



February 19, 2016

The Honorable Kirkman Finlay III  
Subcommittee Chairman, Legislative Oversight Committee  
South Carolina House of Representatives  
Post Office Box 11867  
Columbia, South Carolina 29211

Dear Representative Finlay:

Thank you for your letter of February 5, 2016, which contains multiple questions, inquiries, and requests for information of the Department of Juvenile Justice (Department or DJJ) on a variety of topics from the Law Enforcement and Criminal Justice Subcommittee of the House Legislative Oversight Committee. This letter also requests that the Department provide a response to these questions in writing. Please allow this letter to serve as that written response.

The first request for information indicates that, "in general, the subcommittee would like to know . . . (1) who is there, (2) what do they do, and (3) where does the agency money go." By way of background, the Department has approximately 1,358 employees who serve in five divisions (Administrative Services, Community Services, Educational Services, Planning and Programs, and Rehabilitative Services) and three offices (Inspector General, Legal and Policy Coordination, and Treatment and Intervention). The Department's organizational chart, which lists these major functional areas with descriptions, is attached for your review along with a listing of all agency employees by division/office and position (Attachment 1). Regarding what these employees do, please see the enclosed chart that organizes employees into similar position groups and includes a summary description of those positions (Attachment 2). The Department feels that these documents are also responsive to your request for "a breakdown of employees by functional job duties." Regarding where the money goes, the Department's expenditures are grouped by the agency's legislatively assigned programs and activities and are more fully described in the enclosed document (Attachment 3).

In reference to the subcommittee's questions of the number of DJJ students "eligible to take the job skills assessment" known as WorkKeys, prior to last year, this assessment was offered to those students at Birchwood High School who participated in and completed a Key Train Curriculum Elective offered through our CATE program. All students at Birchwood High School (average daily population of approximately 109) were eligible to choose this course as an

elective, and students selected this class according to their interest and availability of elective class. Students who chose to take the course and then completed the class could take the assessment. Through this elective offering, in 2012-2013, there were 33 students who were eligible to take the assessment. In 2013-2014, there were 39 students who were eligible to take the assessment.<sup>1</sup> WorkKeys data from the last three school years, showing number of students tested in each section of the assessment and the average score, is enclosed. (Attachment 4)

Eligibility criteria changed beginning with the 2014-15 school year as a result of newly enacted legislation (SC Code § 59-18-325) which provided that all “eleventh grade” students in school districts across the state “must be administered a WorkKeys assessment.” This means that each 3rd year high school student (state’s definition of eleventh grade regardless of promotion due to credits attained) in the DJJ school district on the date the assessment is given is now eligible to take WorkKeys. For 2014-15, the number of 11th grade students district-wide on the date the assessment was given was 167. For the current school year (2015-16), the WorkKeys assessment will be offered on March 2, 2016, and all eleventh grade students in the district on that date will receive the assessment.

The next grouping of questions concerns the Prison Rape Elimination Act (PREA). Although this federal law was enacted by Congress in 2003, the standards that constitute the “heart” of PREA were not promulgated and finally adopted by the US Department of Justice until 2012. While DJJ can comply with many of PREA’s standards for little or no cost through changes in agency policy and practices or by adopting or modifying certain forms, compliance with other standards will be quite difficult and extremely costly for DJJ, and in turn our state. Of particular concern, and relevant to your inquiry, is the PREA standard which mandates a security staff to juvenile ratio of one security staff for every eight juveniles (1:8) during a juvenile’s scheduled waking hours and one security staff for every sixteen juveniles (1:16) during a juvenile’s scheduled sleeping hours.<sup>2</sup> In addition, for PREA audit purposes, these security staff to juvenile ratios are calculated per housing unit, and only security staff providing direct or in-person supervision of juveniles for their entire shift count towards meeting these ratios. What this means is that supervisory staff who are either not physically located/present in the units during their entire shift, supervisory staff located in the units who are doing administrative tasks, security staff assigned to monitor security cameras in the units, security staff in control rooms/cages who by policy are not allowed to leave these secure areas during their shift, and security staff providing gate and perimeter security cannot be counted toward achieving these PREA mandated security ratios.

In addition, waking hours for DJJ youth are from 5:30am to 9:00pm, a total of 15.5 hours, and sleeping hours are 9:00pm to 5:30am, a total of 8.5 hours. Since the hours that youth are scheduled to be asleep is longer than an eight hour shift but shorter than a twelve hour shift (meaning neither their awake nor sleeping hours align perfectly with either an eight or a twelve

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<sup>1</sup> With apologies, the number of students taking the WorkKeys assessment was inadvertently misreported in our letter of January 15, 2016. There was confusion between the school personnel who reported the numbers and the drafter of the letter with regards to calendar year versus school year, resulting in student results being attributed to the wrong school year. Also, school administration provided a chart of students who had taken the assessment, and it was labeled 2015. To the drafter of the chart, this meant the 2014-15 school year, but it was interpreted and reported to you, mistakenly, as the 2015-16 school year.

<sup>2</sup> This staff to juvenile ratio exists only for juvenile corrections. There are no mandated staff to inmate ratios for adult detention or corrections. Additionally, these ratios are not scheduled to go into effect until October 2017.

hour shift regardless as to when these shifts are scheduled to start or conclude), the scheduling of security staffing will have to include some form of “split” shifts where additional security staff are added to meet the 1 to 8 security staff to juveniles ratio when juveniles are awake and fewer security staff needed meet the 1 to 16 security staff to juvenile ratio when juveniles are scheduled to be asleep. This is true whether the Department remains at 12 hour shifts at all secure facilities, goes back to the way we operated prior to November 2014 (having 12 hour shifts for security staff in our three evaluation centers and 8 hour shifts for security staff in our detention center and at BRRC), or goes to 8 hour shifts at all secure facilities.

For these reasons, and because of how the US Department of Justice certified auditors have been trained to monitor and audit these security staff ratios, the Department anticipates, as previously referenced in our most recent response to your inquiries dated January 15, 2016, that the number of additional correctional officers “required by the federal Prison Rape Elimination Act (PREA) [based on] the present juvenile population,” would be 126, assuming we continue to utilize our current structure of twelve hours shifts in all of our secure facilities. As shared with the subcommittee previously, the Department believes it would need \$4,783,474 in additional recurring dollars to hire and train these officers. If the Department were to move toward “utilizing three eight hour shifts” in all of our secure facilities, we would need an additional 197 security staff (71 more than required by twelve hour shifts), at a recurring cost of \$7,478,923.<sup>3</sup>

Regarding your question about “a penalty associated with not complying with PREA,” the law provides that if a state should choose not to participate in PREA, then 5% of three designated Federal Grant Funding sources would be lost for that year by the state. All three of these federal grant funding programs are administered for our state by the Department of Public Safety. For South Carolina, this 5% “penalty” would amount to a loss of approximately \$275,000 per year in federal funding. The law also provides that should a state choose to participate in PREA, but not be in compliance with the myriad of requirements set forth in the PREA Standards, or not successfully pass audits of one third of all of its secure facilities every year conducted by Department of Justice certified auditors, then this same 5% (approximately \$275,000) of this Federal Grant Funding must be restricted in its use by our state and used only for purposes of PREA compliance. (42 USC 15607(c)(2))

In regards to PREA certification and related grant “funding received” by DJJ, our state has certified to the US Department of Justice for the past two years (2014 and 2015) South Carolina’s intent to become PREA compliant, with each certification being effective for one year. Since 2014, the DJJ has received two PREA-related grants totaling approximately \$42,000 (one in 2014 and one in 2015) that have been used/are being used for the purchase of security cameras and monitors in areas and locations where they have not existed in the past. We also have participated in a joint PREA related grant, along with SCDC, for sexual trauma counseling, sexual assault training, and “hot line” sexual assault referral services for SCDC and DJJ secure facilities in the Midlands, in the approximate amount of \$78,000. These services are being

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<sup>3</sup> In fact, anticipating the implementation of the PREA standard for staffing ratios, as well as the standard which does not permit “cross-gender” pat down searches, were two reasons that the Department decided to move to 12 hour shifts at all secure facilities in November 2014. Other reasons included the desire to have consistent work schedules among all of our facilities, to reduce overtime, to reduce the occurrence of absenteeism and call-ins, and to increase morale by allowing staff to work fewer days in a 28-day work cycle and have regularly scheduled weekends off (rather than going three months before getting a weekend off).

provided to SCDC and DJJ through a contract awarded to Sexual Trauma Services of the Midlands.

In regards to the DJJ “programs effected” by the state’s certification of “an intent to become PREA compliant,” since PREA was intended to be, and is, all-encompassing when it comes to sexual misconduct/sexual harassment, and since PREA applies to all secure facilities (jails and prisons, both juvenile and adult) in our state, as well as all community-based residential programs that house a majority of delinquent committed youth in our state, all aspects of and all operations and services provided by those facilities/programs are effected by PREA. This includes for all juvenile facilities and programs, but is not limited to, all operations and services related to admission/orientation of juveniles to facilities, the sexual trauma services provided to both juvenile “victims” of sexual assault and juvenile “perpetrators” of sexual assault (these services being required by PREA whether the sexual victimization or perpetration occurred prior to, or while in, a secure facility), how we treat, classify and house our LGBTI (lesbian, gay, bisexual, transgender, and intersex) youth, as well as our seriously mentally ill/retarded youth, and how facilities respond to and investigate sexual assault allegations that occur in secure facilities/residential programs.

The next series of inquiries from the subcommittee relate to facilities. Regarding the unused land footprint at each facility, please see the enclosed chart which outlines all of the Department’s facility/residential locations, the total number of acres at each location, and the number of acres in use by the Department at that location. (Attachment 5) For secure facilities, the calculation for acres used includes acres enclosed within fence lines as well as a buffer area surrounding these fence lines. For non-secure areas (for example, much of the land on Shivers Road), the calculation for acres used includes land used by the Department for buildings, parking lots and paved areas, recreational activities, and buffers.

In reference to whether there has been “any consideration for a reduction in the number of facilities,” the answer is yes. The Department operates in a continuous improvement mode, so this analysis has previously occurred and is ongoing. As you probably are aware, within the last ten years, a number of buildings at the Department’s Broad River Road Complex were demolished due to being obsolete and unsafe to both house juvenile offenders and for staff. These included various dorms and buildings: Sigma, Gamma, Delta, Alpha, Elm, Pine, Hickory, Oak, and Cedar. New dorms were built to replace some of the buildings, but not with the same capacity, due to the juvenile population decrease at that time. Additionally, DJJ has taken advantage of the reduced juvenile population and is using some buildings for office space, program needs, and other purposes. For example, the Department moved employees (such as Fiscal, Human Resources, and Juvenile Parole Board staff) from private, leased buildings to on-site locations. At this time, while we are in the process of repurposing some buildings to enhance security and accommodate changing needs, the Department does not have any plans to reduce the number of facilities or buildings in use. Finally, the State Department of Administration has released a comprehensive strategic plan for the ownership and management of the State’s real estate in accordance to the Governor’s Executive Order No. 2016-06. (Attachment 6) The Department anticipates that we will be an agency under review at some point in the future which may involve reviewing our building usage and office space.

The next set of inquiries and requests for information concerns incidents and responses. Regarding the first question, since I have been Director of this agency, I have considered “the need for SLED involvement” in responding to incidents on two occasions. These incidents occurred in September and December of 2015. In the first incident, multiple youth were involved in property destruction at the Magnolia dorm and then ran from officers as they were being transported/relocated to the Crisis Management Unit. The juveniles were contained within the perimeter fence at BRRC, but due to the cover of darkness present at the time of the incident, I felt it appropriate to locate the youth as quickly as possible and requested the assistance and expertise of SLED, in particular their search helicopter with heat sensors. The situation was much the same in December (the second incident) when I decided to enlist the assistance of SLED and their search helicopter to locate, as quickly as possible, several youth who were at-large on the campus of BRRC after dark. My staff also reached out to the agency’s former Director, Margaret Barber, who indicated that, consistent with agency policy and agreement with SLED, she utilized SLED for the purpose of conducting and/or assisting with criminal investigations but did not have occasion to contact SLED for their “involvement in [an] incident.”

Regarding questions concerning the agency’s utilization of a rapid response team, the Department has “been without a rapid response team” as an organized, in-house unit since approximately late 2013. At that time, the stated purpose of the Emergency Rapid Response Team (RRT) was to respond to emergencies at BRRC and respond to distress of any kind that threatened the security of BRRC. The specific duties of the team and individual team members are outlined in the enclosed documents. (Attachment 7) It was the decision of the agency’s former Director to discontinue use of this team and, instead, provide additional training to existing security staff to assist in the de-escalation of emergency situations/events as they might occur.

After incidents that occurred in August and September of last year, I instructed my Deputy for Rehabilitative Services to re-institute an internal rapid response team. This team will be developed using existing staff, and we are in the process of finalizing a new policy related to that team’s functions. The team will be made up of 15 current employees who will receive “special assignment pay” for their time and commitment (similar to how SCDC staff are paid for a similar function). The costs associated with this team will total approximately \$36,000 and include the purchase of protective uniforms, protective gear and equipment, and the special assignment pay. The team will be funded with existing agency resources and will not be an additional cost to the state.

Regarding “[w]hat could be done to ensure there are fewer incidents . . . at the long term facility,” as mentioned earlier, the Department is in a mode of continuous improvement. For example, I recently conducted an exercise with my Deputies and Associate Deputies whereby they were to evaluate the processes and programs in their areas and report back to me on what was working well but could be improved, as well as what was not working particularly well. Encouraging these top leaders to work together to improve services to youth and families has been a central focus of my administration. And, at my direction, my team has put many of these practices and strategies in place over the last several months specifically to address safety and reduce incidents at the Broad River Road Complex.

Specifically, I announced to BRRC staff in September 2015, through shift briefings and the enclosed e-mail message, measures that were being taken to reduce incidents and ensure the continued safety of staff and youth at our long-term facility. (Attachment 8) Many of these noted enhancements/strategies are reflected in the enclosed improvement plan, complete with goals and actions steps, developed by my senior staff. (Attachment 9) Then, in January 2016, I shared with agency staff, via the enclosed email message, new search procedures that were being instituted at the BRRC security gate in an effort to detect and eliminate the introduction of contraband items (particularly lighters/matches and cigarettes) into the facility. (Attachment 10) We also revised our search policy to include retraining all security staff on the proper procedures on how to conduct pat-down searches and strip searches and ordered metal detectors for additional entrance/exit doors at Birchwood High School.

Another one of the strategies that the Department has put into place to help both address and reduce the number of incidents at BRRC is the expansion and improvement of its trainings for Juvenile Correctional Officers and Juvenile Specialists. On July 22, 2015, SC Department of Juvenile Justice formally re-established its training relationship with the SC Criminal Justice Academy. The SC Criminal Justice Academy, which is governed by the 11 member South Carolina Law Enforcement Training Council, unanimously voted to support SCDJJ and officially put DJJ's training under the governing support of the academy. This means that all security trainings offered by the agency will not only be internally approved, but also will adhere to the Academy's standards and guidelines. The 4-week Basic Training for new Juvenile Correctional Officers and Juvenile Specialists is being revised to include updated training curriculum content with inclusion of not only policy and operating standards, but also hands-on applications and exercises. The officer trainings now also will include more interpersonal skills sessions as well as sessions on verbal de-escalation. In addition, starting in March 2016, we are instituting a two-hour security awareness training segment in our New Employee Orientation program and will also offer this training on a regular, on-going basis for current non-security personnel.

Another strategy the Department is undertaking to reduce incidents at BRRC is that we are strategically looking at our current population and identifying youth for appropriate housing to focus more on their needed level of treatment and security. I have authorized in concept the creation of additional levels of housing (with staff working on the details to present to me as a final proposal soon) so as to create a continuum to respond to conduct and treatment needs of our youth behind the fence. The idea is that the staff to juvenile ratios will decrease as the level of security/treatment in the unit increases. In broad strokes, we will have an Intensive Treatment Unit that will house our most physically aggressive and volatile youth. The next level of security/treatment will be the Resocialization Unit that will house youth who have shown a pattern of aggression. We also will establish a Reorientation Unit that will house youth who are not adhering to the facility basic rules (though not as violent or aggressive in their misbehavior). Then we will continue to have General Population units that will house youth assigned to BRRC who are demonstrating general compliance with expected standards of conduct. Finally, we will continue our Honors Unit which was established in September 2015 to house youth who have demonstrated consistent positive behavior. Youth who have demonstrated consistent positive behavior and have 18 months or less left on their guidelines (as established by the Board of Juvenile Parole) will continue to be eligible for step-down or transfer placement, as deemed appropriate.

In conjunction with this effort to establish housing units that are specific and responsive to the individualized security and treatment needs of our committed youth, we are exploring the idea of relocating our Seriously Mentally Ill (SMI) and Seriously Mentally Retarded (SMR) juveniles from the long-term facility to a smaller environment conducive to their specialized needs and the short-term nature of their placement in a DJJ facility. I also recently initiated a meeting with DMH Director John McGill and Protection and Advocacy Director Gloria Prevost to discuss the increase in SMI youth committed to DJJ and to formulate recommendations on a service array for these SMI youth to include appropriate community-based and residential services. In addition, my staff are in the beginning stages of exploring the feasibility of possible regionalization of our long-term facility which, among other things, would provide an opportunity for more family involvement and engagement with our youth in their treatment process by virtue of the youth being housed closer to their home communities.

