues of conversation open. Saying "forget it" or listening with "half an ear" may make children think that what they feel is unimportant.

Do set reasonable and clear limits and stick to them. You will help children feel secure.

Do learn about good ways to discipline children. Find out about using natural consequences, "timeouts," and other effective ways to help children learn good behavior. Hitting or using verbally abusive language is strictly forbidden.

Do give children choices. Even simple choices, such as "Do you want to go to the gym or the computer room today?" help children feel independent, worthy, and successful. But be sure the choice is appropriate to the child's age. Don't expect a 9 year-old to "choose" any activity at all.

Do treat yourself with respect. Children often model their behavior after adults they respect.

Adapted from Parents in Gang Prevention Kit, by the National Crime Prevention Council.

Non-Stigmatizing Philosophy

By far, the most important aspect of serving targeted youth is to do so without stigmatizing, labeling, or separating them in any way from other members. Be sure to follow these guidelines:

- recruit a mix of youth so that all individuals will be seen as regular Club members, rather than as youth with special needs;
- introduce and orient all youth to the Club in the same manner;
- whenever possible, meet with referred youth for the first time at the referring agency;
- plan, promote, and operate the delinquency prevention effort as part of the regular Boys & Girls Club program based on the merits of youth development; make activities available to all youth; do not offer specialized or short-term program only for troubled youth;
- no Club event, group Club or team should include more than 33% targeted youth;
- documentation on, and information about referred youth must be kept secure and confidential. Use Club membership numbers (not names) on Case Management Intake and Tracking forms;
- when special support services are needed for individual members, referrals and services should be provided discreetly; follow-up to ensure the appropriate services are provided.

Monitoring Progress: The Case Management System

To evaluate the effectiveness of your efforts, track the progress of targeted youth throughout their first year at the Club. The following Case Management System was developed to assist you in completing this task. The Case Management System should be implemented by each staff person assigned to targeted youth in a confidential manner. The system consists of:

I. An Intake Interview designed to document base information on individual problems and specific needs on which progress

can be evaluated. The intake interview provides the opportunity to set objectives for Club involvement and personal improvement, making referrals to community programs. The intake form appears in Section IV: "Resources," on page 71.

II. Tracking Reports to document progress on established objectives, performance in school, involvement at the Club, status of referrals, and significant achievements or problems such as involvement with the juvenile justice system. Minimally, these reports should be completed monthly. The tracking form appears in Section IV: "Resources," on page 73.

III. The Summary Report synthesizes data gathered for each targeted youth so you can determine the overall status of all of them. The summary contains useful information to include in presentations to the Club director, the board of directors, and funding sources. The form appears in Section IV: "Resources," on page 75.

If targeted youth become inactive at the Club, assigned staff need to contact such young people personally to determine the reasons they have stopped their Club involvement. The referral agency should be contacted, as well.

After all attempts to reach the youth have been exhausted, and it is determined that they will not be returning to the Club, termination procedures should be followed. A letter should go to all agencies or organizations you have networked with on behalf of the youth. Their file should be deactivated, and the next periodic summary report (page 75) should reflect the action.

Proper record-keeping and routine evaluation are important in letting local officials know the impact of your program. They can also be used in developing local funding support, and shared with other Clubs to help benefit from your experience.

GUIDELINES FOR CONFIDENTIALITY OF RECORDS

Appropriate personal records should be kept in locked files and only authorized staff should have access to them. You should

develop policy statements on access to and use of confidential material and training on the subject.

The youth and parent must sign a release of information form before any confidential data is released. In addition to being unwise, release of personal information without such permission has legal ramifications. If parents ask to see an individual's records, have an appropriate Boys & Girls Club professional present to interpret the records.

Exercise caution in recording information. A poorly worded sentence or inaccurate perception of a youth's behavior or attitude can have a damaging effect.

Obtain information from other agencies through the proper channels. Obtain a signed request-for-information form from the youth and a parent or guardian, granting permission for you to obtain information.

When dealing with the media, parents should always sign the release of information form prior to a youth's being interviewed or photographed by representatives of the media. Insist on the right to review a media report prior to its being aired/published. Reporters and editors must be sensitized to the importance of not stigmatizing these youth and given pointers in this regard.

Consult with attorneys for further specifications and clarification of laws regarding the confidentiality and rights of youth in your state.

ADVOCACY FOR YOUTH

An important benefit of networking is enhancement of the Club's ability to advocate for an individual youth and improved conditions for youth in general. Young people generally carry little influence unless backed by adults. Youth in need of specific services often have a difficult time gaining access to these services because they do not command attention like adults. Youth involved in the juvenile justice system, similarly, often are confused by or misunderstand the system, unaware of their rights and unsure whom to trust.

