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NEIGHBORHOOD YOUTH DIVERSION PROGRAM

Annual Report

December 1, 1971 -- November 30, 1972

1933 Washington Avenue  
Bronx, New York 10457

731-8900.

THE NEIGHBORHOOD YOUTH DIVERSION PROGRAM

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## I. Introduction

The Neighborhood Youth Diversion Program was developed by the Vera Institute of Justice and Fordham University as a community based alternative to the Juvenile Justice System. It is funded by the New York State Division of Criminal Justice Services and the Criminal Justice Coordinating Council of New York City under a grant from the Law Enforcement Assistance Administration.

The Program seeks to identify youngsters that can be diverted from the Juvenile Justice System; devise ways to keep them from going back into the Juvenile Justice System by changing their activities and by resolving problems through the use of the Program's resources and the resources of the city; to involve community people in the process so that in the future the community will carry a greater responsibility in the resolution of juvenile problems.

The Program gratefully acknowledges the continued support and cooperation of the Office of Probation, Family Court, New York City Police Department, the Center for Mediation and Conflict Resolution, Fordham University and the Vera Institute of Justice.

## II. Case Sources

The Program works with juveniles who are in danger of being classified as Delinquents or Persons In Need of Supervision. The Program seeks cases from three institutions in the juvenile justice process:

1. Intake Section of the Office of Probation
2. Family Court
3. Police Department

It seeks only those cases in which there is a likelihood that additional legal steps will be taken if the Program does not intervene and in which the juvenile resides within the Program's target area boundaries. From the end of February 1971, when the Program became operational to the end of November, 1971, one hundred sixty-six cases were accepted to the Program. One hundred forty-six referrals were made from the Office of Probation, seven from the Police Department and thirteen from the Family Court.

## III. Participant Population

During the Program's second funded year, December 1, 1971, to November 30, 1972, the combination of a more experienced staff and two expansions of the Program boundaries has resulted in the Diversion of 300 juveniles. (See Appendix A for new boundaries) 75% of these were boys and 25% were girls: 62% were delinquency referrals and 38% were PINS referrals; 80% referrals were 12 years old and over.

PARTICIPANT POPULATION

| <u>Age</u>    | <u>Cumulative for Second Year</u> |
|---------------|-----------------------------------|
| 9-11 years    | 43                                |
| 12-15 years   | 239                               |
| 16 years-plus | 18                                |
| <u>TOTAL</u>  | <u>300</u>                        |

| <u>Ethnicity</u> | <u>Cumulative for Second Year</u> |
|------------------|-----------------------------------|
| Black            | 162                               |
| Spanish Speaking | 135                               |
| White            | 3                                 |
| <u>Total</u>     | <u>300</u>                        |

For the period December 1, 1972, through November 30, 1973, the Program will strive to divert no less than 250 youngsters. This number will allow the Program to continue to assign 10 to 12 cases to each of its 10 advocates and to keep each participant active in the Program for at least a three month period -- the period of time generally thought to be one of high recidivism.\*

#### IV. PROGRAM STAFF & SERVICES

##### A. Case Staff

During the second year, each participant was assigned to one of ten advocates. The advocate serves as a counselor and big brother to the participant and seeks the assistance of resources in the resolution of participant problems. In a typical week the advocate would see each of his participants two times; these meetings include counselling sessions, informal talks, recreational activities, and agency contacts. Among the agencies and institutions contacted would be schools, hospitals, and social services. The purposes of these visits is the collection of information concerning participant problems and the securing of resources assistance for the juvenile and his family.

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\* According to the second year evaluation which is being prepared by Columbia University, the percentage of Diversion participants who recidivated, according to Office of Probation records, during the period February 1971, through May, 1972, was less than 1/2 the percentage of a comparable group of youngsters processed by the Office of Probation in 1969, two years before the Program was instituted.

number of steps were taken during the second year in order to provide better supervision and accountability and thus improve the quality of service delivered to Program participants. Particular attention was paid to follow-up on service deliveries; supervisors work closely with advocates to insure that the advocate oversaw actual delivery of needed services. Case Management forms were modified in an effort to eliminate excess paper work. A system of case file certification by supervisory personnel was initiated as a quality control measure. A basic skill and legal training program was developed and a system of staff evaluation was implemented.