Also, in an effort to broaden our perspective, we have contacted and visited juvenile justice facilities in other States to explore different avenues for change and management of our long-term incarceration/treatment facilities. And in order to address underlying causes of youth misbehavior that have resulted in some of the recent incidents we have previously brought to your attention, I approved for all clinical staff at BRRC to become trained in Aggression Replacement Training (ART), an evidence-based program certified as a Model Program by OJJDP and recognized by the National Gang Center as an effective gang prevention and intervention program. ART has achieved excellent results with juvenile justice youth across the country in reducing aggressive behavior, addressing gang behaviors, decreasing the use of isolation, improving staff and juvenile safety in facilities, and reducing juvenile recidivism.

An additional effort that we are undertaking to reduce youth misconduct that contributes to incidents is to update our Juvenile Progressive Discipline policy and enhance and review its Behavior Levels System. The new policy will include four levels of juvenile misbehavior (from least serious, Level 1, to most serious, Level 4). These changes are designed to empower unit and shift supervisory staff with the authority to address and sanction, within the parameters of well-defined guidelines, Level 1 and 2 misbehavior by youth. We will continue the process of Disciplinary Conferences, adhering to the nationally recognized principles of Balanced And Restorative Justice (BARJ), for Level 3 misbehavior and create a Disciplinary Hearing Process, which adheres to the basic concepts of due process and is designed to be an informal, information providing to/information gathering process by a neutral disciplinary hearing officer of information/documents relevant to the rules violation, for Level 4 violations. Only a Disciplinary Hearings Officer would be able to, in conjunction with classification and space permitting, relocate a juvenile to a more restrictive housing unit, and then only if that more restrictive housing unit has a comprehensive treatment and educational component available to that youth in the reassigned housing. These changes are being made in conjunction with the development of a new Reclaim Phase System (replacing the current behavioral points/level system) for recognizing and rewarding positive behavior of youth. The new disciplinary process will be tied into our new Phase System so that staff can be more consistent both with consequences for negative and disruptive behavior as well as with rewards and incentives for positive behavior.

We also have concentrated additional security and treatment measures at Birchwood High School in order to reduce incidents and increase safety for both staff and youth. I have encouraged open communication between the clinical, education and security staff in an effort to

share information and to work cooperatively as a team to better serve the individual needs of the youth committed to our care. There is a social worker assigned to the school who is available to staff for assistance in de-escalating juveniles during the school day, and the Clinician-on-Call is also on call to the school BMI classrooms (similar to in-school suspension) when a youth is in need of de-escalation and/or clinical intervention. For those youth on behavior contracts, it is written into the contract that the juvenile may ask to see the social worker or psychologist during the day, if needed. Also, a plan was developed to integrate time for clinical services into the school day. This process was implemented in January 2016 and has yielded positive results to date.

It is certainly true, due in large part to the nature of our youth population, that our school may have more disturbances, at times, than a traditional school, resulting potentially in a less than ideal learning environment. It can be challenging for DJJ staff to help our students reach their educational potential because of the youth's life circumstances, learning and emotional deficiencies, and other environmental issues that hinder their success. But we are not discouraged by these challenges. We remain dedicated to providing these most-needy of students with the skills they need to be successful. We recognize that education can become a powerful key to help students overcome the deficits of their past and unlock powerful opportunities for their future as productive citizens in our state. Finally, our educational administrators and teachers, as well as security staff and clinicians, continue to collaborate to improve the learning environment and reduce incidents.

Overall, the team at BRRC, including security, education, treatment, medical, facilities/grounds, and classification, are making changes and improvements to facilities, programs, and services. And, admittedly, some of these changes will take time to realize their full positive impacts. There are any number of additional measures that might be undertaken to reduce incidents at BRRC (from constructing more modern facilities for intensive treatment programs, to increasing staff salaries in order to enhance hiring and retention of staff, to hiring only degreed security staff, to the hiring of additional staff to decrease staff to juvenile ratios), but many of these measures would require an increase in the agency's funding level, so we have concentrated instead on the above-outlined strategies that we have been able to implement, or believe we can implement, within our existing budget.

Turning to the subcommittee's final grouping of inquiries titled "Other Questions," the Department has received funds from the Joint Citizens and Legislative Committee on Children (JCLCC) beginning with Fiscal Year 2011 and continuing in the current fiscal year. The funds are accounted for in a separate fund that is reported as part of the agency's other funds group. The fund is accounted for in this funding source because of the limitation as to its use (the current Proviso is 117.87 of the 15-16 Appropriations Act), that being that funds are restricted to being used for programs related to mentoring or alternatives to incarceration programs. The amount of money received by the Department has varied over the years as follows:

**Fund Receipts per Fiscal Year**

2011	\$848,421
2012	\$692,578
2013	\$799,779
2014	\$1,310,220

2015

\$1,569,994

The JCLCC funds currently are used to support six positions: four in the area of Job Readiness Training as job developers for youth, one in Community Alternatives as a program monitor, and one in the Office of Community Justice as a prevention specialist. The funds are also used to purchase supplies for the Gang Resistance Education and Training (GREAT) programs and for a shared services agreement with the South Carolina Department of Mental Health. Regarding use of the funds in the future, the Department included in its budget plan for fiscal year 2016-17 (which is submitted to the Governor's Office, the House Ways and Means Committee, and the Senate Finance Committee) a request to use the funds available in this funding source to increase by six (there are currently thirty-eight) our Teen After School Centers, increase by eight (there are currently eight) our Job Readiness Training Sites, and develop a family engagement and skill-development program that would be able serve families of higher risk youth than what our current Family Solutions program is able to serve. These items are forecasted to increase the expenditures within this fund by \$954,000.

In considering what activity of the Department we would consider to be "the lowest priority," we conducted this analysis from two separate perspectives. First, in thinking about what function/activity would be cut first if we had to initiate budget cuts as faced our agency during the recent recession, we would submit that our current contracts with outside vendors for training and other related resources would be at the top of the list for initial cuts and, therefore, could be considered a low priority. Next, in thinking about what current agency function/activity is least effective considering the cost involved, and/or least in line with our dual missions of rehabilitation and public safety, we would submit that the processing of status offenders (non-violent and non-criminal youth) in the juvenile justice system is inefficient and misplaced, and therefore would be considered a low priority of the agency. Status offenses (truancy, runaway, incorrigibility) are acts that are not crimes if committed by an adult. These youth in some cases may present a threat to themselves, but rarely do they present a threat to others and/or to the general public. Frequently these youth present with numerous health, mental health, and behavior issues that take up a significant and disproportionate amount of time, energy, and resources of the Department in comparison to the risk they pose to public safety. In addition, these same youth are frequently the same youth that are concurrently being served, or have been served in a youth's recent past, by the Department of Social Services, Mental Health, Education, and/or Continuum of Care, or they are a part of families who are not aware of how to access these and other local community services.

A number of states across the country (including fellow southern states of Georgia and Kentucky) have found that child-serving agencies other than the juvenile justice agency are more appropriate to handle these youth and that the use of community-based services in lieu of secure confinement has produced positive results and resulted in cost savings when dealing with the status offending youth. Responding to status offenders in the same manner as we respond to criminal offenders (bring referred to and handled through family court, resulting in detention and/or incarceration of many of these youth) is nationally considered to be outdated and not a best-practice. We would recommend that the response to South Carolina's status offenders should be explored in more detail to determine if it is possible for the Department of Mental Health, the Department of Social Services, and/or the Department of Education to address and serve the needs of status offenders and their families more effectively than DJJ. Multiple

resources, including the May 2015 report of the SC Status Offender Task Force and the National Standards for the Care of Youth Charged with Status Offenses published by the Coalition for Juvenile Justice, are enclosed for the subcommittee's review and consideration. (Attachment 11)

In regards to "the evidence that the progress on the [Department's] goals was a result of the agency's action," the Department reinstated a focus on delinquency prevention and intervention services in 2012 after the budget cuts of 2008 reduced staff as well as prevention and intervention programming. Direct progress on prevention goals can be attributed to the following specific actions taken by DJJ:

- DJJ lobbied the Gang Resistance Education and Training (GREAT) Program, a nationally recognized evidenced based program, to allow our probation counselors to be trained in this curriculum. Beginning in 2011, a GREAT Regional training is provided by the US Department of Justice every two years at DJJ to continue to train our staff to provide this prevention program to youth in our communities.
- DJJ advocates for and provides funding for a partnership with circuit solicitors for the Juvenile Arbitration program in all 16 judicial circuits. A 2011 third party evaluation concluded that the recidivism rate for youth that completed the arbitration program was 16.8%. Arbitration is a proven intervention that reduces the amount of referrals resulting in court action.
- In 2013, DJJ increased funding to more than double the number of Teen After School Center (TASC) sites around the state to provide a place for youth to go after school, in partnership with local community organizations. Having a safe, productive place to go after school is a proven delinquency prevention strategy. A review of data provided by the TASC program showed increases in school attendance by the participants as well as improved grades.
- In 2011, DJJ partnered with the SC Department of Commerce to put in place two Job Readiness for Teens sites. These sites provided job readiness skills to youth aged 14-17 as well as an internship with a local business. DJJ since increased the number of Job Readiness sites to eight, providing job skills training and a first job internship to approximately 480 youth per year. Providing youth with job skills and an opportunity to work is an integral part of delinquency prevention.

In addition, the majority of justice-involved youth report past exposure to traumatic events. Most of these youth report having experienced multiple types of trauma. Moreover, researchers indicate that childhood trauma is predictive of adolescent delinquency. Given the link between trauma and delinquency, DJJ implemented agency-wide trauma training and collaborated with MUSC's Project Best to train clinicians in Trauma Focused-Cognitive Behavioral Therapy, TF-CBT. TF-CBT is a well-supported, effective treatment for children and youth who have experienced trauma. This effort is associated with agency Goal 5- Enhance and Increase Access to Treatment and Intervention Services System-wide by the end of FY 17-18. Also, in an effort to improve conditions of confinement, DJJ recently underwent nine months of

training and technical assistance with a goal of reducing the use of isolation in its hardware secure facilities. Expertise was provided by the Center for Coordinated Assistance to States and the Council of Juvenile Correctional Administrators. This effort is associated with Goal 2 - Improve Services for Juveniles Committed to DJJ Facilities by the end of FY 17-18.

Regarding “other agencies [that] have the same goals” as DJJ, there are no other agencies that have the same goals as DJJ as outlined in the seven-year restructuring report. However, there is some similarity in the general nature of several DJJ goals and those items listed as goals for other agencies. For example, the Department of Corrections’ goals to house, feed and clothe inmates in secure and safe institutions until sentence completion and to prepare inmates for re-entry back into their communities by providing rehabilitation and self-improvement opportunities (SCDC goals 1 and 2) relate generally to DJJ goals 2 and 3, although the two agencies serve a different age population and federal law and the South Carolina Constitution do not allow for the mixing (co-housing/co-programming) of adult and juvenile offenders. Also, the Department of Labor Licensing and Regulation’s Goal 5 (to improve innovation and employee performance through recruitment, retention and training initiatives) is similar to DJJ Goal 8, and the Department of Probation Pardon and Parole’s Goal 1 (to promote public safety for the residents of South Carolina) and Goal 3 (to efficiently develop the organization and workforce while delivering quality services) are similar to DJJ goal 2. Additionally, it appears that the Department of Social Services’ Goal 1 (to promote the safety and well-being of children and vulnerable adults; promote permanency for children) and the specific outcome listed for this goal (“...ensuring the educational, physical and mental health needs of children and vulnerable adults are addressed...”) relates, at least in part, to DJJ goals 1 and 3. Finally, John De La Howe School’s Goal 1 (to improve youth behavior to ensure positive life outcomes) is similar to DJJ goals 2 and 3.

In response to the question of “[w]hy . . . the subcommittee [should] recommend [DJJ] programs that help achieve those goals continue instead of recommending the other agency take on those programs,” we would submit that DJJ has a unique mission in state government: to protect the public and reclaim juveniles through prevention, community services, education and rehabilitative services in the least restrictive environment. All of DJJ’s goals work together in a system that provides an intensive continuum of services to best serve the individual needs of each child with whom we are in contact. Juveniles cannot and should not be treated as small or short adults by systems that lack the necessary specialization to work with the developing minds of children. Specific to the needs of the juvenile mind, education and access to high quality, developmentally appropriate rehabilitative services are of paramount importance in reclaiming youth so that they may grow to adulthood and become contributing members of society.

Finally, in response to the inquiry regarding “functions that would be better contracted out to the private sector,” DJJ has found varied ways to achieve both cost savings and improved performance through the use of private sector contracts. For example, the Department has contracted out for over 20 years the residential community based programs that exist throughout our state for delinquent youth. These programs have been quite successful at housing and treating the delinquent youth who have been ordered into, or placed into, residential beds in our state. We contract for these beds with a number of private, non-profit providers, to include the Alston Wilkes Society, Aspen Youth Alternatives, Clemson University and Associated Marine Institutes (AMIKids). The Department also contracts out, with success, auxiliary “wrap”

services such as in-state transportation of youth to court ordered placement and other youth and family treatment and intervention services.

As another example, DJJ's Division of Health Services currently contracts out a number of services, including pharmacy services, psychiatry services, professional medical services, and professional laboratory services. The benefit is that we can receive services that are needed to provide medical care to our youth, without the infrastructure cost and associated risk of doing them ourselves. Due to our relatively low residential population (usually less than 500 on a daily basis), we do not have the volume to have many of these capabilities in-house in a cost effective manner. Other examples these private sector contracts include contractual psychologist services for both community evaluations and waiver evaluations, Intensive Family Services programs in the community, use of multi-agency group homes, contracts for permanent improvement projects, temporary contracts for substitute teachers and nurses, and Teen After School Centers.

In contrast, DJJ has had a less than successful history with contracting with a private entity to operate a secure juvenile correction facility. This facility, known as the Columbia Training Center (CTC), was operated for one year in the mid 1990's by Corrections Corporation of America in Northeast Columbia in a portion of the Department of Mental Health's Crafts Farrow Facility on Two Notch Road. During this time, numerous lawsuits were filed against Correctional Corporation of America because of the "conditions" they were housing youth in, because of abuse that was claimed to have occurred in this facility, and because of the lack of services they were providing to youth confined in this facility. As a result, their contract was ended, and the Department took over operation of that facility (renamed the Northeast Center) and operated it until this facility was closed for good in December 2002.

In addition, as you may know, the Governor issued Executive Order No. 2016-07 that calls for the Department of Administration to execute the Statewide Strategic Information Technology Plan. (Attachment 12) DJJ has participated in this process in hopes of being able to outsource certain information technology functions to either the State Department Technology Office or to a private vendor, whichever is most appropriate for DJJ's needs. Some services that are under consideration for privatization at this time include:

- Electric Grid Operation – DJJ could turn over BRRC and Shivers Road to SCE&G – would require an estimated investment of \$600,000 to get lines, poles and other electrical grid equipment up to appropriate standard.
- Janitorial Services – some facilities/locations are currently contracted out to different vendors while others are handled by internal staff, pending recommendation is to move all services to one contracted vendor.
- Mechanical System Maintenance – contracting this routine system maintenance would free existing staff to address other facility needs as well as by putting this with a third party vendor, agency mechanical systems would be maintained based on manufacturer specifications and guidelines.

In summary, DJJ leadership and staff recognize that our youth represent a unique and troubled population and that our residential environments have critical and urgent needs, and we

are working to address these needs. We are committed to promoting public safety by producing positive results for young people and, by extension, South Carolina families and communities, and welcome the Committee's members input and thoughts on ways that they can assist us in meeting our goals and responding to our mission.

I trust that you will deem these explanations and documents to be responsive to your requests. Please advise if I or my staff can provide you with additional information or answer any questions you may have. With kind regards, I remain,

Sincerely,

A black rectangular redaction box covering the signature of Sylvia Murray.