Club staff often see a different side of youth than the school or the court. One Club reported that the local high school principal contacted the staff in disbelief when one of his most troublesome students was named Youth of the Month. After talking to Club staff about how much the young person had achieved at the Club, the principal and others at the school re-evaluated their opinion of the student and showed more interest in him at school. Similarly, Clubs often provide the police or juvenile court judges with a different picture of a young person. It is their responsibility to share their perceptions.

It is much easier and usually more successful to advocate for a young person when the Club already has a positive relationship with other organizations. When youth are in need of special services, waiting periods, lengthy intake periods, and even fees are often waived when Club staff intervene. When a member is in need of extra help at school, Club staff with a positive relationship with school personnel can often make sure such help is provided.

Boys & Girls Clubs have a responsibility to take leadership roles in their communities in advocating for improved services and opportunities for youth. Their leadership in mobilizing other organizations and their ability to identify common problems is greatly enhanced through relationships established with others in the community.

Advocacy for an individual youth and improved conditions for all young people are important goals of the Boys & Girls Club. Staff with a well-developed network, rich in personal contacts, are able to carry out this advocacy role most effectively.

SECTION III

PLANNING YOUR APPROACH

STAFFING YOUR PROGRAM

EACH STAFF PERSON AT THE CLUB HAS AN IMPORTANT ROLE IN A DELINQUENCY PREVENTION EFFORT.

STAFFING

While many staff in your organization will contribute to your delinquency prevention program, one staff person should be assigned the primary role of leading and coordinating the effort. This person should be:

- a good communicator
- an experienced manager
- a person who is detail-oriented
- authorized to make program decisions

Depending upon the size of your Club, the unit director and/or program director with good community contacts and supervisory responsibilities can fill this function. He/she will be responsible for assigning roles and supervising staff to meet the program's objectives, evaluating the progress of the effort, and providing routine progress reports to the executive director.

With outreach as the primary method of recruitment, a person will need to be assigned this specific task. Either the unit director or a program professional with excellent communication skills and community networking experience should serve as primary contact between the Club and top officials at referral agencies. Successful outreach depends upon the leadership of the executive director.

The number of staff assigned to provide intake, orientation and track the progress of

targeted youth will determine the number of young people recruited each quarter. Because of the individualized service required for each targeted youth, one staff member should be assigned to only four or five targeted youth at a time. Once the program plan is completed and young people feel comfortable participating in Club activities, staff may be assigned to new recruits. The responsibilities should be completed as part of the youth development professional's overall job.

By having more than one staff member assigned to this task, more youth can be served. Again, it is suggested that all new members be provided with a thorough orientation.

Performing these responsibilities, however, in addition to responsibilities of a core program area, requires reassignment of some tasks and may impact work schedules if nighttime programming is currently not offered. For example, the time physical education directors spend refereeing or keeping score can be reassigned to an older member or adult volunteer. Likewise, the time an education director spends tutoring individuals can also be reassigned.

Because delinquency prevention requires a Clubwide effort, all youth development program professionals will have responsibility for planning and implementing programs which meet specific interests and needs of youth at risk of delinquency. The Club director and program director must take the lead to ensure that all program staff know, understand and are part of this effort.

Staff Orientation

Since all staff members have an important role to play, they should have a thorough understanding of the project, program implications, the processes and their specific responsibilities. Knowledgeable individuals from your network may assist in this orientation. A basic staff orientation should include:

1. the objective of your effort—preventing delinquency by youth;
2. an overview of delinquency—the appeal “getting in trouble” has for young people;
3. criteria for identifying youth at risk of delinquency and the number of “targeted” youth the Club expects to serve;
4. how to evaluate the programs being implemented in relation to the Youth Development Strategy, and to determine if they are meeting the specific needs and interests of the targeted youth;
5. how to proceed once a referred youth is assigned;
6. how to conduct an intake interview, develop a program plan and conduct orientation;
7. how to track the targeted youth’s progress utilizing case management intake and tracking forms.

Board Involvement and Support

The involvement and support of your board of directors will be important to the overall success of your delinquency prevention initiative. The board should receive an orientation to the project, including:

- an overview of delinquency in your community;
- a discussion about why young people get in trouble;
- the approach the Club proposes to take to the problem—prevention;
- the youth development strategy and the concept of mainstreaming;
- the action plan highlighting steps and timetables necessary to implement the program successfully;

- the number of “targeted” youth the Club expects to serve, and how the Club will evaluate the progress using the Case Management System.

There should be a discussion of any new policies or support needed from the board of directors. More than likely, these will include hours of operation (if Club is not offering nighttime hours), security, discipline, and funding (based on additional hours of operation). At this time, you should request permission from the board to proceed with your delinquency prevention initiative.

Your board can play a major role in marketing your delinquency prevention effort and bringing additional resources and support to the Club. While board members pursue private support, appropriate Club staff can pursue federal, state, and local government funds. Section IV, “Resources,” lists some strategies for pursuing additional funds to support your delinquency prevention initiative.