Several changes were made in the Case Staff structure. The position of Staff Director and Assistant Staff Director were eliminated and the supervisors were made directly responsible to the Assistant Program Director. In an effort to achieve more efficient service delivery, the position of Resource Coordinator was recreated.

The net result of these changes was that the service delivery to participants improved considerably. The advocate has clear objectives that he tries to achieve on behalf of each of his participants. He schedules counselling and other activities for his participants. The advocate worked more actively and successfully with outside resources. During the third year, these systems will be further refined.



During the Program's second year, the Forum underwent conceptual and administrative changes.

1. Conceptual Changes - Originally, the Forum was seen as a mediation vehicle for both delinquents and PINS problems. During the second year, it became clear that a strict mediation model limited the Forum's effectiveness.

The Forum is now seen as a "family service." The hearings are more informal: e.g., formerly, the Forum judges were not informed in advance of the hearing of the problems that they might encounter -- now they are briefed in advance by the participant's advocate who asks them to help with specific problems; formerly, the advocates attended the hearing but played a passive role -- now the advocate is an active participant who assists the participant in explaining his situation, analyses problems and, when appropriate, offers opinions. With this new approach, the hearings have gained a relevancy and effectiveness that was previously missing. The mediation of problems, while still the main objective of the Forum, is not the only objective that is being achieved. The Forum plays an active fact-finding role; it defuses crises while the case staff solicits the assistance of outside resources in the resolution of serious problems; in recidivism cases (situations in which a participant or ex-participant al-

inally becomes involved in a subsequent offense), the Forum determines whether the participant will continue in the Program and, if so, under what terms and conditions.

During the past year, it became clear that not all juveniles cases lent themselves to the mediatorial process of the Forum which presupposes an on-going relationship between participating parties. In delinquency situations, it became evident that only under certain conditions was the Forum helpful. These situations concern those cases in which a participant, in addition to being charged with delinquency, is also having problems at home and in school. Thus, the cases referred to the Forum include PIMS cases, recidivism cases, and those delinquency cases with a PIMS element. The total number of Forum hearings that were held during the second year were 113. These hearings involved 100 participants, 65% girls and 35% boys.

2. Administrative Changes - The Forum did not operate efficiently during the first seven months of the second year because it was not intergrated into the rest of the Program. Because it only had a one man staff, it was difficult to coordinate its activities with those of the Case Staff who tended to regard the Forum as a separate project. This lack of coordination was one of the reasons that there were a substantial number of cancellations (75) and a low number of

Forums held (83) during the period December 1, 1971, through August 15, 1972. From the middle of August, when changes were made in the Program's structure, to the end of October, 35 Forums have been held; a 200% increase over the two and a half months preceeding the administrative changes. With the creation of two new positions -- the Forum Coordinators -- lines of responsibilities are clearer and the Forum and Case Staff have begun to work closely together.

### THIRD YEAR

During the period December 1, 1972, to November 30, 1973, it is expected that over 175 participants will participate in approximately 350 hearings. In addition, it is anticipated that over 100 additional youngsters, most of whom will not be assigned advocates, will also receive the assistance of the Forum as the result of the following experimental programs that are being developed.

- 1) The School Pilot - Under an arrangement with Local School District 10 and Junior High School 118, 10 youngsters identified by school officials as disruptive and truant and on their way to a court involvement will be invited to participate in Forum hearings during November and December. These youngsters, their parents, and appropriate school officials will work with Forum judges in an effort to

arrive at agreements which will avoid a court involvement and resolve the youngster's problems. These agreements will include tasks requiring action by child and parent (e.g., attending school, doing homework) and by school officials, (e.g., providing tutoring, changing classes). If this pilot indicates that the Forum can prove helpful in keeping youngsters in school and out of court, steps will be taken to further incorporate a community Forum into the school system.

2) Group Live In Experience - Decisions concerning planned placement of Diversion participants in a short-term residence which Diversion has helped to develop (See Section V - C ) and the terms of such placement will be made by the Bureau of Child Welfare officials in conjunction with the Forum Judges at Forum hearings. In emergency situations, the placement would be made without a Forum hearing, but the terms and conditions of continuing such placement would be a matter for the Forum. It is estimated that at least 25 placement cases may go before the Forum.