Sylvia Murray  
Director

cc: The Hon. William Weston J. Newton  
The Hon. Raye Felder  
The Hon. William K. Bowers  
The Hon. Edward R. Tallon, Sr.  
Ms. Jennifer L. Dobson  
Mr. Charles L. Appleby IV  
Ms. Carmen McCutcheon

# ATTACHMENT 1



**Governor**  
**Nikki R. Haley**

**Director**  
**Sylvia Murray**

**Functional  
Organization  
Chart**

**DIVISION OF PLANNING  
AND PROGRAMS**  
**Brett M. Macgargle**  
Senior Deputy Director

**DIVISION OF  
EDUCATIONAL  
SERVICES**  
**James D. Quinn**  
Dep. Dir./Superintendent

**DIVISION OF  
COMMUNITY  
SERVICES**  
**Angie F. Rita**  
Deputy Director

**DIVISION OF  
REHABILITATIVE  
SERVICES**  
**Thomas D. Williams, Jr.**  
Deputy Director

**DIVISION OF  
ADMINISTRATIVE SERVICES**  
**Robin E. Owens**  
Deputy Director

**DIVISION OF  
PLANNING AND  
PROGRAMS**

- Program Development
- Planning & Evaluation
- Research & Statistics
- Grants Management
- Public Affairs
- Volunteer Services
- Juvenile & Family Relations
- Legislative Activities
- Job Readiness Training Center
- Chaplaincy

**DIVISION OF  
EDUCATIONAL  
SERVICES**

- School Supervision and Operations
- Career & Technology Education
- Special Education Services
- Professional Development and Federal Programs
- Student Accountability Systems
- Statewide Testing

**DIVISION OF  
COMMUNITY  
SERVICES**

- Field Operations
- Community Justice
- Community Quality Assurance
- Community Policy and Training
- Community Alternatives
- Community Development
- Reintegration

**DIVISION OF  
REHABILITATIVE  
SERVICES**

- Institutional Management
- Residential Detention Services
- Residential Evaluation Services
- Health Services
- Rehabilitative Support Services
- Restorative Justice Coordination Services

**DIVISION OF  
ADMINISTRATIVE  
SERVICES**

- Business Services
- Physical Plant and Maintenance
- Facility Grounds Management
- Fiscal Affairs/CFA
- Medicaid Compliance and Administration
- Information Technology
- Human Resources
- Staff Development and Training
- Budget Development

**OFFICE OF THE  
INSPECTOR GENERAL**  
**Raymond M. Cavanagh**  
Inspector General

**OFFICE OF THE  
INSPECTOR GENERAL**

- Investigations
- Internal Affairs
- DJJ Police
- Gate Security
- Transportation
- Communications

**LEGAL AND  
POLICY COORDINATION**  
**Larry L. Vanderbilt**  
Associate Deputy Director

**OFFICE OF LEGAL AND  
POLICY COORDINATION**

- Legal Counsel
- Internal Release Authority
- Policy Administration
- Performance-based Standards (PbS)/PREA
- Legislative Support

**OFFICE OF TREATMENT &  
INTERVENTION SERVICES**  
**Katherine P. Speed**  
Associate Deputy Director

**OFFICE OF TREATMENT AND INTER-  
VENTION SERVICES**

- Psychology
- Social Work
- Classification
- Trauma Training
- Intervention Services
- DSS Liaison
- Quality Assurance
- Special Needs Case Mgmt.

EXECUTIVE MANAGEMENT  
Sylvia Murray, Director

EMPLOYEE NAME	INTERNAL AGENCY TITLE
ODIORNE, SARAH JANE	ADMINISTRATIVE ASSISTANT III
OWENS, ROBIN E.	DEPUTY DIRECTOR FOR ADMINISTRATIVE SERVICES
RITA, ANGIE F.	DEPUTY DIRECTOR FOR COMMUNITY SERVICES
QUINN, JAMES D.	DEPUTY DIRECTOR FOR EDUCATIONAL SERVICES
CAVANAUGH, RAYMOND M.	INSPECTOR GENERAL
VANDERBILT, LARRY	ASSOCIATE DEPUTY DIRECTOR FOR LEGAL AND POLICY COORDINATION
MACGARGLE, BRETT M.	SENIOR DEPUTY DIRECTOR
WILLIAMS JR., THOMAS D.	DEPUTY DIRECTOR FOR REHABILITATIVE SERVICES
SPEED, KATHERINE P.	ASSOCIATE DEPUTY DIRECTOR FOR TREATMENT AND INTERVENTION
AGENCY DIRECTOR'S OFFICE	
KYZER, RHONDA C.	ADMINISTRATIVE SPECIALIST II

DIVISION OF ADMINISTRATIVE SERVICES

Robin E. Owens, Deputy Director

EMPLOYEE NAME	INTERNAL AGENCY TITLE
NATES, TAMATHA L.	ADMINISTRATIVE ASSISTANT II
CARPENTER, JONATHAN	FISCAL AFFAIRS ADMINISTRATOR
CROSBY, JO	IT MANAGER I (INFORMATION TECHNOLOGY)
EMORY, KRISTA	ASSISTANT HUMAN RESOURCES DIRECTOR
GENTNER, FREDERICK	PROGRAM MANAGER I (PHYSICAL PLANT)
POWERS, MICHAEL	PROGRAM MANAGER I (BUSINESS SERVICES)
WALLACE, CHRISTINE	PROGRAM MANAGER II (STAFF DEV & TRAINING)
BUSINESS SERVICES - MICHAEL POWERS	
STEVENS, SHANNON	ADMINISTRATIVE SERVICES MG
BROWN, SANDRA	ADMINISTRATIVE COORDINATOR I
EISON, TERRIKA	ADMINISTRATIVE COORDINATOR II
BOWER, SAMUEL	CARPENTRY INSTRUCTOR
BOOKER, FREDERICUS	COOK II
FARRIS, KALA	COOK II
JOHNSON, DORA	COOK II
LITTLEJOHN, WILMA	COOK II
MAXWELL, DEBRA	COOK II
MURRAY, SHARON	COOK II
LUCAS, WILLIE	DIETARY PROGRAM MANAGER
ANDERSON, ALOYSIUS	ENVIRONMENTAL CONTROL CONSULTANT
JOHNSON, CAROLYN	FOOD SERVICE DIRECTOR I
BROWN, RITA	FOOD SERVICE DIRECTOR II
BAILEY, EMILYA	FOOD SERVICE SHIFT LEAD
DELANEY BLACKWELL, VERA	FOOD SERVICE SHIFT LEAD
FERGUSON, MARCIA	FOOD SERVICE SHIFT LEAD
GREEN, FELICIA	FOOD SERVICE SHIFT LEAD
JOHNSON, MIA	FOOD SERVICE SHIFT LEAD
RAINEY, APRIL	FOOD SERVICE SHIFT LEAD
WILSON, WANDA	FOOD SERVICE SHIFT LEAD
WONG, TZE MAY	FOOD SERVICE SHIFT LEAD
BELL, JASMINE	FOOD SERVICE SPECIALIST
HICKS, SHANTE	FOOD SERVICE SPECIALIST

MOSES, MARY	FOOD SERVICE SPECIALIST
BURKETT, ROSE	FOOD SERVICE SPECIALIST II
CHAN, ANISSA	FOOD SERVICE SPECIALIST II
COOPER, DIANE	FOOD SERVICE SPECIALIST II
CRAWFORD, THOMAS	FOOD SERVICE SPECIALIST II
HERRING, EVELYN	FOOD SERVICE SPECIALIST II
WOOD, CLORESE	FOOD SERVICE SPECIALIST II
HENDERSON, TEMEKIA	FOOD SERVICE SUPERVISOR IV
MCCRAY, RUTHER	FOOD SERVICE SUPERVISOR IV
SIMMONS, MARY	FOOD SERVICE SUPERVISOR IV
FELLOWS, DAVID	HUMAN SERVICES COORDINATOR
BOWMAN, EDWARD	POSTAL CENTER SUPERVISOR
WADE, JAMES	POSTAL CLERK
GROUNDS, JENNIFER	PROGRAM ASSISTANT
RAMSEY, GAYLE	PROGRAM ASSISTANT
POMPEY, MELANIE	PROGRAM COORDINATOR I
HARRISON, MICHAEL	PROJECT ADMINISTRATOR
WILLIAMS, CHAPPELLE	RECORDS ANALYST I
FRIEDEL, JOHN	RECORDS MANAGER
BODRICK, GREGORY	SUPPLY MANAGER I
CHAFFINS, SHELTON	SUPPLY MANAGER I
FOSTER, DARREN	SUPPLY MANAGER I
HUTTO, CHARLIE	SUPPLY MANAGER I
MEATHRELL, CHARLES	SUPPLY MANAGER I
OWENS, JESSE	SUPPLY MANAGER I
PINCKNEY, ALEX	SUPPLY MANAGER I
WILLIAMS, DAVID	SUPPLY MANAGER I
JACKSON, JAMES	SUPPLY MANAGER II
CHARLES, ECUFORNIA	TEMPORARY LAUNDRY WORKER
FRIERSON BROWN, SHIRLEY	TEMPORARY RECREATION SPECIALIST II
MORRISON, REBECCA	TEMPORARY RECREATION SPECIALIST II
MORRISON, DAVID	TEMPORARY RECREATION THERAPIST
DAVIS, WILLA	TEMPORARY SALES ASSOCIATE
EDWARDS, JENNY	TEMPORARY SALES ASSOCIATE
PARKER, RONNIE	TEMPORARY SUPPLY SPECIALIST
CHILDRESS, TORLANDO	WELLNESS CENTER ASSISTANT
SLATER, FAITH	WELLNESS COORDINATOR

FISCAL AFFAIRS- JONATHAN L. CARPENTER	
FERRELL, SUSAN	ACCOUNTANT
HOLLEY, ETHEL	ACCOUNTANT
SANCHEZ, LOIS	ACCOUNTANT
TAYLOR, ANGELA	ACCOUNTANT
THOMAS, STEPHANIE	ACCOUNTANT
YOUNG, SHIRLEY	ACCOUNTANT
GANTT, DIANA	ACCOUNTING MANAGER
MUIR, ROGER	ACCOUNTING MANAGER
CANNON, INGRID	ACCOUNTING SUPERVISOR
MCCURRY, LANA	ACCOUNTING SUPERVISOR
MILLER, ANGELA	BUDGET ANALYST
LAMSON, JULIE	BUDGET MANAGER
HOWARD, SHELBA	COLLECTIONS ACCOUNTANT
CONE, JASON	GRANTS ACCOUNTANT
SMALLS, SHATARA	MEDICAID ACCOUNTANT
LOSCHIAVO, JENNIFER	MEDICAID ADMINISTRATOR
BROWN, CIERA	MEDICAID PROG COORDINATOR
CLAYTON, JUNE	MEDICAID PROG COORDINATOR
KRATZ, DOUGLAS	MEDICAID PROG COORDINATOR
WILLIAMS, JUSTIN	MEDICAID PROG COORDINATOR
PULLIE, STEPHEN	PROCUREMENT MANAGER
DELOACH JR, THOMAS	PROCUREMENT OFFICER III
LOOBY, DENNIS	PROCUREMENT OFFICER III
WELLS, BARBARA	PROCUREMENT OFFICER III
HEDRICK, ELIZABETH	PROGRAM ASSISTANT
MACGARGLE, MALLORY	PROGRAM ASSISTANT
WADE, LISA	PROGRAM COORDINATOR
MARTIN, TRESA	PROJECT ADMINISTRATOR
HUMAN RESOURCES - KRISTA EMORY (Interim)	
ROBERTSON, VIVIAN	ACCOUNTING TECHNICIAN III
JOSEPH, PHILIP	BENEFITS COORDINATOR
GRANT, MICHELLE	HUMAN RESOURCE COORDINATOR
HARPER, JENNIFER	HUMAN RESOURCE COORDINATOR
RENTZ, CLARA	HUMAN RESOURCE COORDINATOR
MORTON, VALENCIA	HUMAN RESOURCE MANAGER II
VIRATA, MYLENE	HUMAN RESOURCE MANAGER II

GETTYS, MICHELLE	HUMAN RESOURCES MANAGER II
WRIGHT, BRENDA	HUMAN RESOURCES MANAGER II
COLEMAN, DOMINIKII	HUMAN RESOURCES SPECIALIST
GAILLIARD, VINCENT	HUMAN RESOURCES SPECIALIST
JOHNSON, JUDITH	HUMAN RESOURCES SPECIALIST
MCDANIEL, BRITTNEY	HUMAN RESOURCES SPECIALIST
MORGAN, KELLY	HUMAN RESOURCES SPECIALIST
WELLS, JUSTIN	HUMAN RESOURCES SPECIALIST
INFORMATION TECHNOLOGY - JO B. CROSBY (Interim)	
LIPSEY, CANDICE	INFO RES CONSULTANT I
ZWEIMILLER, ADAM	INFO RES CONSULTANT II
BROOKS, BRYAN	INFORMATION SERVICES SPECIALIST III
DAVIS, DERRICK	INFORMATION SERVICES SPECIALIST III
DOCTOR, DENNIS	INFORMATION SERVICES SPECIALIST III
GOODWIN, GARRETT	INFORMATION SERVICES SPECIALIST III
GUIDOTTI, MICHAEL	INFORMATION SERVICES SPECIALIST III
BURGGRAF, MICHAEL	INFORMATION SYSTEMS/BUSINESS ANALYST I
KHANDKAR, RUBINA	INFORMATION SYSTEMS/BUSINESS ANALYST II
ROMANO, KEVIN	INFORMATION SYSTEMS/BUSINESS ANALYST II
HANKS, WENDY	INFORMATION SYSTEMS/BUSINESS ANALYST III
ROBINSON, STEPHEN	INFORMATION SYSTEMS/BUSINESS ANALYST III
STOGNER SR, TIMOTHY	INFORMATION SYSTEMS/BUSINESS ANALYST III
HARRIS, RUSSELL	IT CONSULTANT II
SEASE, PEGGY	IT CONSULTANT II
SPRINGS, BEVERLY	IT CONSULTANT II
MARSHALL, DAVID	IT TECH III
TOWNSEND, DWAYNE	NETWORK & SYSTEMS ADMINISTRATOR I
PHYSICAL PLANT - FREDERICK W. GENTNER	
MYERS, ERICA	ADMINISTRATIVE COODINATOR I
QUATTLEBAUM, RUSSELL	BUILDING/GROUNDS SPECIALIST II
SELF, KEVIN	BUILDING/GROUNDS SPECIALIST II
KENNEDY, DAVID	FACILITY PROJECT MANAGER
GOFORTH, GREGORY	GROUNDS SUPERVISOR II
CRIM, ROBERT	INFORMATION SERVICES SPECIALIST III
GIBSON, JOHN	MASTER SKILLED TRADES WORKER
JOHNSON, ERIC	MASTER SKILLED TRADES WORKER
MINCEY, CALVIN	MASTER SKILLED TRADES WORKER

ROBERTS, DEAN	MASTER SKILLED TRADES WORKER
WINNIE III, THEODORE	MASTER SKILLED TRADES WORKER
MULLIS, FREDERICK	PROGRAM COORDINATOR I
GRIST, JAY	SKILLED TRADES WORKER
ISGETT, ROBERT	SKILLED TRADES WORKER
JEFFORDS, WILLIAM	SKILLED TRADES WORKER
SPANN, EARRION	SKILLED TRADES WORKER
KIRKLAND, CODY	SUPERINTENDENT OF GROUNDS
MCDONALD, WILLIE	SUPERINTENDENT OF GROUNDS
SELLS, HARRY	TEMP SPECIAL PROJECT GROUNDS SUPERINTEND
CLEMONS, ROBERTO	TEMPORARY GROUNDS SPECIALIST II
MURRAY, JUSTIN	TEMPORARY GROUNDS SPECIALIST II
ROLAND, ERNEST	TEMPORARY GROUNDS SPECIALIST II
ALI, MUHAMMAD	TEMPORARY JANITORIAL SPECIALIST
CAPRON, MARK	TRADES MANAGER
WILLIAMS, HORACE	TRADES SUPERINTENDENT
BREWER, JOHN	TRADES SUPERVISOR
WILLIAMS, KEITH	TRADES SUPERVISOR
WILLIAMS, ROBERT	TRADES SUPERVISOR
STAFF DEVELOPMENT AND TRAINING - CHRISTING G. WALLACE	
CONEY, CLARISSA	PROGRAM ASSISTANT
PINCKNEY, ASHLEY	PROGRAM ASSISTANT
LAWSON, MELODY	PROGRAM COORDINATOR II
HUGIE, ANGELA	PROGRAM COORDINATOR II
SCOVILLE, BRIGITTE	TRAINING & QUALITY ASSURANCE MANAGER
BARR, WANDA	TRAINING AND DEVELOPMENT DIRECTOR II
FORE, VANETT	TRAINING COORDINATOR
COUNTS, ALPHONSO	TRAINING COORDINATOR
ELLISON, ANITA	TRAINING COORDINATOR
WHITTEN, DERICK	TRAINING INSTRUCTOR
WOODS, RANDALL	TRAINING INSTRUCTOR
COLLINS, KRISTIN	TRAINING INSTRUCTOR
MCFARLAN, RENITA	TRAINING COORDINATOR

MITCHELL, KIMBERLY	ADMIN SPECIALIST C
PRIESTER, KIMBERLY	ADMIN SPECIALIST C
WILSON, BIANCA	ADMIN SPECIALIST C
PRIOLEAU, ANYA	ADMINISTRATIVE ASSISTANT I
KUHN, KAITLIN	ADMINISTRATIVE SPECIALIST B
GREEN, KAREN	ADMINISTRATIVE SPECIALIST II
MCNAIR, PAMELA	ADMINISTRATIVE SPECIALIST II
BALL, ZOULIEKA	COMM SPECIALIST IV
CHAPLIN, NATHAN	COMM SPECIALIST IV
GRANT, LEWIS	COMM SPECIALIST IV
HARRIS, TYRESE	COMM SPECIALIST IV
HOLMAN, RHONDA	COMM SPECIALIST IV
NETTLES, COLEA	COMM SPECIALIST IV
WILLIAMS, VEKIZA	COMM SPECIALIST IV
ZIMMERMAN, BRIDGETTE	COMM SPECIALIST IV
BARR, RAHEIM	DJJ COMM SPECIALIST I
BLACK, BOBBY	DJJ COMM SPECIALIST I
BRYANT, RODERICK	DJJ COMM SPECIALIST I
BYNUM, GERALD	DJJ COMM SPECIALIST I
COOK, SCOTT	DJJ COMM SPECIALIST I
DESANCTIS, SAMANTHA	DJJ COMM SPECIALIST I
FLEMING, AVERY	DJJ COMM SPECIALIST I
FYALL DAWSON, GERMAINE	DJJ COMM SPECIALIST I
GARDNER, CAROLINE	DJJ COMM SPECIALIST I
GASKINS, JENNIFER	DJJ COMM SPECIALIST I
HENDERSON, KIARA	DJJ COMM SPECIALIST I
JOSEPH, NICOLE	DJJ COMM SPECIALIST I
ORRELL, WESLEY	DJJ COMM SPECIALIST I
CARTER, JACQUE	DJJ COMM SPECIALIST II
DAVIS, KRYSTAL	DJJ COMM SPECIALIST II
FERGUSON, SHAQUANNA	DJJ COMM SPECIALIST II
GANTT, DAULTON	DJJ COMM SPECIALIST II
GILLIARD, TYNEISHA	DJJ COMM SPECIALIST II
GREEN, ANTIONETTE	DJJ COMM SPECIALIST II
GREEN, FRANKLIN	DJJ COMM SPECIALIST II
GREENE, KENNETH	DJJ COMM SPECIALIST II
KIDDER, JOHN	DJJ COMM SPECIALIST II