SETTING OBJECTIVES AND ACTION PLAN

Achieving the objectives of the program will require a specific course of action with clear lines of accountability and specific dates of completion.

SETTING ANNUAL OBJECTIVES

The objectives of the program need to be established with the program director and unit director, with a full understanding of the staff time and budget available for the effort. The following are suggested program objectives. Your Club needs to determine whether or not these are achievable. These sample objectives can be accomplished by a staff person with part-time responsibility as coordinator of the Delinquency Prevention Program:

- to assess the delinquency situation in the community and prepare a summary report;
- to develop and maintain a minimum of eight formal linkages with organizations and agencies referring at-risk youth to the

Club and/or receiving referrals for the Club for specialized youth services;

- to recruit and mainstream a minimum of 50 youth at risk of delinquency (who do not come to the Club on their own) and monitor their progress using the Case Management System;
- to ensure that specific programs and activities offered by the Club within the six core program areas meet the needs of targeted youth.

Program site performance standards for a delinquency prevention program are highlighted on page 55.

DELINQUENCY PREVENTION THROUGH TARGETED OUTREACH

PROGRAM CHECKLIST

1. Plan and Organize the Delinquency Prevention Program.

A unit's performance is acceptable when:

- ☐ There is a written summary of interviews with community officials and youth, updated when appropriate.
- ☐ The board has received an orientation to the program and approved its concept. The board and executive director have reviewed and approved the program and costs for its implementation.
- ☐ There is an approved program action plan adhered to or revised with the approval of the unit director.
- ☐ There are a minimum of 50 at-risk youth mainstreamed into the Club program.
- ☐ All youth recruited through the Targeted Outreach/Delinquency Prevention effort are monitored through the Case Management System, which includes intake and tracking reports.
- ☐ Contact persons are established for all organizations and agencies in the network.
- ☐ Formal linkages have been established with all appropriate community organizations and government agencies.

2. Promote and Stimulate Interest Among Targeted Youth in Club Activities and Events by Establishing Good Relations with the Community, Including Parents.

- ☐ An outreach plan to recruit youth from the community is developed.

☐ A plan to collaborate with other youth serving organizations through networking (and/or a consortium / task force) is implemented.

☐ Parents and community representatives are invited to provide input and become involved in the Club's Targeted Outreach program.

☐ All unit staff have received training on the program approach and understand their responsibilities. Staff are assigned up to five targeted youth to mentor.

3. Fulfill All Administrative Functions in a Timely and Comprehensive Manner.

☐ Statistical and narrative reports are completed and submitted as required.

☐ Any funding and/or budget tasks are assigned to a designated person, developed and managed with regular reporting to the unit director.

☐ Cumulative records on all members are maintained.

ACTION PLAN

The tools to monitor the progress of the Targeted Outreach program as a whole have been built to include measurable guideposts you can compare to reality. Many people think of an action plan as a "Pass" or "Fail" measure when it is more correctly used as a device to monitor, redirect, and reaffirm one's efforts. Often an unachieved goal will have

been missed not for want of effort, but because of some practical impediment. Analyzing such impediments and their operations offers insights into how to run a better program.

To achieve the objectives, you will need a specific action plan for each objective. Utilize the action plan form on the next page. The following is a sample action plan.

DELINQUENCY PREVENTION THROUGH TARGETED OUTREACH

SAMPLE ACTION PLAN FORM

OBJECTIVE: To assess the delinquency situation in the community and prepare a summary report.

ACTION	RESOURCES NEEDED	PERSON(S) RESPONSIBLE	COMPLETION DATE
Identify 10 to 12 organizations and individuals knowledgeable about youth crime in the community.	Listing of community leaders and cross-section of youth.	Unit director or program director	June 1
Schedule an appointment to interview the above individuals.	Telephone numbers of contact persons.	Unit director or program director	June 5
Conduct and summarize 10 to 12 youth interviews and summarize results.	Interview guide.	Unit director or program director	June 30
Analyze data from interviews and complete a summary report.	Summary of interviews form.	Unit director or program director	July 9
Report to board of directors.	Presentation of results.	Executive director	July 10
Arrange to join the local youth gang task force and attend regular meetings.	Telephone number of chairperson of the youth service task force.	Unit director or program director	July 11

DELINQUENCY PREVENTION THROUGH TARGETED OUTREACH

ACTION PLAN FORM

OBJECTIVE:..

[illegible]

SUMMARY: MEETING THE CHALLENGE

Reaching and serving youth at risk of delinquency is a challenge for any Boys & Girls Club. Your extra effort and commitment to serving this group of young people will, however, bear fruit. You can provide services to youth that other organizations and agencies, national and local, are unable or unwilling to provide. Through the right mix of people and programs in the six core areas, you will offer young people constructive, meaningful activities and a positive alternative to delinquency. You will provide access to established, successful outlets for energy and creativity while building on the four pillars of identity and self-esteem—feelings of competence, usefulness, belonging, and influence.