3) Office of Probation/Diversion Mediation Process -- Representatives of the Office of Probation and Diversion have developed a proposal which calls for the creation of a Probation/Diversion mediation process to work with juveniles and their families who have been referred to the Arthur Avenue Branch of Probation for investigation by Family Court after a fact-finding hearing. These youngsters would not already be Diversion participants, but rather youngsters who have been adjudicated PINS and delinquents. The teams would consist of two

part-time community mediators and one of three Probation Officers, who will also be trained as mediators. The goals of the proposed experiment would be to: provide community input into the investigative process; involve the juvenile and his family, on a continuing basis, in discussions and the analysis of the problem; determine if the introduction of mediation will increase the number of dismissals; clearly specify a juvenile's needs to the Family Court Judge and provide him with a more comprehensive statement of dispositional alternatives. The thrust of the project would be to determine that if by providing a substantive service, mediation, during the investigative stage of a case (presently there are no services), juvenile problems can be resolved in a manner more beneficial to both the juvenile and his family and to the Office of Probation. ~~The Project~~ would be under the supervision of the Office of Probation and Diversion. Professor Hans Wiesel of the University of Chicago and Professor Vince O'Leary of the State University of New York would be asked to help design evaluation criteria. This experimental project would run for a year. It is projected that 100 juveniles and their families would receive the benefits of this program.

The proposal was submitted to New York Community Trust in November at the suggestion of that organization. It is anticipated that the funding in the amount of \$20,000 will be provided in June. The proposed experiment would not rely upon Law Enforcement Assistance Administration funding nor would it involve additional tasks for the Diversion staff.

### Forum Training

As of October 30, 1972, Diversion has trained a total of 11 judges, 40 are presently active. During the Program's third year, 35 additional judges will be trained.

There are several reasons for training new judges. The Forum is one of the important ways of achieving the Program's objective of involving community people in the resolution of juvenile problems; the Program has been using the Forum more frequently so more judges are needed; a number of present judges are going on to new jobs and schools and will become unavailable for Forum service in the future. Training during the third year will be conducted by the Forum Coordinators and experienced Forum judges.

Two other community agencies have expressed an interest in developing Forums within their structures and the Diversion trainers would assist in training judges for these agencies. A new community organization being developed in the Bronx River area plans to use Forum judges in working with juveniles in trouble with the justice system. The East Tremont Crisis Center, a Division of Bronx State Mental Hospital, is exploring the creation of a Forum that would work with persons, adults as well as juveniles, who do not require traditional therapy but who might profit from working with community mediators. Representatives of the Crisis Center feel that, in many instances, the concrete agreements reached through the Forum process could be of invaluable service in resolving the problems of troubled community residents.

B. In House Activities

1. Mini-School

School is where society expects youngsters to learn, grow and prepare themselves to take their place in society. Many youngsters do not complete this process, particularly in a changing community like the mid-Bronx which faces a myriad of problems, including terribly overcrowded schools. Many youngsters fail their courses, become disruptive and begin to drop-out. These youngsters are unable to get jobs or continue their education and, as a result, many become involved with the law.

In September 1972, Diversion opened a mini-school. This school is an interim learning experience for ~~Diversion participants~~. It is accredited by Local School District 10. The participants selected for the school have been truant, disruptive or underachieving. The focus of the school is to improve basic skills -- reading, writing and arithmetic -- and to change attitudes towards learning so that the students will become more likely to succeed in traditional school settings.

Participation in the school is limited to one academic year. Each student's performance is evaluated three times a year in order to determine if he is prepared to return to the public school system or move into a private or special school. After they leave the mini-school, graduates will continue to participate in special classes two afternoons a week which are designed to assist them in making the transition to another educational setting.

The school enrollment is limited to 35 pupils at any given time. It is anticipated that from September 1972, to June 1973, 30 students will be enrolled in the school. Eighty-five percent of the students in the school will be Neighborhood Youth Diversion Program participants. The remaining fifteen percent will be referred from District 10.