DIVISION OF COMMUNITY SERVICES  
Angie F. Rita, Deputy Director

EMPLOYEE NAME	INTERNAL AGENCY TITLE
LINDSAY-JONES, ALISA R.	ADMIN ASSIST II
SMITH, RICHARD M.	DIRECTOR OF COMMUNITY DEVELOPMENT
DEW, RHONDA G.	TEMPORARY COMMUNITY POLICY AND TRNG MGR
KUHL, NANCY M.	COMMUNITY ALTERNATIVES
ASHE, NICOL A.	REGIONAL ADMINISTRATOR
CLARKE, JENNIFER A.	REGIONAL ADMINISTRATOR
BENNETT, AMAHL W.	REGIONAL ADMINISTRATOR
GREENE, RHONDA	REGIONAL ADMINISTRATOR
MACKINEM, MARGARET E.	DIRECTOR OF COMMUNITY JUSTICE
CRIDER, ASHLEY J.	QUALITY ASSURANCE MANAGER
<b>COMMUNITY ALTERNATIVES - NANCY M. KUHL</b>	
RHETT OUTEN, SARAH	ADMINISTRATIVE ASSISTANT I
CHASE, BETHANY	COMMUNITY PROGRAMS COORD
HOLLAND, DIERDRE	COMMUNITY PROGRAMS COORD
NELSON, SANDRA	COMMUNITY PROGRAMS COORD
ROSS, VIVIAN	COMMUNITY PROGRAMS COORD
JOHNSON, KAREY	PROGRAM COORDINATOR
CLARK, SHERMAN	PROGRAM MONITOR
FOLEY, THOMAS	PROGRAM MONITOR
FRIERSON, YOULONDA	PROGRAM MONITOR
SAMUEL, VONTRESA	PROGRAM MONITOR
BURGESS, SHAQUANIA	TEMPORARY ADMINISTRATIVE SPECIALIST
HAM, SONYA	TEMPORARY TEACHER
<b>LOW COUNTRY REGIONAL ADMINISTRATOR - NICOL A. ASHE</b>	
Allendale, Bamberg, Barnwell, Beaufort, Berkeley, Calhoun, Charleston, Colleton, Dorchester, Hampton, Jasper, and Orangeburg Counties	
BROWN, MONISHA	ADMIN SPECIALIST C
COHEN, CHARLENE	ADMIN SPECIALIST C
MACK, ANNETTE	ADMIN SPECIALIST C
MCCLARY, LORNA	ADMIN SPECIALIST C
MCHONEY, BARBARA	ADMIN SPECIALIST C

MCCRAY, CRYSTAL	DJJ COMM SPECIALIST II
MOORE, TAYLER	DJJ COMM SPECIALIST II
MORRIS, LOIS	DJJ COMM SPECIALIST II
SAWYER, ASHLEY	DJJ COMM SPECIALIST II
SIMPSON, JUSTIN	DJJ COMM SPECIALIST II
SOLOMON, GENESE	DJJ COMM SPECIALIST II
WAGNER, SCOTT	DJJ COMM SPECIALIST II
HOLMES, CRYSTAL	DJJ COMM SPECIALIST III
MOORE, BONNIE	DJJ COMM SPECIALIST III
SMALLS, ZELPHINE	DJJ COMM SPECIALIST III
BENDER, HOLLY	DJJ COUNTY DIRECTOR I
BENNETT, WAYNE	DJJ COUNTY DIRECTOR I
BONAPARTE, JOSEPH	DJJ COUNTY DIRECTOR I
GOLDEN, EDWARD	DJJ COUNTY DIRECTOR I
WHITE JR, JAMES	DJJ COUNTY DIRECTOR I
MONTGOMERY, IRONA	DJJ COUNTY DIRECTOR II
ZEIGLER, DOLLY	DJJ COUNTY DIRECTOR II
GREEN, TASHIA	DJJ COUNTY DIRECTOR III
TAYLOR, HENRY	INTENSIVE INTAKE SERVICE PROVIDER
BRYAN, LAKISHA	INTENSIVE SUPERVISION OFFICER
CARTER, LARAINIA	INTENSIVE SUPERVISION OFFICER
CLABORNE, EMILY	INTENSIVE SUPERVISION OFFICER
CLIFTON, CHARISSMA	INTENSIVE SUPERVISION OFFICER
CORBETT, TAMIER	INTENSIVE SUPERVISION OFFICER
GADSON III, JOHN	INTENSIVE SUPERVISION OFFICER
GREENE, RANDALL	INTENSIVE SUPERVISION OFFICER
HIERS, JESSIE	INTENSIVE SUPERVISION OFFICER
HIRST, LAUREN	INTENSIVE SUPERVISION OFFICER
KANE, SEAN	INTENSIVE SUPERVISION OFFICER
PAM, RODERICK	INTENSIVE SUPERVISION OFFICER
PEARSON, DERRICK	INTENSIVE SUPERVISION OFFICER
PRINE, KAREN	INTENSIVE SUPERVISION OFFICER
REYNOLDS, BENJAMIN	INTENSIVE SUPERVISION OFFICER
ROBERTS, ROBERT	INTENSIVE SUPERVISION OFFICER
SCHMITT, ROBERT	INTENSIVE SUPERVISION OFFICER
SCOTT, CHRISTOPHER	INTENSIVE SUPERVISION OFFICER
SMALLS, OCTAMIECE	INTENSIVE SUPERVISION OFFICER

STEVENS, ELIZABETH	INTENSIVE SUPERVISION OFFICER
WINGFIELD, REGINALD	INTENSIVE SUPERVISION OFFICER
UPSTATE REGIONAL ADMINISTRATOR - JENNIFER A. CLARKE	
Abbeville, Anderson, Cherokee, Greenville, Greenwood, Laurens, Oconee, Pickens, Spartanburg, Union, and York Counties	
BISHOP, DEBRA	ADMIN SPECIALIST C
EVANS, FRANKIE	ADMIN SPECIALIST C
NEELY, BERTHA	ADMIN SPECIALIST C
YOUNGBLOOD, KATHY	ADMIN SPECIALIST C
ARROYO, ZORAIDA	ADMIN SPECIALIST C
LAGANIAK, JANET	ADMIN SPECIALIST C
KAY, JESSICA	ADMIN SPECIALIST C
OWENS, AUBREY	ADMIN SPECIALIST C
POWER, ANDREA	ADMIN SPECIALIST C
CROTTS, KATHERINE	ADMINISTRATIVE ASSISTANT I
NORMAN, JOHNNIE	ADMINISTRATIVE SPECIALIST B
HARRIS, LISA	ADMINISTRATIVE SPECIALIST B
CALLAHAN, JACQUELINE	ADMINISTRATIVE SPECIALIST B
KING, ASHLEY	ADMINISTRATIVE SPECIALIST B
RICHARDS, SUSAN	COMM SPECIALIST IV
HERNANDEZ, LORI	COMM SPECIALIST IV
WILLIAMS, VANESSA	COMM SPECIALIST IV
PUGH, WILLIAM	COMM SPECIALIST IV
WILCOX, AMY	COMM SPECIALIST IV
ARFLIN, CASEY	COMM SPECIALIST IV
HICKS, NASASKYIA	COMM SPECIALIST IV
JOHNSON, CARMELIA	COMM SPECIALIST IV
BOOKER, TASHIMA	DJJ COMM SPECIALIST I
WILLIAMS, MARCUS	DJJ COMM SPECIALIST I
CHASTAIN, MACKENZIE	DJJ COMM SPECIALIST I
HILL, EMILY	DJJ COMM SPECIALIST I
EMORY, WHITNEY	DJJ COMM SPECIALIST I
JOHNSON, TOI	DJJ COMM SPECIALIST I
ROBERTS, CRYSTAL	DJJ COMM SPECIALIST I
KNOX, ANTOINE	DJJ COMM SPECIALIST II
WILLIAMSON, SHERRY	DJJ COMM SPECIALIST II
GULLICK JR, ROY	DJJ COMM SPECIALIST II
JACKSON, GAVIN	DJJ COMM SPECIALIST II

WALCOTT, RUSSELL	DJJ COMM SPECIALIST II
WATSON, TRAVIS	DJJ COMM SPECIALIST II
MCKINNEY, JAMES	DJJ COMM SPECIALIST II
FITCH, VALERIE	DJJ COMM SPECIALIST II
HAMPTON, STEVEN	DJJ COMM SPECIALIST II
BROWN, ANNA	DJJ COMM SPECIALIST II
MOORE, RASHAAD	DJJ COMM SPECIALIST II
BAGWELL, APRIL	DJJ COMM SPECIALIST II
MOUTRAY, ASHLEY	DJJ COMM SPECIALIST II
PITTS, STEPHANIE	DJJ COMM SPECIALIST II
MARLIN, SABRINA	DJJ COMM SPECIALIST II
JENKINS, DARIN	DJJ COMM SPECIALIST II
MATTISON, JACINDA	DJJ COMM SPECIALIST II
GREEN, COURTNEY	DJJ COMM SPECIALIST II
PENDER, TINISHA	DJJ COMM SPECIALIST II
BROWN, BRITTNEY	DJJ COMM SPECIALIST II
BOOKER, ALEXIS	DJJ COMM SPECIALIST II
DEAN, JORDAN	DJJ COMM SPECIALIST III
GREEN, APRIL	DJJ COMM SPECIALIST III
DUNCAN, JENNIFER	DJJ COMM SPECIALIST III
BRIGHT, BRANDI	DJJ COUNTY DIRECTOR I
CAMPBELL, ASHLEY	DJJ COUNTY DIRECTOR I
MCWHORTER, BRENT	DJJ COUNTY DIRECTOR I
SANSBURY, OLIN	DJJ COUNTY DIRECTOR I
ABDERHALDEN, KIRSTEN	DJJ COUNTY DIRECTOR I
BRADSHAW, AMY	DJJ COUNTY DIRECTOR II
HARRISON, JIM	DJJ COUNTY DIRECTOR II
MELVIN, ANNA	DJJ COUNTY DIRECTOR II
HALL, TERRY	DJJ COUNTY DIRECTOR III
NOBLE, CRYSTAL	DJJ COUNTY DIRECTOR III
WILLIAMS, LAQUANTE	INTENSIVE SUPERVISION OFFICER
GAULT, STEVEN	INTENSIVE SUPERVISION OFFICER
BYRD, CATHY	INTENSIVE SUPERVISION OFFICER
CULBREATH, SHIRA	INTENSIVE SUPERVISION OFFICER
WRIGHT, SHANNON	INTENSIVE SUPERVISION OFFICER
SMITH, JOHNAVAN	INTENSIVE SUPERVISION OFFICER
BOLDING, CASEY	INTENSIVE SUPERVISION OFFICER

WILSON, GERALD	INTENSIVE SUPERVISION OFFICER
STONE, HEATHER	INTENSIVE SUPERVISION OFFICER
CHEATHAM, CRYSTAL	INTENSIVE SUPERVISION OFFICER
TOLBERT, BRANDIE	INTENSIVE SUPERVISION OFFICER
VANVALKENBURG, PAUL	INTENSIVE SUPERVISION OFFICER
HENDERSON, DEDRICK	INTENSIVE SUPERVISION OFFICER
MOORE, AMBER	INTENSIVE SUPERVISION OFFICER
PETERSON, AVERIE	INTENSIVE SUPERVISION OFFICER
CROSBY, SAMUEL	INTENSIVE SUPERVISION OFFICER
SOUNG, LENG	INTENSIVE SUPERVISION OFFICER
WILLIAMS, SHERWOOD	INTENSIVE SUPERVISION OFFICER
PONCE, HEATHER	INTENSIVE SUPERVISION OFFICER
MIDLANDS REGIONAL ADMINISTRATOR - AMAHL W. BENNETT	
Aiken, Chester, Edgefield, Fairfield, Kershaw, Lancaster, Lee, Lexington, McCormick, Newberry, Richland, Saluda, and Sumter Counties	
ALSTON, DENISE	ADMIN SPECIALIST C
BEATON, DETERA	ADMIN SPECIALIST C
CATES, GARY	ADMIN SPECIALIST C
HARDEN, GWEN	ADMIN SPECIALIST C
LYLES, MARION	ADMIN SPECIALIST C
MATTHEWS, SHERRI	ADMIN SPECIALIST C
MITCHELL, ANNIE	ADMIN SPECIALIST C
NABB, PRANALI	ADMIN SPECIALIST C
RAMSEY, MELISSA	ADMIN SPECIALIST C
REVIS, CINDY	ADMIN SPECIALIST C
SAMPLE, EVE	ADMIN SPECIALIST C
WEMES, SHIRLEY	ADMIN SPECIALIST C
MILLER, SHIRLEY	ADMINISTRATIVE ASSISTANT I
BAYNARD, GENOLA	COMM SPECIALIST IV
CRAWFORD, TAYLOR	COMM SPECIALIST IV
DAVIS, KATASHA	COMM SPECIALIST IV
ELKINS, GAIL	COMM SPECIALIST IV
HALUPA, TERENCE	COMM SPECIALIST IV
MCCLAINE, ANTHONY	COMM SPECIALIST IV
SABB SMITH, VERNESSA	COMM SPECIALIST IV
VOGT, TIVONA	COMM SPECIALIST IV
BROWN, QUIOTIS	DJJ COMM SPECIALIST I

JINKS, JAY	DJJ COMM SPECIALIST I
KENDRICK, MARIAN	DJJ COMM SPECIALIST I
MARTIN, KRYSTAL	DJJ COMM SPECIALIST I
MCCOMBS, CANDACE	DJJ COMM SPECIALIST I
PAIGE, SHARON	DJJ COMM SPECIALIST I
PENDER, REAGAN	DJJ COMM SPECIALIST I
PORTERFIELD, GILLIAN	DJJ COMM SPECIALIST I
REED, PORSHA	DJJ COMM SPECIALIST I
ROSS, DESARAY	DJJ COMM SPECIALIST I
SCOTT, JAMES	DJJ COMM SPECIALIST I
CAMPOS, ASHLEY	DJJ COMM SPECIALIST II
CLARK, EARL	DJJ COMM SPECIALIST II
CRAWFORD, HERBERT	DJJ COMM SPECIALIST II
DAVIS, INDIA	DJJ COMM SPECIALIST II
DOTSON, DIONNE	DJJ COMM SPECIALIST II
HERBERT, JOHNNIE	DJJ COMM SPECIALIST II
JACKSON, ERICA	DJJ COMM SPECIALIST II
JONES, CHACITIE	DJJ COMM SPECIALIST II
JOYNER, ASHLEY	DJJ COMM SPECIALIST II
LAURINO, DANIEL	DJJ COMM SPECIALIST II
MCBRIDE, ELON	DJJ COMM SPECIALIST II
OFFENBACKER, SARAH	DJJ COMM SPECIALIST II
RAIFORD, MICHAEL	DJJ COMM SPECIALIST II
ROBINSON, MIRIAM	DJJ COMM SPECIALIST II
SHARKEY, RENE	DJJ COMM SPECIALIST II
SIDERS, APRIL	DJJ COMM SPECIALIST II
SWINTON, RONALD	DJJ COMM SPECIALIST II
TROFICANTO, DAVID	DJJ COMM SPECIALIST II
VAUGHN, LAKESHIA	DJJ COMM SPECIALIST II
COLLINS IVEY, STACY	DJJ COMM SPECIALIST III
FRIERSON, KELVIN	DJJ COMM SPECIALIST III
NELSON, LARRY	DJJ COMM SPECIALIST III
SHANNON, JENNIFER	DJJ COMM SPECIALIST III
WALKER, CHERRY	DJJ COMM SPECIALIST III
COLLIER, SANDRA	DJJ COUNTY DIRECTOR I
FULMER, MARTHA	DJJ COUNTY DIRECTOR I
MCFADDEN, APRIL	DJJ COUNTY DIRECTOR I