Boys & Girls Clubs of America is one of a few, if not the only national youth organizations to make serving at-risk youth of delinquency a program priority. Boys & Girls Clubs of America delinquency efforts have been built upon earlier successes of local Boys & Girls Clubs serving delinquent and pre-delinquent youth through the TARGETED OUTREACH program, which served over 9,000 young people between 1984 and 1991. The success of Targeted Outreach has allowed B&GCA to continue serving these young people. We are pleased to offer this manual to all Clubs interested in providing youth with an alternative to delinquent behavior.

For further information and technical assistance regarding your delinquency prevention program, please contact:

Director, Delinquency Prevention
Boys & Girls Clubs of America
1230 W. Peachtree St. NW
Atlanta, Georgia 30309-3494

SECTION IV

RESOURCES

DELINQUENCY PREVENTION INTERVIEW GUIDES

COMMUNITY ORGANIZATION FORM

YOUTH FORM

DELINQUENCY PREVENTION CASE MANAGEMENT

RECOMMENDED RESOURCES

BOYS & GIRLS CLUBS OF AMERICA RESOURCES

DELINQUENCY PREVENTION THROUGH TARGETED OUTREACH

COMMUNITY ORGANIZATION INTERVIEW GUIDE

Use this guide to interview community representatives.

Name of Organization: _____

Address: _____

Person Interviewed: _____

Telephone: _____

Date Interview Completed: _____

Section A: Status of Delinquent Activity in the Community

1. How would you characterize the level of delinquency in the community?

☐ Heavy ☐ Moderate ☐ Light ☐ None

Describe types of delinquent activity in the community.

2. Do delinquents appear to be affiliated with youth gangs or adult criminal organizations?

☐ Yes ☐ No If yes, please elaborate:

3. Are delinquent youth involved in marketing illegal drugs?

☐ Yes ☐ No If yes, please elaborate:

4. What is the typical profile of a delinquent youth in your community:

Age: _____

School performance: _____

Home life: _____

Race/ethnicity: _____

Substance abuse: _____

Criminal behavior: _____

DELINQUENCY PREVENTION THROUGH TARGETED OUTREACH

COMMUNITY ORGANIZATION INTERVIEW GUIDE

5. How many youth were arrested last year? _____.

So far this year? _____ as of _____.

How were these cases handled and disposed?

Section B: Delinquency Prevention Strategies

6. What are the characteristics of youth at risk of delinquency?

7. Where can these young people be found?

8. What are the needs of young people most at risk of delinquency?

9. What strategies and programs do you recommend to prevent delinquent involvement among young people?

10. What role do you see for the Boys & Girls Club in delinquency prevention?

DELINQUENCY PREVENTION THROUGH TARGETED OUTREACH

COMMUNITY ORGANIZATION INTERVIEW GUIDE

Section C: Community Resources

11. What role does your agency/organization play in delinquency prevention?

12. What organizations can help the Boys & Girls Club recruit youth at risk of delinquency?

Organization's name: _____

Contact person: _____

Address: _____

Telephone: _____

Organization's name: _____

Contact person: _____

Address: _____

Telephone: _____

Organization's name: _____

Contact person: _____

Address: _____

Telephone: _____

13. What organizations can help the Boys & Girls Club meet the special needs of youth at risk of delinquency?

Organization's name: _____

Contact person: _____

Address: _____

Telephone: _____

Organization's name: _____

Contact person: _____

Address: _____

Telephone: _____

DELINQUENCY PREVENTION THROUGH TARGETED OUTREACH

YOUTH INTERVIEW GUIDE

Use this guide to interview youth representative of the local community.

Person Interviewed:

Address: (Optional)

Date Interview Completed:

Telephone: (Optional)

Section A: Status of Delinquent Activity in the Community

1. Are there youth engaged in delinquent activities in our community?

If so, what kind of delinquent activity?

2. How many do you know about?

Where are most delinquent acts committed?