The mini-school, which is officially known as Interim Guidance Class-District 10, Bronx, New York, is funded in the amount of \$20,550 by the State Urban Education Department through Local School District 10; this funding provides a Teacher-Administrator, supplies and materials. The Fordham University Advocate-Community Organization and Teacher Program, a city-wide undertaking sponsored by the Board of Education, Fordham University and the Vera Institute, provides five full-time Teacher Corps Interns who serve as the teaching staff. Fordham University is providing the use of two classrooms, language laboratories and other facilities. Required psychological and psychiatric staff is being provided by Bronx State through its community facility, the East Tremont Crisis Center. Diversion provides back-up services, use of its facilities and ten percent of the Intern's salary.

Two Advocates have been designated to work closely with the school staff. They are assigned to District 10 cases. When a District 10 case comes into the Program the school staff is informed and begins to work with the Case Staff to determine if the youngster is having problems in school and would profit by attending Diversion's Mini-School. School staff attend Case Management sessions and discuss the youngster's academic problems with the Case Staff. If it is determined that a youngster is in need of special help, he is transferred



from his present school to Diversion's school. Once a youngster is in the school, the Advocate, Forum Coordinator and Teacher continue to work closely through case management sessions. In appropriate cases the teacher will participate in Forum hearings. This structure allows for a complete exchange of information and reliable assessment of the youngster's progress.

When a participant enters and leaves the mini-school he is administered the Stanford Achievement Test. This testing will be used by the City College Department of Education, which is under contract with District 10, to determine if there has been improvement in the student's academic achievement level in reading and math. A psychiatrist from the Tremont Crisis Center will interview and observe the student in order to evaluate to what extent the student's self-concept and personal skills have been improved by his experience in the school. These evaluation tools will also be used by the teacher-administrator and the District 10 guidance staff in determining when the student is prepared to be transferred to a public or private school setting.

In addition to the above In-House educational activities, the Program will continue to work with outside educational resources. During September and October 1972, 30 Diversion participants were enrolled in a Community Education Exchange Program at Columbia University. This program emphasizes basic skill training and prepares students to take exams, particularly the high school equivalency exam. Educational and vocational counselling is offered. Participants are provided a weekly stipend of \$10. At the end of October only one Diversion participant had dropped out.

### 3. Recreation

In its second year, Diversion substantially expanded its recreation program. Recreation activities consisted of athletic trips classes in photography, dance and karate, and other activities such as ping-pong, pool, boxing and bowling. The Program found that most participants are responsive to a wide-range of activities. An average of 40 participants and the friends of participants participated daily in recreation for the period December 1, 1971, through September 1972.\* The recreation program was staffed by two fulltime employees, two parttime instructors and several volunteers.

In view of the responsiveness of the Program participants to recreational activities and the lack of recreational resources in the Mid-Bronx, the Program wishes to expand further its recreational activities during the third year. During the second year, the Program began to incorporate recreation into its Action Plan for Program participants. The advocates assisted in the supervision of recreation, trips and sporting events. During the third year, the Program will continue these activities.

The third year program will consist of three components: athletics, enrichment and exposure. These activities will take place at the Diversion facility, at Fordham University and in the community.

\* Under the rules of the Program, each participant is allowed to bring one friend to recreational activities.

The athletics part of the Program will consist of the following teams: basketball, baseball, softball, bowling, track and ping-pong; these teams will utilize school gymnasiums, the local YMCA and community parks. The enrichment program will consist of: classes two afternoons a week in music, drama, dance, photography and arts and crafts; films concerning Black and Puerto Rican culture; and guest lecturers. The exposure aspect of the recreation program will consist of day trips: this is important because most Diversion participants spent little time outside of their immediate neighborhood. One trip a week will be taken to athletic events, museums, theatres, parks, beaches, concerts and institutions of interest, such as radio stations, airports and the stock exchange. Emphasis will be placed on involving girl participants in all aspects of the recreation program.

#### V. COMMUNITY RESOURCES

The Diversion Program is located in a neighborhood where service needs are great and where services are wanting. It was, in part, because of these problems that the Mid-Bronx was chosen as a site for the Program. During its second year, the Program made considerable progress in obtaining outside resources, but more work needs to be done in this area.