WESSINGER, RICHARD	DJJ COUNTY DIRECTOR I
COX, MARK	DJJ COUNTY DIRECTOR II
HENZLER, PETER	DJJ COUNTY DIRECTOR II
LOFTUS, AMY	DJJ COUNTY DIRECTOR II
WASHINGTON, ALLEXAN	DJJ COUNTY DIRECTOR III
BLACK, MARKELL	INTENSIVE INTAKE SERVICE PROVIDER
CLAROS, TRINITY	INTENSIVE INTAKE SERVICE PROVIDER
GOLDEN, NICOLE	INTENSIVE INTAKE SERVICE PROVIDER
THOMAS, EBONY	INTENSIVE SUPERVISION OFFIC
BELL, TANYA	INTENSIVE SUPERVISION OFFICER
CANCASSI, MICHAEL	INTENSIVE SUPERVISION OFFICER
CLYBURN, YOLANDA	INTENSIVE SUPERVISION OFFICER
GAVIN, ADAM	INTENSIVE SUPERVISION OFFICER
GOFF, PATRICIA	INTENSIVE SUPERVISION OFFICER
HARRIS, FELICIA	INTENSIVE SUPERVISION OFFICER
LITTLE, DAVID	INTENSIVE SUPERVISION OFFICER
RICHBOW, SHARON	INTENSIVE SUPERVISION OFFICER
ROTON, GENA	INTENSIVE SUPERVISION OFFICER
SIMMONS, KENYONIA	INTENSIVE SUPERVISION OFFICER
SMALLS, BENJAMIN	INTENSIVE SUPERVISION OFFICER
SMITH, EARVIN	INTENSIVE SUPERVISION OFFICER
SNIPES, APRIL	INTENSIVE SUPERVISION OFFICER
THOMPSON, DANAHZIO	INTENSIVE SUPERVISION OFFICER
YOUNG, LYDIA	INTENSIVE SUPERVISION OFFICER
PEE DEE REGIONAL ADMINISTRATOR - RHONDA GREENE	
Chesterfield, Clarendon, Darlington, Dillon, Florence, Georgetown, Horry, Marion, Marlboro, and Williamsburg Counties	
BLACKWELL, AZALEE	ADMIN SPECIALIST C
CROWLEY, CATHY	ADMIN SPECIALIST C
FELIX, VERNESSA	ADMIN SPECIALIST C
GRACE, MARILYN	ADMIN SPECIALIST C
GREEN, JOANN	ADMIN SPECIALIST C
JOHNSON, DANA	ADMIN SPECIALIST C
MACK, CYNTHIA	ADMIN SPECIALIST C
MCFADDEN, DAVET	ADMIN SPECIALIST C
PRESTON, FAYE	ADMIN SPECIALIST C
WILSON, ALTHEA	ADMIN SPECIALIST C
BROWN, SHONDA	ADMINISTRATIVE ASSISTANT I

MEDA, CAROLYN	ADMINISTRATIVE SPECIALIST B
BELLAMY, WILBUR	COMM SPECIALIST IV
GREEN, LACHARDA	COMM SPECIALIST IV
JOHNSON, BRIAN	COMM SPECIALIST IV
BELL, LA'QUISHA	DJJ COMM SPECIALIST I
CLARK, SPENCER	DJJ COMM SPECIALIST I
LAKE, CONSTANCE	DJJ COMM SPECIALIST I
LIDE, BRADLEY	DJJ COMM SPECIALIST I
SMITH, ANTQUAN	DJJ COMM SPECIALIST I
SPEARS, CARIN	DJJ COMM SPECIALIST I
BAKER, DENISE	DJJ COMM SPECIALIST II
BEATTIE, ANGELA	DJJ COMM SPECIALIST II
CHISOLM, BRITTNEY	DJJ COMM SPECIALIST II
COPELAND, PATRICK	DJJ COMM SPECIALIST II
DAVIS, LAURA	DJJ COMM SPECIALIST II
DORSEY, VANESSA	DJJ COMM SPECIALIST II
GEISSLER, DANIEL	DJJ COMM SPECIALIST II
GIBSON, BRITTANY	DJJ COMM SPECIALIST II
GRANCHELLI, NANCY	DJJ COMM SPECIALIST II
JAMES, SHINEAD	DJJ COMM SPECIALIST II
MCNEILL, BEULAH	DJJ COMM SPECIALIST II
PHILLIPS, COURTNEY	DJJ COMM SPECIALIST II
RANDOLPH, QUANSHAE	DJJ COMM SPECIALIST II
REED, ANGEL	DJJ COMM SPECIALIST II
WILLIAMS, LA'TASHA	DJJ COMM SPECIALIST II
WILLIAMS, STEPHANIE	DJJ COMM SPECIALIST II
WILSON FARRAND, KRISTINA	DJJ COMM SPECIALIST II
BAILEY, LISA	DJJ COUNTY DIRECTOR I
BELL GUNN, MELISSA	DJJ COUNTY DIRECTOR I
DEVANE, MELISSA	DJJ COUNTY DIRECTOR I
FORD, CYNTHIA	DJJ COUNTY DIRECTOR I
MCLEOD, TRACEY	DJJ COUNTY DIRECTOR I
WATKINS, CARRICE	DJJ COUNTY DIRECTOR I
GARVIN, ANDRE	DJJ COUNTY DIRECTOR II
GEHRKE, BERTHA	DJJ COUNTY DIRECTOR II
COOPER, REGINALD	DJJ COUNTY DIRECTOR III
GRIFFITH, MIRACLE	DJJ COUNTY DIRECTOR III

O'CONNOR, CLAUDE	INTENSIVE SUPERVISION OFFIC
BENNETT, NEKIA	INTENSIVE SUPERVISION OFFICER
BETHEA, CIDADA	INTENSIVE SUPERVISION OFFICER
FLETCHER, MICHELLE	INTENSIVE SUPERVISION OFFICER
GERMAN, REGGIE	INTENSIVE SUPERVISION OFFICER
HODGE, LATASHA	INTENSIVE SUPERVISION OFFICER
JEFFERSON, CLIFTON	INTENSIVE SUPERVISION OFFICER
MCCRAY, NIYA	INTENSIVE SUPERVISION OFFICER
MITCHELL, GREGORY	INTENSIVE SUPERVISION OFFICER
OATES, AUSTIN	INTENSIVE SUPERVISION OFFICER
ROUSE, DEMETRIUS	INTENSIVE SUPERVISION OFFICER
SYKES, KAREN	INTENSIVE SUPERVISION OFFICER
WASHINGTON, COURTNEY	INTENSIVE SUPERVISION OFFICER
BELIN, IVAN	INTENSIVER SUPERVISION OFFICER
COMMUNITY JUSTICE - MARGARET E. MACKINEM	
Name (Sortable)	Position
PRESSLEY, MIA	INTERSTATE COMPACT COORDINATOR
ROBINSON, VALLORIE	PREVENTION AND INTERVENTION SPECIALIST
WILLIAMS, ELAUNDA	PREVENTION AND INTERVENTION SPECIALIST
WILSON, SEAN	PREVENTION AND INTERVENTION SPECIALIST
ASHCRAFT, CANDLYN	PROGRAM ASSISTANT
DAUWAY, FELICIA	VICTIM SERVICES MANAGER
QUALITY ASSURANCE - ASHLEY CRIDER	
ODOM, TEKARA	QUALITY ASSURANCE SPECIALIST

DIVISION OF EDUCATIONAL SERVICES  
James D. Quinn, Deputy Director

EMPLOYEE NAME	INTERNAL AGENCY TITLE
GASKIN, RAE E.	ADMIN ASSIST II
SCOTT, TINA K.	PROGRAM ASSISTANT
ISOM, SONIA S.	TECHNOLOGY INSTRUCTIONAL COORDINATOR
BUNCH, TIMOTHY	DISTRICT PROJECT DEVELOPER
FULLER, DAVID KYLE	BIRCHWOOD SCHOOL
FLETCHER, TWANA	SPEC CURRICULM & INSTRUCTION COORDINATOR
JONES, GREGORY	CAREER AND TECHNICAL EDUCATION
MONTGOMER, NANCY F.	WILLOW LANE SCHOOL
GAMBRELL, MARCIE A.	EDUCATIONAL PROGRAM SUPERVISOR
BIRCHWOOD SCHOOL - DAVID KYLE FULLER	
BARNES, SHIRVIENA	ADMINISTRATIVE ASSISTANT I
LYLES, FLOYD	ASSISTANT PRINCIPAL
COLLIER, JANNIE	ASSOCIATE TEACHER
JONES, ALICIA	ASSOCIATE TEACHER
PAIGE, KIM	ASSOCIATE TEACHER
SQUIRE, JOAN	ASSOCIATE TEACHER
WILSON, BENNIE	ASSOCIATE TEACHER
GRAHAM, ALBERTA	CERTIFIED TEACHER
AKWIEMBI, JACKSON	CLASSROOM TEACHER
CALLOWAY, REBECCA	CLASSROOM TEACHER
CHALMERS, BRITTNEY	CLASSROOM TEACHER
COKLEY, TIMOTHY	CLASSROOM TEACHER
DUKES, BRENDA	CLASSROOM TEACHER
ESKRIDGE IV, CHARLES	CLASSROOM TEACHER
FIELDS, HADIYAH	CLASSROOM TEACHER
HENDERSON, EDWARD	CLASSROOM TEACHER
HUNT JR, LEROY	CLASSROOM TEACHER
JACOBS, JAMES	CLASSROOM TEACHER
LAHAN, RICHARD	CLASSROOM TEACHER
MACON, DARYL	CLASSROOM TEACHER
MCEWEN, SILAS	CLASSROOM TEACHER
MODISETTE, JAMES	CLASSROOM TEACHER

MUNOZ, MELYNDA	CLASSROOM TEACHER
JACOBS, LUCIA	CLASSROOM TEACHER
VAUGHN, NATASHA	CLASSROOM TEACHER
MITCHELL, CONNIE	GUIDANCE COUNSELOR
MCNAIR, SUSAN	LIBRARY MEDIA SPECIALIST
JACKSON, BEVERLY	PROGRAM ASSISTANT
HATHAWAY, DOUGLAS	SPECIAL EDUCATION TEACHER
SHERER, THERESA	SPECIAL EDUCATION TEACHER
MUELLER, TIMOTHY	TEMPORARY ENGLISH TEACHER
SPECIAL EDUCATION - TWANA FLETCHER (Interim)	
COURTNEY, WANDA	PROGRAM ASSISTANT
JAMES, LORI	TEMPORARY COMPLIANCE SPECIALIST
HITCHINGS, EDEN	TEMPORARY PROGRAM ASSISTANT
MORAN COBB, CHRISTINA	TEMPORARY PSYCHOLOGIST
ELLIOTT, CRISSANDRA	TEMPORARY SPEECH HEARING ATHOLOGIST
CAREER AND TECHNICAL EDUCATION - GREGORY L. JONES	
HAYES HARTWELL, MAMIE	CAREER DEV FACILITATOR
LAWS, ROBERT	CARPENTRY TEACHER
HARRISON, BETTY	CLASSROOM TEACHER
MCEACHERN, BELINDA	CLASSROOM TEACHER
SHANNON, DOUGLAS	CLASSROOM TEACHER
SOWELL, SHONDELL	JOB DEVELOPER
TANNER, JAMES	TEMP AUTO TECH INSTRUCTOR
WHITE, ROBERT	TEMP AUTO TECH INSTRUCTOR
BRATTON, LAWRENCE	TEMP TRANSITION SPECIALIST
CUMMINGS, ANGELA	VOCATIONAL TEACHER
LEE, JEREMY	WELDING INSTRUCTOR
WILLOW LANE SCHOOL - NANCY F. MONTGOMERY	
CORBITT, GLORIA	ASSOCIATE TEACHER
ELMORE JONES, BEATRICE	ASSOCIATE TEACHER
LEY, JOYCE	ASSOCIATE TEACHER
ALSTON, MICHAEL	CLASSROOM TEACHER
BROWN, CATHERINE	CLASSROOM TEACHER
BROWN, CECILIA	CLASSROOM TEACHER
DELIGT, PAUL	CLASSROOM TEACHER
GILL, PATRICIA	CLASSROOM TEACHER
GLENN, SONYA	CLASSROOM TEACHER

HANEY, PAMELA	CLASSROOM TEACHER
JEFFCOAT, BRANDY	CLASSROOM TEACHER
JOHNSON, FREDERICK	CLASSROOM TEACHER
JORDAN, ANTOINE	CLASSROOM TEACHER
MARTIN, MICHAEL	CLASSROOM TEACHER
MCKINNEY, MARY	CLASSROOM TEACHER
OSBURN, BARBARA	CLASSROOM TEACHER
REEVES, CARMEN	CLASSROOM TEACHER
WALTERS, KODY	CLASSROOM TEACHER
WHITE, THOMAS	CLASSROOM TEACHER
BLOOMFIELD, NATARCIA	GUIDANCE COUNSELOR
CHILDRESS ALTMA, PAMELA	LEAD TEACHER
EDWARDS, GWENDOLYN	LEAD TEACHER
CAMPBELL, TANISHA	PROGRAM ASSISTANT
GLEATON, VANESSA	PROGRAM ASSISTANT
MILLER, CONNIE	PROGRAM ASSISTANT
WESTON, PAULETTE	PROGRAM ASSISTANT
BOLEMAN, KEN	SPECIAL EDUCATION TEACHER
JONES, ROBERT	SPECIAL EDUCATION TEACHER
OUTLAW, SADINA	SPECIAL EDUCATION TEACHER
WALTERS, ANN	SPECIAL EDUCATION TEACHER
MONROE, KIMBERLY	TEMPORARY SUBSTITUTE TEACHER
LEWIS, SHIRLEY	TEMPORARY TEACHER
EDUCATIONAL PROGRAMS - MARCIE A. GAMBRELL	
STONER, ANNA L.	CLASSROOM TEACHER

OFFICE OF THE INSPECTOR GENERAL  
Raymond M. Cavanaugh, Inspector General

EMPLOYEE NAME	INTERNAL AGENCY TITLE
HAMMOND, MARY A.	ADMIN ASST II
SMITH, CHRISTY O.	POLICE OFFICER
WILLIAMS, PEGGY J.	SERGEANT II
SINGLETARY, TANYA L.	SERGEANT I
FAIR, MARVA	SERGEANT I
TILLMAN, LAQUITA M.	CAMERA SURVEILLANCE OFFICER
STEPHENS JR., FREDERICK	SERGEANT I
JAMES, SHIRRON	POLICE SERGEANT
MARTIN, BONNIE C.	AUDITS MANAGER I
JOHNSON, DECECO T.	PROGRAM MANAGER I
BRYANT, JAMES	UNIT MANAGER (CAPTAIN)
HARLEY, LISA	LIEUTENANT
IG OFFICE OF INVESTIGATION SUPPORT - DECECO T. JOHNSON	
CRUMPTON, KEVIN	INVESTIGATOR
REID, YOLANDA	INVESTIGATOR
WARREN, BILLY	INVESTIGATOR
WILLIAMS, JASON	INVESTIGATOR
SUBER, TROY	MANAGEMENT REVIEW SPECIALIS
WILLIAMS, DWIGHT	MANAGEMENT REVIEW SPECIALIS
DAVIS SPRY, WHITNEE	PROGRAM ASSISTANT
HARRIS, JASMINE	PROGRAM ASSISTANT
JOHNSON, DECECO	PROGRAM MANAGER I
BOLTON, BRITTANY	TELECOMMUNICATIONS OPERATOR
DAVIS, GENEVA	TELECOMMUNICATIONS OPERATOR
GORDON, JEREMIE	TELECOMMUNICATIONS OPERATOR
JOHNSON, JASMINE	TELECOMMUNICATIONS OPERATOR
WILLIAMS, SHERI	TELECOMMUNICATIONS OPERATOR
ELLIS, JAMES	TELECOMMUNICATIONS SUPERVISOR
IG OFFICE OF POLICE STAFF - JAMES BRYANT	
MICKENS, PATRICIA	ADMINISTRATIVE SPECIALIST II
COLLINS, ULYSSES	CAPTAIN

STRINGER, SHEILA	CORPORAL
TAYLOR, BENJAMIN	CORPORAL
ASHFORD, DEBORAH	JUV CORR OFF II
BROWN, DENNIS	JUV CORR OFF II
BROWN, RASHOWN	JUV CORR OFF II
DAVIS, LATONYA	JUV CORR OFF II
DYSON, RICHARD	JUV CORR OFF II
JEFFERSON, REGINALD	JUV CORR OFF II
JOHNSON JR, DANIEL	JUV CORR OFF II
MANNING, LAEDRA	JUV CORR OFF II
KEISLER, RICHARD	POLICE CORPORAL
RHINEHART, SHIFFON	POLICE CORPORAL
GIBSON, DOROTHY	POLICE OFFICER
JEFFCOAT, CLARENCE	POLICE OFFICER
JORDAN, ESSENCE	POLICE OFFICER
LALLY, BRANDON	POLICE OFFICER
LIVINGSTON, MARCUS	POLICE OFFICER
PUGH, JEROME	POLICE OFFICER
SCOTT, DANA	POLICE OFFICER
SMITH, JAMES	POLICE OFFICER
TYLER, DARREN	POLICE OFFICER
WASHINGTON, O'BRELL	POLICE OFFICER
SCOTT, MAURISHA	POLICE SERGEANT
CHATMAN, MARTISHA	PROGRAM ASSISTANT
IG BRRC SECURITY GATE - LISA HARLEY	
DAVIS, ANGENETTE	JUV CORR OFF I
GRAVES, QUENSHAWN	JUV CORR OFF I
HOLMES, SANDRA	JUV CORR OFF I
MUHAMMAD, WILLIE	JUV CORR OFF I
RIBERDY, EDGAR	JUV CORR OFF I
WILLIAMS, CLAUDE	JUV CORR OFF II