3. Do you know any youth at risk, or involved in delinquent acts? If so, how many?

5. Describe (in general terms) the type of youth involved in delinquent activity:

YOUTH INTERVIEW GUIDE

5. Why do youth become involved in delinquency in our community?

6. What are the needs of young people most at risk of delinquency?

7. What programs do you recommend the Boys & Girls Club provide as an alternative?

DELINQUENCY PREVENTION THROUGH TARGETED OUTREACH

CASE MANAGEMENT INTAKE FORM

CLUB NAME: _____

DATE: ___/___/___ YOUTH'S MEMBERSHIP NUMBER: _____

DATE OF BIRTH: ___/___/___ AGE: _____ GENDER: ☐ Male ☐ Female

1. RACE/ETHNICITY: ☐ White ☐ Asian ☐ African-American ☐ Native American
☐ Hispanic/Latino ☐ Other (Specify) _____

2. REFERRED FROM: ☐ School ☐ Police ☐ Mental Health ☐ Parents/Relatives ☐ Public Housing
☐ Outreach ☐ Community Leaders
☐ Other Youth Agency (Specify): _____
☐ Other Juvenile Justice Agency (Specify): _____
☐ Other Sources (Specify): _____

3. SCHOOL STATUS:

	Very Poor	Poor	Acceptable	Excellent
Attendance:				
Grades:				
Behavior:				

4. At-risk Criteria: Does youth live in area with gang activity and lack appropriate social support system (i.e.: Club) to provide acceptable activities: ☐ Yes ☐ No If Yes, check all secondary criteria that apply:

- | | |
|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Poor academic performance | <input type="checkbox"/> Lack of positive role models who manage effectively in school and/or work |
| <input type="checkbox"/> Continuous behavioral problems in school | <input type="checkbox"/> Living in area where the family is dependent on the "underground economy" |
| <input type="checkbox"/> Frequently truant | <input type="checkbox"/> Evidence of mental and/or physical abuse and/or neglect |
| <input type="checkbox"/> Substance abuser or parents/siblings abuse substances | <input type="checkbox"/> Regular need for substantial sums of money |
| <input type="checkbox"/> Taken into custody for misdemeanor/felony offense(s) | <input type="checkbox"/> Contact with juvenile justice authorities |
| <input type="checkbox"/> Runaway / Doesn't go home at night | |
| <input type="checkbox"/> Lack of parental support / too much unsupervised time | |

5. What SPECIAL NEEDS does this member have?

- | | | |
|-----------------------------------------------------|---------------------------------------------------|----------------------------------------------|
| <input type="checkbox"/> Educational support | <input type="checkbox"/> Job placement | <input type="checkbox"/> Behavior counseling |
| <input type="checkbox"/> College counseling | <input type="checkbox"/> Leadership opportunities | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Substance abuse counseling | <input type="checkbox"/> Health services | _____ |

6. What are your PROGRAM PLANS for this member? What programs will he/she be involved in each of the six core program areas?

PERSONAL & EDUCATION DEVELOPMENT	HEALTH & PHYSICAL EDUCATION
CITIZENSHIP & LEADERSHIP DEVELOPMENT	SOCIAL RECREATION
CULTURAL ENRICHMENT	OUTDOOR & ENVIRONMENTAL EDUCATION

7. List REFERRALS PLANNED, if any.

USE BACK FOR ADDITIONAL NOTES

DELINQUENCY PREVENTION THROUGH TARGETED OUTREACH

CASE MANAGEMENT TRACKING FORM

YOUTH'S MEMBERSHIP NUMBER:

DATE:

TRACKING PERIOD:

to

1. MEMBERSHIP STATUS:

☐ Active

☐ Terminated on (date) _____ Reason: _____

☐ Other (Explain) _____

2. SCHOOL STATUS:

Attendance:

Grades:

Behavior:

Current Level				Improvement Since Entering			
Very Poor	Poor	Acceptable	Excellent	Very Poor	Poor	Acceptable	Excellent

3. Identify Club programs youth participated in each of the Core Program Areas. Describe involvement and attendance (good, average, poor) in each program.

PERSONAL & EDUCATION DEVELOPMENT	HEALTH & PHYSICAL EDUCATION
CITIZENSHIP & LEADERSHIP DEVELOPMENT	SOCIAL RECREATION
CULTURAL ENRICHMENT	OUTDOOR & ENVIRONMENTAL EDUCATION

4. CLUB DISCIPLINARY PROBLEM: ☐ No ☐ Yes (explain)

5. JUVENILE JUSTICE INVOLVEMENT SINCE ENTERING BOYS & GIRLS CLUB: ☐ No ☐ Yes (explain)

6. ACCOMPLISHMENTS: ☐ Achievement in Club ☐ Volunteer ☐ Acclaim Outside Club
☐ Given Responsibility ☐ Other

7. REFERRALS MADE TO:

Agency

Purpose

8. BONDING Has the youth become bonded to: (Explain)

☐ Staff _____ ☐ Program _____ ☐ Club _____ ☐ Other youth _____

9. PARENT INVOLVEMENT: _____

USE BACK FOR ADDITIONAL NOTES

CASE MANAGEMENT SUMMARY FORM

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RECOMMENDED RESOURCES

FOR FUNDING INFORMATION

● B&GCA Assistant National Director for Government Relations

611 Rockville Pike, Rockville, MD 20852.
301/251-6676.

For information about Federal initiatives and possible sources for funding through federal departments and agencies such as Justice, Health and Human Services, Housing and Urban Development, Labor, ACTION, etc.