##### A. Psychiatric Services

During the second year, a psychiatrist from the East Tremont Crisis Center, an affiliate of Bronx State, worked with the case

...two afternoons a week and sometimes worked with the Forum in the evenings. His services, which are contributed to the Program by Bronx State Hospital, consisted of the following activities. He consulted with advocates concerning difficult cases and suggested ways in which they might work more effectively with them. If consultation with the advocates did not prove effective, a psychiatrist would see the participant on an informal basis in order to further advise the advocate. In some cases he worked with participants on a formal basis. In addition, he did 15 psychiatric work-ups for the purpose of school placement, voluntary residential placement and court dispositions. In 15 different cases the case staff and Forum judges asked him to participate in Forum hearings. During the second year he attended approximately 25 hearings.

A second psychiatrist from Bronx State began working with Diversion's school in October. Her activities consisted of: consulting with the school staff concerning the problems of participants; working directly with seriously disturbed students; and undertaking the interviews and observations required for the mini-school's evaluation. These psychiatric services will continue to be available to the Program during its third year.

#### B. Medical Assistance

In July 1972, Montefiore Hospital began providing medical examinations for an average of 5 Diversion participants a week.

From the middle of July to the end of October a total of 51 participants received medical examinations and assistance. The examinations, which are paid for through Medicaid, include a complete physical examination, vaginal examination on girls if indicated, CBC including sickle prep, Routine U.A. Urine test for pregnancy if at all indicated, vaginal swab for G.C. culture if at all indicated, tuberculin skin testing, VDRL on all teenagers.

When a new participant comes into the program, his guardian is asked to sign a medical release and he is encouraged to submit to an examination. Two afternoons a week, an advocate accompanies the participants who have agreed to the examination to Montifiore Hospital. The examination usually take 3 hours for the group. If a youngster's family is eligible for Medicaid but not registered, the advocate makes appropriate arrangements.

If medical problems are detected during the examination, follow-up services are arranged. It is projected that over 250 participants will receive these services during the third year.

### C. Short-Term Residence

During the second year, Diversion worked with the Claremont League for Urban Betterment (C.L.U.B.), and Saint Dominick's of Blauvelt to develop a short-term residence in the mid-Bronx. C.L.U.B., which began as a voluntary program in 1962, was initially concerned with housing and drug abuse in the Claremont section of Morrisania.

The Program now consists of two storefront multipurpose centers and concerns itself with a wide range of problems, including employment, welfare counselling, health, education and recreation. It is funded by the Catholic Charities of the City of New York and the Human Development Corporation. Saint Dominick's is also funded by Catholic Charities and has for many years developed residential settings for youngsters.

The residence, which Diversion has developed in conjunction with these two agencies, is known as the Group Live-In Experience, (GLIE). It operates under Saint Dominick's charter and is located at 169 Street & the Grand Concourse, Bronx, New York. It began to accept referrals in November, 1972. Youngsters ages 11 to 18 will be referred to GLIE by Diversion, C.L.U.B. and the Police Department. The residence can accommodate up to 10 children. The length of stay in the residence is limited to six months.

A Dominican Nun serves as director of the residence. A Bureau of Child Welfare social worker will work with the residence as liaison to Diversion and C.L.U.B. In addition, there are four community counselors, two of whom will live at the facility. Bronx Lebanon Hospital will provide medical assistance. It is anticipated that at least 25 Diversion participants will stay in the residence during the Program's third year.

Placement of Diversion participants will be done in conjunction with the Forum. Diversion anticipated that the residence will be of

assistance in PINS situations, particularly when immediate or emergency placement is needed. While Diversion participants are in the residence, the Program will continue to work with them.

#### D. Neighborhood Youth Corps Slots

In its first year, Diversion received 40 NYC slots. During its second year, Diversion received 50 slots. In its third year, Diversion will again request 50 summer and winter slots.

In order to qualify for a NYC position, a participant must be 14 years old and obtain the following documents: working papers, social security card, parent's financial statement, photographs and a letter to the NYC from Diversion. During the summer of 1972, the participants on NYC lines engaged in the following activities at Diversion: attended classes conducted by the school staff and assisted the Program's administrative, evaluation, recreational and maintenance staff.