LEGAL AND POLICY COORDINATION  
Larry L. Vanderbilt, Associate Deputy

<b>EMPLOYEE NAME</b>	<b>INTERNAL AGENCY TITLE</b>
BENNETT, GLORIA C.	ADMINISTRATIVE ASSISTANT II
YOUNG, JUTTA K.	POLICY COORDINATOR
HILL, ELIZABETH A.	GENERAL COUNSEL
GENERAL COUNSEL - ELIZABETH A. HILL	
SMITH, SARAH	ASSISTANT LEGAL COUNSEL
JOHNSON, DANIEL	COMPLIANCE AND INSPECTION INVESTIGATOR
HUTTO JR, DAVID	PBS SITE COORDINATOR
JONES, SYLVIA	PBS SITE COORDINATOR
KENNEDY, NIAJA	PBS SITE COORDINATOR
RYANS, TRACY	PBS SITE COORDINATOR
WALKER, PRINCESS	PBS SITE COORDINATOR
GROOMS, SHAQUAN	PBS SITE CORR DINATOR
ELMORE, KESHIA	RELEASE AUTHORITY MANAGER
BEST, DORETHA	RELEASE AUTHORITY PROGRAM ASSISTANT
MCGOWAN, VELVET	STATE PBS DIRECTOR

PLANNING AND PROGRAMS  
Brett M. Macgargle, Senior Deputy Director

EMPLOYEE NAME	INTERNAL AGENCY TITLE
FLAKE, ANGELA	ADMINISTRATIVE ASSISTANT II
LATTA, WILLIAM	PROGRAM MANAGER I
PIERSON, KATHERINE	DIRECTOR OF CONSTITUENT SERVICES
FLOWERS, ANGELA	DIR OF PLANNING & EVALUATIO
PLANNING AND PROGRAMS DEVELOPMENT - WILLIAM C. LATTA	
BENNETT, AIREL	ADMINISTRATIVE ASSISTANT I
CAMPBELL, ERROL	COMPUTER SYSTEMS ANALYST
WHEATLEY, CRAIG	DIRECTOR OF RESEARCH AND STATISTICS
SNIPES, ROBERT	PROGRAM ASSISTANT
MAYES, HAROLD	PROGRAM COORDINATOR II
CUNNINGHAM, HARRIET	TEMPORARY JOB DEVELOPER
DEAS, SHELANDA	TEMPORARY JOB DEVELOPER
FREEMAN, RAVEN	TEMPORARY JOB DEVELOPER
CONSTITUENT SERVICES - KATHERINE L. PIERSON	
ROUSEY, ERIC	COMMUNICATIONS COORDINATOR
GORDON, KIMBERLY	JUVENILE & FAMILY REL'S COO
GRACEY, KAMI	JUVENILE & FAMILY REL'S COO
LAKIN, DEBORAH	PROGRAM COORDINATOR II
DIRECTOR OF PLANNING AND EVALUATION - ANGELA W. FLOWERS	
ERVIN, JESSICA	ADMINISTRATIVE ASSISTANT I
HIGHBAUGH, SHERRY	CLINICAL CHAPLAIN II
MIKELL, PANDORA	CLINICAL CHAPLAIN II
SINGLETON, STEPHEN	CLINICAL CHAPLAIN II
STOKES, JAMES	CLINICAL CHAPLAIN II
POITIER, LOVELY	CLINICAL CHAPLAINCY DIRECTOR
COLLINS WILLIAMS, TISA	PROGRAM ASSISTANT
HOWELL, TABITHA	PROGRAM ASSISTANT
MORRISON, MATTHEW	PROGRAM COORDINATOR I
BRUNSON, SHARON	PROJECT ADMINISTRATOR
WELTIN, CHRISTOPHER	TEMPORARY CHAPLAIN
CHILDERS, CHARLES	TEMPORARY CHAPLAIN ASSISTANT

WALLACE, JENNIFER

VOL. MENTOR & INTERN DIRECTOR

REHABILITATIVE SERVICES  
Thomas D. Williams, Jr., Deputy Director

EMPLOYEE NAME	INTERNAL AGENCY TITLE
HOLLIDAY, SHARELLE N.	POLICY/QUALITY ASSURANCE MANAGER
COOPER, BITSEY N.	MANAGEMENT AND COMPLIANCE COORDINATOR
CARTER, BEVERLY	INST ADMSTR (REG EVAL CTR)-CEC
PEE, PRISCILLA	CHIEF MGT REVIEW SPECIALIST
TAVELLA, PATRICK	DIRECTOR OF HEALTH SERVICES
HOGAN, MICHAEL	INST ADMSTR (REG EVAL CTR)-UEC
HARVEY, CRAYMAN	DETENTION CENTER ADMINISTRATOR
SUTTON, SHARONDA	INTERIM DIR OF INST SUPPORT
SESSIONS, ELWOOD	RESIDENTIAL FACILITY MANAGER
BROUGHTON, ANDY	DIRECTOR OF INSTITUTIONAL MANAGEMENT
CHARLESTON EVALUATION CENTER (CEC) - BEVERLY CARTER	
SPANN, KATREENA	ADMINISTRATIVE SPECIALIST B
WASHINGTON, BERNICE	ADMINISTRATIVE SPECIALIST B
SULLIVAN, ERIC	CAPTAIN
BRITT, JUSTIN	CORPORAL
ELLIOTT JR, JIMMIE	CORPORAL
TILLY, MARCELLUS	CORPORAL
WARREN, SHARNAE	CORPORAL
BUTLER, CHELSEA	JUV CORR OFF I
COBBS, ASHLEY	JUV CORR OFF I
CONYERS, DANNY	JUV CORR OFF I
EUBANKS, CHEMETRIS	JUV CORR OFF I
HEATH, JUSTIN	JUV CORR OFF I
ISAAC, JEREMY	JUV CORR OFF I
LOVE, ASIA	JUV CORR OFF I
MACK, JAMETTA	JUV CORR OFF I
PATTERSON, AKAI	JUV CORR OFF I
PENN, JAMES	JUV CORR OFF I
POLITE, TAKEISHA	JUV CORR OFF I
POOLE, KIMBERLY	JUV CORR OFF I
SALLEY, BERNARD	JUV CORR OFF I

STEWART, WANDA	JUV CORR OFF I
VAUGHAN, DERWENT	JUV CORR OFF I
WIGFALL, DEMAR	JUV CORR OFF I
BLAKE, JAMILA	JUV CORR OFF II
CANTY BAILEY, KATRINA	JUV CORR OFF II
DAVIS, NATHANIEL	JUV CORR OFF II
FRIES, WILLIAM	JUV CORR OFF II
HAMILTON, DEONDRA	JUV CORR OFF II
JEFFERSON, JACQUELINE	JUV CORR OFF II
JONES, TASHIMA	JUV CORR OFF II
MCNEILL, TAMEKO	JUV CORR OFF II
MELVIN, SHAMEKA	JUV CORR OFF II
PADGETT, DEBRA	JUV CORR OFF II
PINCKNEY, GEORGIE	JUV CORR OFF II
PRIMUS, TOCCARA	JUV CORR OFF II
RICKS, TANYETTA	JUV CORR OFF II
SIMMONS, LEVI	JUV CORR OFF II
TUCKER, GLORIA	JUV CORR OFF II
WHITE, AARON	JUV CORR OFF II
WILLIAMS, FRANCENA	JUV CORR OFF II
WILLIAMS, ORENTIAL	JUV CORR OFF II
COOPER, ARTHUR	LIEUTENANT
LYLES, KENDRICK	LIEUTENANT
MORGAN, BRUCE	LIEUTENANT
SPENCE, CRENTINA	LIEUTENANT
SINGLETARY, OLLIE	MASTER SKILLED TRADES WORKER
BRIGGMAN, BELINDA	SERGEANT I
MICHEL, ATANAS	SERGEANT I
WILLIS, LAKISHA	TEMPORARY COSMETOLOGIST
MONROE, ROSE	TIME ADMINISTRATOR
MIDLANDS EVALUATION CENTER (MEC) - PRISCILLA PEE- Interim	
LEONARD, GAYE	ADMIN ASSIST II
INGRAM, MARCELLA	ADMIN SPECIALIST C
HARRISON, BOBBIE	ADMINISTRATIVE SPECIALIST B
DAVIS ULMER, ADRIAN	ADMINISTRATIVE SPECIALIST II
COUNCIL, DUJUAN	CAPTAIN
ROBERTS, FELICIA	CORPORAL

PRINGLE, CARLOTTA	CORPORAL
BODKIN, KIMERLY	CORPORAL
HARRIS, DANIELLE	CORPORAL
SEABROOK, CARLETTE	JUV CORR OFF I
BATES JR, ALBERT	JUV CORR OFF I
RICHARDSON, STEPHEN	JUV CORR OFF I
COOK II, LARRY	JUV CORR OFF I
ARMSTRONG, TIERRA	JUV CORR OFF I
GOODWIN, BRANDON	JUV CORR OFF I
PATTERSON, LARRY	JUV CORR OFF I
BLOOME JR, GREGORY	JUV CORR OFF I
TINKER, DANEILYA	JUV CORR OFF I
SMITH, DANEEN	JUV CORR OFF I
JACKSON, KENYATTA	JUV CORR OFF I
MOBLEY, NICOLE	JUV CORR OFF I
MURPHY, CHANTA	JUV CORR OFF I
GANTT, SEABRUN	JUV CORR OFF I
ADDERSON, WESLYNN	JUV CORR OFF I
HEAPE, RODNEY	JUV CORR OFF I
JACKSON, LENWARD	JUV CORR OFF II
JACOBS, HAYWARD	JUV CORR OFF II
ROGERS, SCHENITA	JUV CORR OFF II
CORNELIUS, SHIRLEY	JUV CORR OFF II
FLEMING, KANDEH	JUV CORR OFF II
SIMMONS, SUSANNA	JUV CORR OFF II
ALLEN, SHAUN	JUV CORR OFF II
SCARBOROUGH, DAVID	JUV CORR OFF II
MARSHALL, LAKESHA	JUV CORR OFF II
BAIN, MARY	JUV CORR OFF II
MACKEY, THOMAS	JUV CORR OFF II
BOYD, CHRISTOPHER	JUV CORR OFF II
SPIGNER, WILMURE	JUV CORR OFF II
HOLMES, SIERRA	JUV CORR OFF II
CARTER, NICOLE	JUV CORR OFF II
HALL JR , DARRYL	JUV CORR OFF II
EADDY, ALLYSSA	JUV CORR OFF II
BUTLER, JALISA	JUV CORR OFF II

CODE, MICHAEL	LIEUTENANT
GIST, ANTHONY	LIEUTENANT
LAWRENCE, KEVIN	LIEUTENANT
HAMMONDS, VALARIE	SERGEANT I
CARTER, RHONDA	SERGEANT I
MITCHELL, PRISCILLA	SERGEANT I
FELDER, PRECYOUS	SERGEANT I
LEGGETT, RON	SERGEANT I
BOWMAN WASHINGTON, JUANA	TIME ADMINISTRATOR
HEALTH SERVICES -PATRICK A.TAVELLA	
DAVIS, MARVA	ADMIN SPECIALIST C
DONALDSON, RANDIE	ADMIN SPECIALIST C
HOOPER, DONNA	ADMIN SPECIALIST C
BURGESS, JOYCE	ADMINISTRATIVE COORDINATOR I
DELAFIELD, MUSHELL	ADMINISTRATIVE COORDINATOR I
DECESSARD, TAKISHA	ADMINISTRATIVE SPECIALIST II
WALLACE, BETH	DENTAL ASSISTANT II
WRECSICS, JANINE	DIRECTOR OF NURSING I
HOLMES, SHATORIA	LICENSED PRACTICAL NURSE II
ALLEN, TENIA	NURSE ADMINISTRATOR/MANAGER I
BARNETT, MELANIE	NURSE ADMINISTRATOR/MANAGER I
JONES, APRIL	NURSE ADMINISTRATOR/MANAGER I
ONLEY, DAVIDA	NURSE ADMINISTRATOR/MANAGER I
HARVEY, ROCHELLE	NURSE MANAGER I
WATSON, DEITRA	NURSE PRACTITIONER I
Name (Sortable)	Position
PROVENCE, CYNTHIA	REGISTERED NURSE I
BOWEN, MEGAN	REGISTERED NURSE II
BROWN, MARCHELLE	REGISTERED NURSE II
EURE, ROBIN	REGISTERED NURSE II
GASTON, CHRISTINE	REGISTERED NURSE II
HOLMES, PATRICIA	REGISTERED NURSE II
MARTIN, CAROLYN	REGISTERED NURSE II
PITTMAN, GWENDOLYN	REGISTERED NURSE II
PORRAS, YOLANDA	REGISTERED NURSE II
REARDON, KIMBERLY	REGISTERED NURSE II
RIDDLE, ELSIE	REGISTERED NURSE II

ROBINSON, JANESHIA	REGISTERED NURSE II
WERTS, CARLOTTA	REGISTERED NURSE II
WHATLEY, VALERIE	REGISTERED NURSE II
TUCKER, NICOLA	TEMP ADMINISTRATIVE ASSISTANT I
THOMAS, MARY	TEMP NURSE I
BETCHER, DOLLIE	TEMP NURSE PRACTITIONER II
RAMICONE, NANCY	TEMPORARY REGISTERED NURSE II
RABKIN, MICHAEL	TEMPORARY DENTIST
BRIGGS, STACIE	TEMPORARY LICENSED PRACTICAL NURSE
SANDERS, LISA	TEMPORARY NURSE PRACTITIONER
SWANSON, ELIZABETH	TEMPORARY NURSE PRACTITIONER I
CODY, DONNA	TEMPORARY REGISTERED NURSE
DAVIS, KACIE	TEMPORARY REGISTERED NURSE
LINDSEY, VIVIAN	TEMPORARY REGISTERED NURSE
MURPHY, REBECCA	TEMPORARY REGISTERED NURSE
WALTON, KELLY	TEMPORARY REGISTERED NURSE
JOHNSON, CHRISTI	TEMPORARY REGISTERED NURSE I
ALFORD, TAVOYA	TEMPORARY REGISTERED NURSE II
ARNOLD, MARY	TEMPORARY REGISTERED NURSE II
BILLINGS, REBECCA	TEMPORARY REGISTERED NURSE II
CANNON, EMILY	TEMPORARY REGISTERED NURSE II
CLOUD, TIFFANIE	TEMPORARY REGISTERED NURSE II
MARKOWITZ, TOBY	TEMPORARY REGISTERED NURSE II
OGRODNIK, CHESTER	TEMPORARY REGISTERED NURSE II
OSHIELDS, FERRAN	TEMPORARY REGISTERED NURSE II
JACKSON, CAROL	TEMPORARY SENIOR CONSULTANT
UPSTATE EVALUATION CENTER (UEC) - MICHAEL H. HOGAN	
DAVIS, MARCIA	ADMINISTRATIVE ASSISTANT I
ROBINSON, CRYSTAL	ADMINISTRATIVE SPECIALIST B
VAUGHAN, ANGELA	ADMINISTRATIVE SPECIALIST II
ALEXANDER, TAMEEKA	CAPTAIN
BYRD, ETHEL	CORPORAL
CRANK, TELISHA	CORPORAL
HUDGENS, ROSE	CORPORAL
BATES JR, WILSON	JUV CORR OFF I
HILL, SHANIKIA	JUV CORR OFF I
HOLMES, MICHELLE	JUV CORR OFF I

JOHNSON, ALEXIS	JUV CORR OFF I
JONES, CALANDRA	JUV CORR OFF I
KELLY, GARY	JUV CORR OFF I
MCKELVEY, KIMBERLY	JUV CORR OFF I
ROGERS, JASON	JUV CORR OFF I
SEXTON, WILLIAM	JUV CORR OFF I
SIMS, FELICE	JUV CORR OFF I
SPENCER, TROY	JUV CORR OFF I
STILL, LUCIANA	JUV CORR OFF I
WASHINGTON, DEMETRIOUS	JUV CORR OFF I
BARNES, RICHARD	JUV CORR OFF II
BARTEE, NAJIA	JUV CORR OFF II
BLACK RICE, DEBORAH	JUV CORR OFF II
CODY, VANESSA	JUV CORR OFF II
DARRELL, ANASTASIA	JUV CORR OFF II
DAVIS, DASIA	JUV CORR OFF II
FLOYD, ROBERT	JUV CORR OFF II
HIGGINS, SUSAN	JUV CORR OFF II
HOWARD, GLORIA	JUV CORR OFF II
JENKINS, RICKY	JUV CORR OFF II
KELLY, SYLVIA	JUV CORR OFF II
MEANS, MONTY	JUV CORR OFF II
PALMER, BOBBY	JUV CORR OFF II
PRESSLEY, JOSHUA	JUV CORR OFF II
ROGERS, ANGELA	JUV CORR OFF II
SIMS, ELEANOR	JUV CORR OFF II
SMITH, LATASHA	JUV CORR OFF II
SMITH, MELISSA	JUV CORR OFF II
STURKEY, GARY	JUV CORR OFF II
UZZELL III, JAMES	JUV CORR OFF II
WILSON, TERESA	JUV CORR OFF II
WOODRUFF, DAMION	JUV CORR OFF II
YOUNG JR, BRYANT	JUV CORR OFF II
YOUNG, JOYCE	JUV CORR OFF II
DEAN, RHONDA	LIEUTENANT
TERRY, CYNTHIA	LIEUTENANT
WALLACE, MARK	LIEUTENANT