● Federal Register

A daily published announcement of federal grant opportunities with application requirements and timelines. Available through your local public, university, or federal depository libraries.

● State Juvenile Justice Advisory Council

Each state participating in the federal Juvenile Justice and Delinquency Prevention Act has this body to oversee mandates of the Act in the state and to provide grants based on state-set juvenile justice priorities. For further information about your state's advisory council, contact your governor's office or the Department of Justice, Office of Juvenile Justice and Delinquency Prevention, State Relations and Assistance Division (202/307-5921).

● State Grant Announcements

Each state has a process for announcing grant opportunities. Contact an information number for the state or governor's office to find out more about the process and how to get on their mailing list for announcements.

Other funding resources include your locally elected representatives and city/town/county government. In addition, regional, state, or local foundations and civic organizations (i.e.: Lions Club, Optimist Club, Sunshine Club) can be good sources for funding special initiatives of supporting select activities.

ORGANIZATIONS

● **Anti Defamation League of B'nai Brith**
823 United Nations Plaza, New York, NY
10017. 212/490-2525.

Provides resources and curriculum, easily adapted for Boys & Girls Club programming, to eliminate prejudice and discrimination and promote inter-group relations.

● **The Juvenile Justice Clearinghouse**
Box 6000, Rockville, MD, 20850.
800/638-8736.

This clearinghouse gathers and shares information on a broad range of juvenile justice and delinquency prevention topics.

● **National Crime Prevention Council**
1700 K Street NW, 2nd floor, Washington, DC
20006-3817. 202/466-6272.

Provides dozens of resources on crime prevention, including specific ways youth and local not-for-profit agencies can work to make their communities crime-free.

● National Foundation for Teaching Entrepreneurship

64 Fulton Street, Suite 700, New York, NY
10038. 212/233-1777.

Founded in 1987 to empower the economically and physically disadvantaged inner-city youth of the U.S. through entrepreneurial and business literacy.

● National School Safety Center

4165 Thousand Oaks Boulevard, Suite 290,
Westlake, CA 91362. 805/373-9977.

Provides resources on school safety, with information on creating safe environments for youth.

● **Outward Bound**

Route 9D, R2 Box 280, Garrison, NY, 10524
914/424-4000.

Operates five wilderness schools and six urban centers in the U.S. to help young people and adults discover and extend their own resources and abilities by confronting them with a series of increasingly difficult challenges. Offers substance abuse, mental health, and professional development as well as courses for youth at risk.

PRINTED RESOURCES

● **Adolescents at Risk: Prevalence and Prevention**

Joy G. Dryfoos. Published by Oxford University Press, New York. Available in bookstores or from publishers, 800/451-7556. Cost (1992): \$14.95 for paperback.

A resource guide addressing delinquency, substance abuse, teen pregnancy, and school failure. Includes description of shaping a strategy for prevention of high-risk behavior.

● **Toward Better and Safer Schools: A School Leader's Guide to Delinquency Prevention**

Available from: National School Boards Association, 1680 Duke Street, Alexandria, VA 22314. 703/838-6722. Cost (1992): \$5.00.

A resource filled with suggestions applicable to Boys & Girls Clubs. Describes delinquency prevention strategies and techniques. Encourages a community-wide approach and identifies a variety of ways to effectively involve parents.

● **Youth At Risk: A Resource for Counselors, Teachers and Parents**

Editors: Dave Capuzzi and Douglas R. Gross. Available from: American Association for Counseling and Development, 5999 Stevenson Avenue, Alexandria, VA 22304. 703/823-9800. Cost (1992): \$32.45 (includes shipping).

Describes youth at risk and identifies the causes and results of at-risk behavior. Includes a chapter on gang membership, as well as chapters on drug abuse, suicidal behavior, abuse, depression, AIDS, unwanted pregnancy and school failure.

BOYS & GIRLS CLUBS OF AMERICA'S RESOURCES

GENERAL PROGRAM

● **Commitment to Quality**—A process in which staff and board assess their core program using 100 Quality Program Statements, developing and implementing a quality improvement objective and action plan. *Commitment to Quality* is an excellent program evaluation, planning and orientation tool. Participating Clubs are eligible for *Commitment to Quality* awards. A *Commitment to Quality* workbook is sent to all Clubs at the end of the summer. Additional copies are free and may be obtained from Supply Service. (P-200)

FREE

● **Guide to Quality Program Planning**—Every Club professional will want a copy of this basic book. It outlines the six Core Program Areas, program methods and program planning process. It also serves as an excellent orientation to Club program for new workers and board members. Revised edition available in 1991. (P-280)

\$4.00

● **A Treasury of How To Do It Articles**—One of the most valuable program tools available anywhere, this collection of over 60 recent How To Do It articles provides innovative program ideas in the six Core Program Areas and membership outreach. (P-511)

\$16.50

● **Honor Awards for Program Excellence**—All Clubs are invited to submit program entries in the six Core Program Areas and other specially designated categories. One Honor Award-winning program and up to four Merit Award-winning programs are selected in each area. These prestigious awards are presented annually at the National Conference. An invitation to submit program entries is sent to all Clubs in November.