Diversion does not anticipate expanding its Neighborhood Youth Corps Program during the summer of 1973 because it lacks sufficient staff to properly supervise the additional participants engaged in working at the Program's Center and it is difficult to find appropriate job sites outside the center in agencies that would qualify under NYC guidelines.

## III. DELIVERY OF OUTSIDE SERVICES

Diversion's service delivery improved during the second year. Not only were a much greater number of deliveries made, but a much wider range of services were also used. It should be kept in mind, that not all participants require outside services; many problems are resolved through the in-house resources developed by the Program. To date, the staff estimates that approximately 75 participants did not require the assistance of outside agencies.

In discussing outside service deliveries, it should be noted that certain service deliveries, such as those provided after working hours and on weekends and in emergency situations, have not always been recorded. In addition, records are not kept regarding many of the in-house services provided by the Program, e.g., counselling, recreation, tutoring. Excluding these areas, Diversion has provided outside services to meet the needs of 195 youngsters and their families during the period December 1, 1972 through October 30, 1972. In many cases, a participant and his family required several kinds of outside assistance. The services provided included:



SERVICES

NUMBER OF DELINQUENTS

|   |    |
|---|----|
| 1. Psychiatric Evaluation<br>Consultation, Treatment                | 35 |
| 2. Voluntary Placement  | 13 |
| 3. Medical Examination or Care                                      | 52 |
| 4. Enrollment In Privately Sponsored<br>Education Programs          | 19 |
| 5. Welfare Assistance   | 24 |
| 6. Job and Training Referral<br>For Other Family Members            | 15 |
| 7. Drug Program, Residence, Day<br>Activities and/or Detoxification | 9  |
| 8. Assist In New Housing  | 3  |
| 9. Legal Assistance   | 26 |
| 10. Public School Enrollment  | 20 |
| 11. Employment (NYC)  | 50 |
| 12. Columbia Educational<br>Exchange Program                        | 30 |

TOTAL 300

Although the Program has greatly increased its capacity to deliver services, there are some areas in which the Program has encountered considerable difficulty in obtaining services. The Program has had difficulty in working with agencies that required considerable knowledge of procedures and guidelines. For example, the Program has found it difficult to effect voluntary placement of participants in private institutions and has had little success in finding housing and jobs for participants and their families. While the staff has increased its ability to employ the various educational resources of the City and State, there are still a number of Programs that it has not explored. In part, some of the difficulty experienced in obtaining services is because the services do not exist or Diversion participants do not qualify for them.

It appears that Diversion will soon have assistance in this area. At a meeting in September, the Community Service Society expressed an interest in providing professional back-up. Diversion has requested that CSS fund a resource unit consisting of two employees: a Resource Director who would be an experienced professional and a Resource Coordinator who would be a community employee with experience in working with agencies. This unit would: assist the staff in obtaining specific services; explore, assess and catalogue service agencies; develop inter personnel contacts with agency representatives; provide training for staff in the techniques of resource delivery.

In addition, this unit would systematically document the availability of services in the mid-Bronx. This documentation would include collecting data concerning: the kinds of resources available; criteria and responsiveness; quality of services. This information might serve as a basis for other NYDP - CSS undertakings as well as be of value to public agencies interested in service programs. Some of this work was begun by the Fordham assessment unit which was discontinued in May 1972.

During October, CSS sent an observer to the Diversion Program to further explore the possibilities of establishing a relationship. It is anticipated that a Diversion-CSS working arrangement will be finalized by the Spring of 1973.

#### Emergency and Special Service Fund

During the second year, Diversion had to cope with a number of short-range emergencies involving destitute families, special testing, providing clothes to participants, etc. In addition, for security purposes, the Program requires that all participants carry identification cards bearing their photographs. In many instances, however, participants were unable to pay for the photographs and staff members shared the cost. At times, it is also important to provide transportation for participants and their families to and from the Program and service agencies and to be able to pay for membership fees into boys' and photography clubs.

Generally these expenditures are under \$10, but in extreme situations in which a family is without food or shelter for a weekend or

where special testing might be required, this amount would be exceeded. To be able to provide these services during the third year, Diversion is requesting that a small fund of \$3,500 be created for this purpose.