WOODS, BLAKE	LIEUTENANT
FLETCHER, TROY	SERGEANT I
MCRAE, GREGORY	SERGEANT I
RENWICK, TEDDY	SERGEANT I
WHITENER, MARCELLA	SERGEANT I
WIDEMAN, ALICIA	SERGEANT I
INMAN, REGINALD	SKILLED TRADES WORKER
GOSSETT, TOMARIA	TEMPORARY COSMETOLOGIST
O'SHIELDS, TIMOTHY	TEMPORARY MAINTENANCE WORKER
COLLINS, REBECCA	TIME ADMINISTRATOR
HEATHERLY, SUSAN	WORD PROCESSING SPECIALIST
DETENTION CENTER - CRAYMAN J. HARVEY	
BERRY, FELICIA	ADMINISTRATIVE ASSISTANT I
SUBER, RENEE'	ADMINISTRATIVE ASSISTANT I
HAMMONDS, ELANA	ADMINISTRATIVE SPECIALIST II
HAYNES, JOVAN	CAPTAIN
ABNATHEY, DUANE	CORPORAL
DRAKES, NATHANIEL	CORPORAL
GANTT, DELORES	CORPORAL
MATTRESS, CLARENCE	CORPORAL
TAYLOR, RICHARD	CORPORAL
ADAMS, ERIC	JUV CORR OFF II
BARNETT, CHRISTINA	JUV CORR OFF II
BELTON, SHUNDA	JUV CORR OFF II
BOSTIC, JAVELL	JUV CORR OFF II
BOWMAN, BERNARD	JUV CORR OFF II
BRISBON, DALE	JUV CORR OFF II
BROWN, ALLEN	JUV CORR OFF II
BROWN, ANTONIO	JUV CORR OFF II
BROWN, AUGUSTUS	JUV CORR OFF II
BROWN, AYANNA	JUV CORR OFF II
BROWN, DOROTHY	JUV CORR OFF II
BRYANT, ANTWOINE	JUV CORR OFF II
CANTY, WILLIAM	JUV CORR OFF II
CASTLEBERRY, ZAKIA	JUV CORR OFF II
CAUGHMAN, DEMETRA	JUV CORR OFF II
CLARK PEETE, ROMONA	JUV CORR OFF II

COLEMAN, ROSA	JUV CORR OFF II
DARBY, STEPHONE	JUV CORR OFF II
DASH, ERIC	JUV CORR OFF II
DAVIS, LASEDRICK	JUV CORR OFF II
DELOACH, TYRONE	JUV CORR OFF II
DUBOSE, JOHNNY	JUV CORR OFF II
FLUDD, PRINCESS	JUV CORR OFF II
FURNISS, BRIAN	JUV CORR OFF II
GATHERS, JUSTIN	JUV CORR OFF II
GRANT, DESIREE	JUV CORR OFF II
HARGROVE, RAVON	JUV CORR OFF II
HEARNS, SHAWN	JUV CORR OFF II
HILTON, DEDRICK	JUV CORR OFF II
HOLMES, SCOTT	JUV CORR OFF II
HOWELL, LORRAINE	JUV CORR OFF II
JENNINGS, RHONDA	JUV CORR OFF II
JOHNSON, MARK	JUV CORR OFF II
JONES, CHRISTINE	JUV CORR OFF II
KELLY, TERRENCE	JUV CORR OFF II
KENNEDY, ALVARETTA	JUV CORR OFF II
MCNEIL, AMMIE	JUV CORR OFF II
MOBLEY, TAMARA	JUV CORR OFF II
MONTS, CLINTON	JUV CORR OFF II
ODOM, CASSANDRA	JUV CORR OFF II
O'NEAL JACKSON, CARLA	JUV CORR OFF II
PATTERSON, WALLACE	JUV CORR OFF II
PEARSON, CONRAD	JUV CORR OFF II
PEWU, ZIZI	JUV CORR OFF II
ROBERTS, CURTIS	JUV CORR OFF II
ROBERTS, JOHNNIE	JUV CORR OFF II
ROBINSON, RICHARD	JUV CORR OFF II
ROGERS, WILLIE	JUV CORR OFF II
SALLEY, TANISIA	JUV CORR OFF II
SAMPSON, KATRENA	JUV CORR OFF II
SATONES, NELSON	JUV CORR OFF II
SMITH, VERONICA	JUV CORR OFF II
SUGICK, SHAUNA	JUV CORR OFF II

TAYLOR, VIRGIL	JUV CORR OFF II
TILLMAN, SUSAN	JUV CORR OFF II
TYLER, CAROLYN	JUV CORR OFF II
WALKER, DARREN	JUV CORR OFF II
WASHINGTON, CEDRIC	JUV CORR OFF II
WHITE, JAMES	JUV CORR OFF II
WHITE, ROSA BELLE	JUV CORR OFF II
WILLIAMS, JEWEL	JUV CORR OFF II
WILLIAMS, ROBERT	JUV CORR OFF II
YOUNG, SR, DEANGELO	JUV CORR OFF II
HUTTO, LAURA	LIEUTENANT
MICKENS, LYNDON	LIEUTENANT
NEAL, WANDA	LIEUTENANT
ROBERTS, DAVID	LIEUTENANT
THOMPSON, MILICENT	LIEUTENANT
OSBORNE, BONTE	RECORDS & RECEIVING OFFICER
NELSON, MILLICENT	SERGEANT I
BALL, INEZ	SERGEANT II
BARNETT, MICHAEL	SERGEANT II
PITTMAN, SHIRLEY	SERGEANT II
PEARSON, AVERYLIN	TIME ADMINISTRATOR
INSTITUTIONAL SUPPORT - SHARONDA SUTTON	
DYCHES II, ROBERT	ASSISTANT UNIT MANAGER
HEARNS, DESSA	ASSISTANT UNIT MANAGER
JOHNSON, DEALONDA	ASSISTANT UNIT MANAGER
MILLER, MARY	ASSISTANT UNIT MANAGER
STEVENS, DONALD	ASSISTANT UNIT MANAGER
WILSON, CURTIS	ASSISTANT UNIT MANAGER
BOOTS, DALE	JUVENILE SPECIALIST I
BOYD, FRANKIE	JUVENILE SPECIALIST I
BROWN, CHRISTOPHER	JUVENILE SPECIALIST I
BROWN, JAHMARA	JUVENILE SPECIALIST I
BROWN, PINCQUETTA	JUVENILE SPECIALIST I
CHARLES, TIFFANY	JUVENILE SPECIALIST I
CHEESEBORO, DURELL	JUVENILE SPECIALIST I
CLAWSON, LAKESHA	JUVENILE SPECIALIST I
COBBS, NATACHE	JUVENILE SPECIALIST I

CROMER, UNDRENA	JUVENILE SPECIALIST I
CULBERTSON, LEANNE	JUVENILE SPECIALIST I
DAVIS, ALLYSON	JUVENILE SPECIALIST I
DEAN, MELVIN	JUVENILE SPECIALIST I
DELOSSANTOS, FALISHA	JUVENILE SPECIALIST I
DENEAL, ASHLEIGH	JUVENILE SPECIALIST I
DOUGLAS, LAMARKUS	JUVENILE SPECIALIST I
DUDLEY, KELSEY	JUVENILE SPECIALIST I
FARMER JR, DERIC	JUVENILE SPECIALIST I
FIELDS, PATRICIA	JUVENILE SPECIALIST I
FINCH, DARA	JUVENILE SPECIALIST I
FULLMOR, TEARRAIN	JUVENILE SPECIALIST I
GALLOWAY CHAMBERS, VERA	JUVENILE SPECIALIST I
GILYARD, BEANCA	JUVENILE SPECIALIST I
GREEN, ASHTON	JUVENILE SPECIALIST I
GREGG, DYKETIA	JUVENILE SPECIALIST I
HARGRAVES, SYIERRA	JUVENILE SPECIALIST I
HENDERSON, JEKERIA	JUVENILE SPECIALIST I
HOGAN, VANESSA	JUVENILE SPECIALIST I
JACKSON, ALEXANDRIA	JUVENILE SPECIALIST I
JENKINS, TAKELA	JUVENILE SPECIALIST I
JOHNSON, MARCUS	JUVENILE SPECIALIST I
JOHNSON, YAIERE	JUVENILE SPECIALIST I
JORDAN, JANETTA	JUVENILE SPECIALIST I
LADSON, ASHLEY	JUVENILE SPECIALIST I
LATTIMORE, CHANTILE	JUVENILE SPECIALIST I
MARTIN, TEMPESTT	JUVENILE SPECIALIST I
MASSEY, WALTER	JUVENILE SPECIALIST I
MCDANIEL GIBSON, BARETTA	JUVENILE SPECIALIST I
MOODY, WHITTNEY	JUVENILE SPECIALIST I
MORELL, LEON	JUVENILE SPECIALIST I
MOYD, TAZONIA	JUVENILE SPECIALIST I
NAVARRO VATIPKA, EDWIN	JUVENILE SPECIALIST I
OKOCHI, CINDY	JUVENILE SPECIALIST I
PATTERSON, ANTHONY	JUVENILE SPECIALIST I
PIOUS, RAMMONE	JUVENILE SPECIALIST I
PIOUS, RAVONNE	JUVENILE SPECIALIST I

PONS, ARMANDO	JUVENILE SPECIALIST I
PONS, SHENNAYA	JUVENILE SPECIALIST I
RANDOLPH, THOMAS	JUVENILE SPECIALIST I
ROBERTS, JASON	JUVENILE SPECIALIST I
SHIRRIELL, ROBERT	JUVENILE SPECIALIST I
SIMMONS, LORENE	JUVENILE SPECIALIST I
SISTRUNK, ANTHONY	JUVENILE SPECIALIST I
THOMAS, JESSICA	JUVENILE SPECIALIST I
THOMPSON, KENDEL	JUVENILE SPECIALIST I
TYLER, MANZY	JUVENILE SPECIALIST I
UTSEY WILLIAMS, JOKELIAH	JUVENILE SPECIALIST I
WATKINS, SHAWN	JUVENILE SPECIALIST I
WHITE, JESSIE	JUVENILE SPECIALIST I
WILLIAMS, TRACY	JUVENILE SPECIALIST I
AGHO, RAWSON	JUVENILE SPECIALIST II
ALSTON, TERRIAL	JUVENILE SPECIALIST II
ASBURY, JUANITA	JUVENILE SPECIALIST II
BACON, NICOLE	JUVENILE SPECIALIST II
BARNES, YVONNE	JUVENILE SPECIALIST II
BAYLOR, BRANDON	JUVENILE SPECIALIST II
BELL, RENATE	JUVENILE SPECIALIST II
BELTON III, JOHN	JUVENILE SPECIALIST II
BETHEA, ELIZABETH	JUVENILE SPECIALIST II
BOCKARIE, EMMANUEL	JUVENILE SPECIALIST II
BURRELL, FRANCHERIA	JUVENILE SPECIALIST II
BUTLER, LATONYA	JUVENILE SPECIALIST II
BYRD, LATRELLE	JUVENILE SPECIALIST II
CALHOUN, DUANE	JUVENILE SPECIALIST II
CANNON, SHIKITA	JUVENILE SPECIALIST II
CHISOLM, DEBORAH	JUVENILE SPECIALIST II
CLARK, THEODIS	JUVENILE SPECIALIST II
COLLINS, KEVIN	JUVENILE SPECIALIST II
DORTCH, CHARLOTTE	JUVENILE SPECIALIST II
DRAKEFORD, APRIL	JUVENILE SPECIALIST II
DRAYTON MINES, LAKEVA	JUVENILE SPECIALIST II
DUNCAN, ARNESHA	JUVENILE SPECIALIST II
EDWARDS, JAFARI	JUVENILE SPECIALIST II

FEKO, PHIDELIA	JUVENILE SPECIALIST II
FOSTER, GLENDA	JUVENILE SPECIALIST II
FULMORE, SANDRA	JUVENILE SPECIALIST II
GIBSON, CYNTHIA	JUVENILE SPECIALIST II
GOODE, ROGER	JUVENILE SPECIALIST II
GRAHAM, JERRY	JUVENILE SPECIALIST II
GRANT, WANDA	JUVENILE SPECIALIST II
GRAY YOUMANS, BEVERLY	JUVENILE SPECIALIST II
HAMPTON BOONE, IRIS	JUVENILE SPECIALIST II
HAWKINS, TONY	JUVENILE SPECIALIST II
HOPKINS, BRUCE	JUVENILE SPECIALIST II
HUGHES, JAMAR	JUVENILE SPECIALIST II
JACOBS, TINA	JUVENILE SPECIALIST II
JOHNSON, XAVIER	JUVENILE SPECIALIST II
KELLY, CHANTZ	JUVENILE SPECIALIST II
KIRKLAND, PRECIOUS	JUVENILE SPECIALIST II
LIPSKI, MARY	JUVENILE SPECIALIST II
MANSFIELD, CHRISTOPHER	JUVENILE SPECIALIST II
MATTHEWS, COURTNEY	JUVENILE SPECIALIST II
MCDANIEL, JOSEPH	JUVENILE SPECIALIST II
MCDUFFIE, DAYLENE	JUVENILE SPECIALIST II
MCKENNEY, HELEN	JUVENILE SPECIALIST II
MCKNIGHT, CATHERINE	JUVENILE SPECIALIST II
MOORE, ZSA ZSA	JUVENILE SPECIALIST II
MOSES, TALATHIEL	JUVENILE SPECIALIST II
MUNN, BRYAN	JUVENILE SPECIALIST II
NDIELI, EUCHARIA	JUVENILE SPECIALIST II
NELSON, TOBIAN	JUVENILE SPECIALIST II
NYANTAKYI, VICTOR	JUVENILE SPECIALIST II
PEARSON, GAIL	JUVENILE SPECIALIST II
POUGH, SYLVIA	JUVENILE SPECIALIST II
PRESCOTT, KHALILAH	JUVENILE SPECIALIST II
PROPHET, KIM	JUVENILE SPECIALIST II
RAY, JONIQUE	JUVENILE SPECIALIST II
RICHMOND, GAYLEN	JUVENILE SPECIALIST II
RIVERS, CYNTHIA	JUVENILE SPECIALIST II
RIVERS, PRECIOUS	JUVENILE SPECIALIST II

ROSEBOROUGH, DOMINIQUE	JUVENILE SPECIALIST II
SCARBOROUGH, LAVON	JUVENILE SPECIALIST II
SCIPIO, SYNTHIA	JUVENILE SPECIALIST II
SCOTT, THEODORE	JUVENILE SPECIALIST II
SIMS, SANDRA	JUVENILE SPECIALIST II
SMILEY, TERRENCE	JUVENILE SPECIALIST II
SMITH, ASHIA	JUVENILE SPECIALIST II
TAYLOR, LINDA	JUVENILE SPECIALIST II
TELFORD, JEREMY	JUVENILE SPECIALIST II
THOMAS, APRIL	JUVENILE SPECIALIST II
THOMAS, LATASHA	JUVENILE SPECIALIST II
TOATLEY, REGINA	JUVENILE SPECIALIST II
TUCKER, SHAUN	JUVENILE SPECIALIST II
TURNER, CLARENCE	JUVENILE SPECIALIST II
VASSELL, FABIAN	JUVENILE SPECIALIST II
WALLS, LATONYA	JUVENILE SPECIALIST II
WATKINS, MATTIE	JUVENILE SPECIALIST II
WILLIAMS, ERICA	JUVENILE SPECIALIST II
WILLIAMS, ROBERTA	JUVENILE SPECIALIST II
WILLIAMS, RONALD	JUVENILE SPECIALIST II
WILSON, ALBERT	JUVENILE SPECIALIST II
BELK, SHANET	JUVENILE SPECIALIST III
BLACK, KIMBERLY	JUVENILE SPECIALIST III
BROWN, KIM	JUVENILE SPECIALIST III
BROWN, PENELOPE	JUVENILE SPECIALIST III
HEARD, KEYANA	JUVENILE SPECIALIST III
JOHNSON, ALFRED	JUVENILE SPECIALIST III
MCDANIEL, MARVA	JUVENILE SPECIALIST III
MCLEISH, KHWANTZA	JUVENILE SPECIALIST III
OMOLOGBE, KINGSLEY	JUVENILE SPECIALIST III
SCOTT, JACQUELINE	JUVENILE SPECIALIST III
AIKEN, LOWELL	JUVENILE SPECIALIST IV
ARCHIE, CAROLYN	JUVENILE SPECIALIST IV
BRANCH, BARBARA	JUVENILE SPECIALIST IV
CHESTNUT, RENEE	JUVENILE SPECIALIST IV
COLEMAN, EUGENE	JUVENILE SPECIALIST IV
FERGUSON, SHAQUANA	JUVENILE SPECIALIST IV