FREE

PERSONAL AND EDUCATIONAL DEVELOPMENT

● **Broader Horizons**—Designed to expose girls and boys to a broad range of careers and educational opportunities through trips and tours. Contains a collection of program tips, activities, forms and handouts that can be easily photocopied. (P-155)

\$25.00

● **Goals for Growth**—Teaches skills for setting personal goals in manageable increments, and how to correctly access results; age-appropriate activities help develop decision-making skills for personal, educational and career goals. (P-250)

\$12.50

● **Job Search Club**—Everything needed to start a Job Search Club and help members find their own jobs. The notebook includes a planning guide for Club administrators, an operations guide explaining staff responsibilities, and a leader's guide containing a complete set of lesson plans that may be reproduced as handouts for participants. (P-307)

\$25.00

● **One-With-One**—A mentoring program designed to match Club members with board volunteers and other professionals in a mentoring relationship to explore careers of their choice. The kit includes a Club director's guide, a how-to-program guide with practical tips and activities, and copies of the mentor guide for distribution to adult volunteers. (P-150)

\$16.50

● **NIKE Cross Training Challenge**—A year-round series of academic and athletic challenges. Rules and regulations are sent to Clubs six weeks in advance of scheduled event. Academic events include the BO KNOWS GAME SHOW and the MICHAEL JORDAN ESSAY CONTEST.

FREE

● **Power Hour**—A step-by-step description of how to set up and conduct a top-quality homework assistance and tutoring program.

\$12.00

● **Albert L. Cole/Reader's Digest Youth Entrepreneurs Program**—Each year a Reader's Digest grant of \$12,000 is made to one Club to start a youth-owned-and-operated business.

OUTDOOR AND ENVIRONMENTAL EDUCATION

● **The Ultimate Journey**—An environmental education program designed to expose members to the beauty and excitement of the world around us. Through participation in games, crafts, discovery activities and projects, young people develop sensitivity to the environment and acquire fuller understanding of how personal actions impact our environment. For members 6 to 12 years-old. (P-518)

CITIZENSHIP AND LEADERSHIP DEVELOPMENT

● **Keystone Clubs**—A small group leadership development program for high school-age boys and girls. Keystoners elect officers and plan and implement their own activities and community service projects. Keystone Clubs are chartered by Boys & Girls Clubs of America. A chartered Keystone Clubs receives the Keystoner Newsletter, special mailings, and is eligible to attend the annual National Keystone Conference. Charter applications (\$10.00 annual fee) can be requested anytime during the year by writing to Program Services. All charters automatically expire on November 30th of each year. **The Manual for Keystone Club Advisors and Officers** contains information on organizing and conducting a Keystone Club. (P-350) **Manual \$7.50**

● **National Keystone Conference**—An annual youth leadership conference open to members of chartered Keystone Clubs. The conference is planned by a steering committee of Keystoners supported by adult advisors and national staff. Over 1,000 Keystoners raise their own funds and travel with their Keystone Clubs to the Conference, where they learn about major issues, assume leadership roles, establish friendships and have the experience of a lifetime. The conference is held each spring. A registration fee is charged to adults and Keystoners. Information is sent to Clubs in December.

● **Torch Clubs**—In this small group leadership club for pre-adolescents, Torch Club members elect officers and plan and imple-

ment their own activities and projects. Torch Clubs are chartered by Boys & Girls Clubs of America and receive periodic mailings of resources, program ideas, etc. Charter applications may be requested anytime during the year by writing to Program Services. All charters automatically expire on October 31st each year. **The Torch Club Manual** contains how-to information on organizing and conducting a Torch Club. (P-355) **Manual \$3.50**

● **Youth of the Year**—An annual program designed to promote and recognize service to Club and community, academic performance and contributions to family and spiritual life. Club-selected Youth of the Year winners receive a certificate and medallion and enter a state competition. State winners receive a plaque and enter a regional competition. Regional winners receive a \$500 scholarship and enter a national competition held in Washington, DC. The national Youth of the Year receives an additional \$4,500 scholarship and is installed by the President of the United States. Entry kits are sent to Clubs in January.