## VII. STAFF TRAINING

Staff Training emerged as a serious Program issued during the second year. Many staff members concluded that additional training was needed in order for them to adequately fulfill their job roles. In addition, some felt that the experience that they gained should qualify them to move into other positions at Diversion and in other agencies, but that since many of them lacked formal credentials, it was difficult for them to ascend a career ladder. During the second year, Diversion undertook several steps to provide more training and job mobility for its employees.

In response to the staff's need for additional job training, Diversion developed an in-house training program. This program, which meets two mornings a week, is designed to improve basic organizational and writing skills and to train staff in the rights and duties of juveniles and their families. Supervisors and advocates are required to attend the legal training sessions. A legal training manual has been developed for Program use that can be distributed to other programs concerned with the problems of delinquency. The new advocates and old advocates who are deficient in basic skills are required to attend basic skill training sessions; at these sessions they learn how to marshal facts, complete forms and write reports. In addition, in-

Divisional administrative training is given to the supervisors and Forum Coordinators. The manual to be used in training employees in the techniques of case management is being written by the trainer and supervisors. During the third year the Program will continue its legal and basic skill training. In conjunction with the CSS, it will seek to develop a training program concerned with the techniques of counselling and resource utilization.

In September 1971, under an arrangement with Fordham University, five employees were enrolled in an Excel Program at Fordham. Unfortunately, this program was not appropriate for Diversion employees: attendance was impractical because classes were held in the evenings at the University's Lincoln Center campus, a considerable distance from Diversion. The Excel Program did not offer transferable credits, which meant that employees would have to participate in the Excel Program for up to four years before they received two years of credit. As a result, all the Diversion employees were enrolled at the Bronx Fordham University Campus which is situated close to the Program center. Tuition is paid by the University. It is anticipated that three more employees will be enrolled in February. In addition, three other case staff employees are enrolled in the Community Educational Exchange Program at Columbia University where they are receiving basic skill training and working toward equivalency degrees. One other employee is enrolled in City University. The Program has found that the courses that these students are taking -- literature, sociology and writing --

has not only improved employees skills but also has improved the moral of the staff. The Program helps the employee to arrange his work and study schedule so that both can be accommodated.

COMMENTS

During the second year the Program made considerable progress in achieving its objective in involving community people in the resolution of juvenile problems. At the end of the second year, only one staff member resided outside of the Bronx and most of the staff lived in the mid-Bronx. The Program has 40 active Forum judges, all of whom are from the community. Half of the Board Members are from the community and plans have been made to further increase community participation on the Board. The Program has been involved in many community activities and is well-known in the mid-Bronx.

During the third year the institutionalization of the Program will be the major focus of the Diversion Board and staff. A number of agencies have stated that the Program provides a valuable service and have offered to work with Diversion seeking continued funding. Diversion will be in touch with the Criminal Justice Coordinating Council, New York State Office of Planning Services Division of Criminal Justice not only to keep them abreast of the progress being made, but also to seek their assistance and guidance in securing continuation of the Program.

APPENDIX A

PROGRAM BOUNDARIES  
September 1972

Beginning at Webster Ave. and 187 St., east to 187 St. and Third Ave., south on Third Ave. to 184 St., east on 184 St. to corner of 164 St. and Crotona Ave., through 183 St. to Southern Blvd., south on Southern Blvd. to 182 St., east on Bronx Park South to Bronx St., south on Bronx St. to East Tremont Avenue, west on East Tremont to West Farms Road, south on West Farms Road to 173 Street, west on 173 St. to Southern Blvd., north on Southern Blvd. to 175 St., east on 175 St. to Waterloo Place, south on Waterloo Place to Crotona Park North, west on Crotona Park North to Fulton Avenue, south on Fulton Avenue to 169 Street, west on 169 Street to Jerome Avenue, north on Jerome Avenue to West Fordham Road, east on West Fordham Road to Valentine Avenue, south on Valentine Avenue to 184 Street, east on 184th Street to Tiebout Avenue, north on Tiebout Avenue to 188th Street, east on 188 Street to Webster Avenue, south on Webster Avenue to 187 Street.