SOCIAL RECREATION

● **Back Pocket Program Hints**—This pocket-sized booklet for program leaders contains descriptions of all kinds of games to play, indoors and out, including relay races, impromptu contests, fitness tests, pantomimes, word games, skits, magic, special events and first aid for use in emergency situations. Every leader should carry one in his or her back pocket. (P-060) **\$2.50**

HEALTH AND PHYSICAL EDUCATION

● **NIKE Cross Training Challenge**—This is a year-round series of academic and athletic challenges. Rules and regulations are sent to all Clubs six weeks prior to the scheduled event. Athletic events include Basketball Spot Shot and Jump Rope contests. Academic events include essay and geography contests.

● **SMART Moves**—A comprehensive primary prevention program designed to help young people develop skills to resist alcohol and

other drug use and premature sexual activity. SMART Moves includes: small group programs for pre-adolescents, adolescents and parents, and an in-service training program for staff. It also includes many suggestions for Clubwide and community special events. (P-120) **\$50.00**

● **AIDS Information Guidebook**—This guidebook anticipates and answers the most commonly asked questions about HIV infection. What is AIDS? How does it affect Club operations and policies? How can Clubs contribute to prevention? (P-020) **\$2.50**

CULTURAL ENRICHMENT

● **National Photography Contest**—A contest encouraging girls and boys to learn and practice photography, providing local recognition and national awards. Clubs may submit photographs in each of four age groups. Winning photographs are displayed at the National Conference. Photography Contest information outlining entry procedures is sent to Clubs in September.

● **Fine Arts Exhibit Program**—The program is made up of local and regional exhibits and a national exhibit. Artwork in the following categories may be submitted: drawing, crayon, pastel, watercolor, oil or acrylic, print making, mixed media, collage and sculpture. The most outstanding works are sent on to a regional exhibit and selected regional artwork is sent on for national judging. Artwork selected by national judges is exhibited at the National Conference. Information on the **Fine Arts Exhibit Program** is sent to Clubs in September.

● **Epstein Scholarship Program**—A program encouraging Clubs to submit applications for members with extraordinary talent in the performing, visual or literary arts. Applications and information are available on request from Program Services.

PUBLICATION AND RESOURCES ORDER FORM

NAME _____ ORDER DATE _____
 ORGANIZATION _____ CLUB CODE _____
 ADDRESS _____
 CITY _____ STATE _____ ZIP _____
 TELEPHONE _____ DATE ORDER REQUIRED _____

[illegible]

POSTAGE AND HANDLING _____

NOTE: Submit each order on a photocopy of this form.

JUVENILE JUSTICE SYSTEM TERMS

Adjudication

A juvenile court decision, after a hearing, to uphold a petition by finding a child delinquent, a status offender, or dependent, or else to dismiss the petition and release the child.

Aftercare

Supervision or treatment given children for a limited time after they are released from a correctional program.

Delinquency

State codes define delinquency in diverse and variable terms. Codes range from definitions tied to acts that constitute crimes if committed by an adult to merely "habitually disobedient" juveniles. Consequently, the term "delinquent act" has no standard meaning. It can include crimes such as drug use, murder, or robbery, or offenses such as truancy, running away, or being ungovernable. This diversity causes problems for juvenile researchers, practitioners, instructors, and policymakers at federal and state levels.

Status offense

This is an offense to an individual's status as a juvenile or a minor. Some jurisdictions term juvenile status offenders "CHINS" (Child in Need of Supervision) or "PINS" (Person in Need of Supervision). In contrast, the juvenile who has committed a criminal act is sometimes termed a "criminal-type offender."

Federal and state agencies have developed juvenile programs with these and other distinctions in mind. For example, the category of juvenile criminal-type offender is more frequently broken down for policy and program purposes into sub-categories such as serious or violent offenders (high-level or Part I) as

opposed to the bulk of juvenile offenders (moderate or low-level) who commit crimes such as larceny, burglary, auto theft, vandalism, etc. Drug-law violations, including the sale, distribution, and use of drugs, can be in either sub-category.

Intake

Process of receiving into the juvenile justice system a juvenile referred or taken into custody. At the intake stage, decisions must be made whether to file a petition in juvenile court, release the juvenile, place the juvenile under supervision, or refer the juvenile to another private or governmental agency.

Parens Patriae

This doctrine, as modified, is a firm part of the American juvenile justice system. The doctrine is the basis for the state to assert wardship or care of a juvenile when the parents or guardians are not performing their duties to the child.

Petition

Document filed in juvenile court, usually by a prosecutor, asking that the court take jurisdiction over a juvenile alleged to be delinquent, a status offender, or dependent.

Disposition

The juvenile court's decision, after a petition is sustained, whether to place the child on probation, in a correctional facility, in a care or treatment program, to require the child to meet certain standards of conduct, or to release the child. A care program for a child might involve placement in a foster home.

Take into custody

Law officers secure physical custody of a juvenile alleged to be delinquent; comparable to arresting an adult.