HALL, JAVARES	JUVENILE SPECIALIST IV
HART, THEO	JUVENILE SPECIALIST IV
HOLLAND, KENDRICK	JUVENILE SPECIALIST IV
HOPKINS, DOROTHY	JUVENILE SPECIALIST IV
KING, ROSE	JUVENILE SPECIALIST IV
MCCUTCHEON, BOBBY	JUVENILE SPECIALIST IV
MINICK, VINIKA	JUVENILE SPECIALIST IV
MOSS, RETIS	JUVENILE SPECIALIST IV
SLATER, ANITA	JUVENILE SPECIALIST IV
SPEIGHTS, TERRANCE	JUVENILE SPECIALIST IV
THOMAS, ABISHAI	JUVENILE SPECIALIST IV
WILLIAMS, ANGEL	JUVENILE SPECIALIST IV
YOUNG, SWANZETTA	JUVENILE SPECIALIST IV
ALSTON JR, JAMES	JUVENILE SPECIALIST V
BRADDY, MICHAEL	JUVENILE SPECIALIST V
DYCKES, RICKY	JUVENILE SPECIALIST V
HUNTER, MERIAL	JUVENILE SPECIALIST V
ISAAC PAISLEY, CHRIS	JUVENILE SPECIALIST V
MEANS, MAURICE	JUVENILE SPECIALIST V
MICKENS, SHAREE	JUVENILE SPECIALIST V
MOORE, MONICA	JUVENILE SPECIALIST V
SAINYO, ESE	JUVENILE SPECIALIST V
SAMPLES, NICOLE	JUVENILE SPECIALIST V
SIMS, SYTIRA	JUVENILE SPECIALIST V
WHITE, CRYSTAL	JUVENILE SPECIALIST V
WILLIAMS, ALISON	JUVENILE SPECIALIST V
WILLIAMS, GLINDA	JUVENILE SPECIALIST V
JAMES, KENNETH	SECURITY COMPLIANCE COORDINATOR
MARSH, CLEVELAND	TEMPORARY BARBER
THOMPSON, SHERIA	TEMPORARY COSMETOLOGIST
ASHLEY, YOULANDO	UNIT MANAGER
BOYD, ANGELA	UNIT MANAGER
BULLOCK, AUDREY	UNIT MANAGER
GARVIN, CLAYTON	UNIT MANAGER
GRIFFIN, VERLIE	UNIT MANAGER
HILLER, WILMA	UNIT MANAGER
JONES, TAMIKO	UNIT MANAGER

REHABILITATIVE SERVICES SUPPORT DIRECTOR - ANDY O. BROUGHTON

FRANKLIN, JEREMY	BARJ FACILITATOR
HEMINGWAY, ALICIA	BARJ FACILITATOR
LAWAL AGORO, MONSURAT	BARJ FACILITATOR
OLIVER, JERODE	BARJ INSIDERS COORDINATOR
DUNNOM NIXON, KEISHA	BARJ LEVEL SYSTEM COORDINATOR
BLANDING, TED	BARJ PROGRAM COORDINATOR
JENKINS MERRITT, CRYSTAL	BEHAVIOR MANAGEMENT SPECIALIST
SIMPSON, MALCOLM	BEHAVIOR MANAGEMENT SPECIALIST
LATTA, ANGELA	BEHAVIORAL MANAGEMENT SPECIALIST
CHANDLER, CHARLES	PROGRAM ASSISTANT
WEBB, BRIDGET	PROGRAM ASSISTANT

OFFICE OF TREATMENT AND INTERVENTION

Katherine P. Speed, Associate Deputy Director

EMPLOYEE NAME	INTERNAL AGENCY TITLE
SCURRY, KELLI H.	HUMAN SERVICES COORDINATOR II
JOSEPH HAROLYN M.	PROGRAM ASSISTANT
MINTZ, SARA S.	PROGRAM COORDINATOR.
DORSEY, DONALD M.	PROGRAM MANAGER I
WILLIAMS, TOMIKO D.	QUALITY ASSURANCE MANAGER
LOEWER, MARJORIE A.	TEMPORARY PSYCHOLOGIST
CLARKE, ALLISON B.	REGIONAL SPECIAL NEEDS COORDINATOR
CROFT, ROBERT B.	REGIONAL SPECIAL NEEDS COORDINATOR
MORRIS, REBECCA LEIGH	REGIONAL SPECIAL NEEDS COORDINATOR
SMALLS, JAMILLAH	REGIONAL SPECIAL NEEDS COORDINATOR
WASHINGTON, TRACY	CLASSIFICATION MANAGER
MILLER GREEN, JENNIFER	DIRECTOR OF PSYCHOLOGY
GIESEN, JAN	DIRECTOR OF SOCIAL WORK
HELISING, JANE	ACTIVITY THERAPIST MANAGER
<b>CLASSIFICATION - TRACY WASHINGTON</b>	
HOFF, ERLINDA	ADMINISTRATIVE ASSISTANT I
ABNEY, WAYNE	CLASSIFICATION CASEWORKER V
CHARLES, ROBIN	CLASSIFICATION CASEWORKER V
CHILDS, GAYE	CLASSIFICATION CASEWORKER V
RAHYNES, TRACEY	CLASSIFICATION CASEWORKER V
WILSON, LALITA	CLASSIFICATION CASEWORKER V
LIGON, AMANDA	CORR CLASS CASEWORKER III
ALBERT, TOMORRAY	PROGRAM ASSISTANT
CHEEK, CARLITA	REGIONAL CLASSIF COORD SUPV
<b>DIRECTOR OF PSYCHOLOGY - JENNIFER L. MILLER-GREEN</b>	
BRYANT, STASIA	ADMINISTRATIVE ASSISTANT I
KING, SHARON	HUMAN SERVICES COORDIANTOR II
DUMOND, REBECCA	HUMAN SERVICES COORDINATOR II
BENNETT, TARA	HUMAN SERVICES COORDINATOR II-PSY
BRISBANE, CHERYL	HUMAN SERVICES COORDINATOR II-PSY
CATO, MEREDITH	HUMAN SERVICES COORDINATOR II-PSY
CONYERS RUSH, CASSANDRA	HUMAN SERVICES COORDINATOR II-PSY

FULLER, SARAH	HUMAN SERVICES COORDINATOR II-PSY
GASKIN, MELANIE	HUMAN SERVICES COORDINATOR II-PSY
GREEN, JENNIFER	HUMAN SERVICES COORDINATOR II-PSY
HANSEN, AMY	HUMAN SERVICES COORDINATOR II-PSY
HAVANKI, DANIELLE	HUMAN SERVICES COORDINATOR II-PSY
HRECHKO, LEE	HUMAN SERVICES COORDINATOR II-PSY
HUDSON, VALERIE	HUMAN SERVICES COORDINATOR II-PSY
HUNNICUTT, LARRY	HUMAN SERVICES COORDINATOR II-PSY
JONES, DENISE	HUMAN SERVICES COORDINATOR II-PSY
KEADLE JR, OLIVER	HUMAN SERVICES COORDINATOR II-PSY
LINARES, CATHERINE	HUMAN SERVICES COORDINATOR II-PSY
MACINTOSH, WAYNE	HUMAN SERVICES COORDINATOR II-PSY
MCMICHAEL, KATRINA	HUMAN SERVICES COORDINATOR II-PSY
MITCHELL, ASHLI	HUMAN SERVICES COORDINATOR II-PSY
NOLAN, MICHAEL	HUMAN SERVICES COORDINATOR II-PSY
NORRIS, REBEKAH	HUMAN SERVICES COORDINATOR II-PSY
OMBU, OBATALA	HUMAN SERVICES COORDINATOR II-PSY
PHILLIPS, DALVINA	HUMAN SERVICES COORDINATOR II-PSY
RENDON, VANESSA	HUMAN SERVICES COORDINATOR II-PSY
RICE, JAMIE	HUMAN SERVICES COORDINATOR II-PSY
SMITH, BARBARA	HUMAN SERVICES COORDINATOR II-PSY
SPICER, JERODNEY	HUMAN SERVICES COORDINATOR II-PSY
STOCKSTILL, DENISE	HUMAN SERVICES COORDINATOR II-PSY
VOLZ, DAVID	HUMAN SERVICES COORDINATOR II-PSY
WILLIAMS, SHARREKA	HUMAN SERVICES COORDINATOR II-PSY
BARKER, MAXINE	PSYCHOLOGIST
D'ASCOLI, CAMILLE	PSYCHOLOGIST
JONES, GEORGE	PSYCHOLOGIST
TOUAM, ANAIS	PSYCHOLOGIST
CHRISTMAN, JENNIFER	PSYCHOLOGIST SUPV & ADMINSTRATOR
DUNN, CANDICE	PSYCHOLOGIST SUPV & ADMINSTRATOR
KLEINFELTER, KATHRYN	PSYCHOLOGIST SUPV & ADMINSTRATOR
ROUNDTREE, ANTHONY	PSYCHOLOGIST SUPV & ADMINSTRATOR
SMITH, LASHONDA	PSYCHOLOGIST SUPV & ADMINSTRATOR
WAGNER, KARI	PSYCHOLOGIST SUPV & ADMINSTRATOR
WILLIAMS, LISA	PSYCHOLOGIST SUPV & ADMINSTRATOR
ATKINSON, DANIELLE	PSYCHOLOGIST-LICENSED

HARRIS, JOSEPH	PSYCHOLOGIST-LICENSED
HOFFMEYER, SARAH	PSYCHOLOGIST-LICENSED
HORSLEY, SAMANTHA	PSYCHOLOGIST-LICENSED
JOHNSON, BENJAMIN	PSYCHOLOGIST-LICENSED
SHARMAN, JULIAN	PSYCHOLOGIST-LICENSED
VOGT, TIFFANY	SOCIAL WORKER IV
WOODS, BRITTANY	SOCIAL WORKER IV
MCGUIRE, SARAH	TEMP SOCIAL WORKER IV
BERNDT, DAVID	TEMPORARY PSYCHOLOGIST
CHISOLM, KAMARIA	TEMPORARY PSYCHOLOGIST
FOGLE, VERNELL	TEMPORARY PSYCHOLOGIST
HEFFLER, JOEL	TEMPORARY PSYCHOLOGIST
KARYDI, ALEXANDRA	TEMPORARY PSYCHOLOGIST
MORTON, TODD	TEMPORARY PSYCHOLOGIST
PUGH LILLY, AALECE	TEMPORARY PSYCHOLOGIST
WRIGHT, MONICA	TEMPORARY PSYCHOLOGIST
DIRECTOR OF SOCIAL WORK - JAN H. GIESEN	
CARPENTER, ALICIA	ADMINISTRATIVE ASSISTANT I
CATOE, STEPHANIE	HUMAN SERVICES COORDINATOR
COOPER, RANATA	HUMAN SERVICES COORDINATOR
DANIELS, TORI	HUMAN SERVICES COORDINATOR
NELSON, ANTHONY	HUMAN SERVICES COORDINATOR
OGLESBY, MARIAN	HUMAN SERVICES COORDINATOR
WILSON, CAREY	HUMAN SERVICES COORDINATOR
BLACK, CYNTHIA	LEAD CLINICIAN
HARDY, NICOLE	LEAD CLINICIAN
MCMILLAN, MARY	LEAD CLINICIAN
HINTON, MARQUITA	REINTERGRATION SPECIALIST
FENDER, TERRY	SOCIAL WORK MGR (R&E CENTER)
CREEL, CANDACE	SOCIAL WORKER DIRECTOR I
SAYLOR, MONA	SOCIAL WORKER DIRECTOR I
CHAPMAN, JOAN	SOCIAL WORKER III
SHELLENBERG, GAYLE	SOCIAL WORKER III
BROWN, ADRIEN	SOCIAL WORKER IV
BROWN, ROSEANNE	SOCIAL WORKER IV
CRIBB, SUMMER	SOCIAL WORKER IV
ELLIOTT, RONTRELLA	SOCIAL WORKER IV

EVANS, DEMORRIE	SOCIAL WORKER IV
FARRIER, HANNA	SOCIAL WORKER IV
GARLOCK, SARAH	SOCIAL WORKER IV
GOLDMAN, JANE	SOCIAL WORKER IV
GOURDOUROS, ELENI	SOCIAL WORKER IV
KARMAUS, NELE	SOCIAL WORKER IV
KNOX WHITNEY, KATHLEEN	SOCIAL WORKER IV
ODOM, YVETTE	SOCIAL WORKER IV
POACHES, SABRINA	SOCIAL WORKER IV
SHOWERS, CASSANDRA	SOCIAL WORKER IV
SHULL, MARY JO	SOCIAL WORKER IV
SIMMONS, DOLORES	SOCIAL WORKER IV
SIMS, SARAH	SOCIAL WORKER IV
SUBER, NATALIE	SOCIAL WORKER IV
BENNETT YORK, DEBORAH	SOCIAL WORKER V
COHEN, SHAWNTA	SOCIAL WORKER V
HIERS, VANESSA	SOCIAL WORKER V
LEMUS, DEBORAH	SOCIAL WORKER V
JONES, ADRIENNE	TEMPORARY SOCIAL WORKER IV
MINER, CAROLYN	TREATMENT DIR FOR SOCIAL WO
ACTIVITY THERAPY - JANE F. HELSIN	
HOOD, WILLIE	ACTIVITY THERAPIST I
MILLER, KRISTEN	ACTIVITY THERAPIST I
BELL, TYVARIS	ACTIVITY THERAPIST II
BRANDON, CHARLES	RECREATION COORDINATOR
COCKRUM, DVAR	RECREATION COORDINATOR
WHITTEN, JANICE	RECREATION COORDINATOR
BIRNIE, MATTHEW	TEMPORARY ACTIVITY THERAPIST
HARRISON, RAYMOND	TEMPORARY ACTIVITY THERAPIST
TUTEN, KARI	TEMPORARY ACTIVITY THERAPIST

# ATTACHMENT 2

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
<b>Function Job Title: Administrative or Word Processing Specialist</b>			
<b>Summarized Duties: Performs various routine administrative support and secretarial duties for assigned area(s).</b>			
	ALSTON, DENISE	AA50	ADMIN SPECIALIST C
	ARROYO, ZORAIDA	AA50	ADMIN SPECIALIST C
	BEATON, DETERA	AA50	ADMIN SPECIALIST C
	BISHOP, DEBRA	AA50	ADMIN SPECIALIST C
	BLACKWELL, AZALEE	AA50	ADMIN SPECIALIST C
	BROWN, MONISHA	AA50	ADMIN SPECIALIST C
	CATES, GARY	AA50	ADMIN SPECIALIST C
	COHEN, CHARLENE	AA50	ADMIN SPECIALIST C
	CROWLEY, CATHY	AA50	ADMIN SPECIALIST C
	DAVIS, MARVA	AA50	ADMIN SPECIALIST C
	DONALDSON, RANDIE	AA50	ADMIN SPECIALIST C
	EVANS, FRANKIE	AA50	ADMIN SPECIALIST C
	FELIX, VERNESSA	AA50	ADMIN SPECIALIST C
	GRACE, MARILYN	AA50	ADMIN SPECIALIST C
	GREEN, JOANN	AA50	ADMIN SPECIALIST C
	HARDEN, GWEN	AA50	ADMIN SPECIALIST C
	HOOPER, DONNA	AA50	ADMIN SPECIALIST C
	INGRAM, MARCELLA	AA50	ADMIN SPECIALIST C
	JOHNSON, DANA	AA50	ADMIN SPECIALIST C
	KAY, JESSICA	AA50	ADMIN SPECIALIST C
	LAGANIAK, JANET	AA50	ADMIN SPECIALIST C
	LYLES, MARION	AA50	ADMIN SPECIALIST C
	MACK, ANNETTE	AA50	ADMIN SPECIALIST C
	MACK, CYNTHIA	AA50	ADMIN SPECIALIST C
	MATTHEWS, SHERRI	AA50	ADMIN SPECIALIST C
	MCCLARY, LORNA	AA50	ADMIN SPECIALIST C
	MCFADDEN, DAVET	AA50	ADMIN SPECIALIST C
	MCHONEY, BARBARA	AA50	ADMIN SPECIALIST C
	MITCHELL, ANNIE	AA50	ADMIN SPECIALIST C
	MITCHELL, KIMBERLY	AA50	ADMIN SPECIALIST C

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
	NABB, PRANALI	AA50	ADMIN SPECIALIST C
	NEELY, BERTHA	AA50	ADMIN SPECIALIST C
	OWENS, AUBREY	AA50	ADMIN SPECIALIST C
	POWER, ANDREA	AA50	ADMIN SPECIALIST C
	PRESTON, FAYE	AA50	ADMIN SPECIALIST C
	PRIESTER, KIMBERLY	AA50	ADMIN SPECIALIST C
	RAMSEY, MELISSA	AA50	ADMIN SPECIALIST C
	REVIS, GINDY	AA50	ADMIN SPECIALIST C
	SAMPLE, EVE	AA50	ADMIN SPECIALIST C
	WEMES, SHIRLEY	AA50	ADMIN SPECIALIST C
	WILSON, ALTHEA	AA50	ADMIN SPECIALIST C
	WILSON, BIANCA	AA50	ADMIN SPECIALIST C
	YOUNGBLOOD, KATHY	AA50	ADMIN SPECIALIST C
	CALLAHAN, JACQUELINE	AA50	ADMINISTRATIVE SPECIALIST B
	HARRIS, LISA	AA50	ADMINISTRATIVE SPECIALIST B
	HARRISON, BOBBIE	AA50	ADMINISTRATIVE SPECIALIST B
	KING, ASHLEY	AA50	ADMINISTRATIVE SPECIALIST B
	KUHN, KAITLIN	AA50	ADMINISTRATIVE SPECIALIST B
	MEDA, CAROLYN	AA50	ADMINISTRATIVE SPECIALIST B
	NORMAN, JOHNNIE	AA50	ADMINISTRATIVE SPECIALIST B
	ROBINSON, CRYSTAL	AA50	ADMINISTRATIVE SPECIALIST B
	SPANN, KATREENA	AA50	ADMINISTRATIVE SPECIALIST B
	WASHINGTON, BERNICE	AA50	ADMINISTRATIVE SPECIALIST B
	DAVIS ULMER, ADRIAN	AA50	ADMINISTRATIVE SPECIALIST II
	DECESSARD, TAKISHA	AA50	ADMINISTRATIVE SPECIALIST II
	GREEN, KAREN	AA50	ADMINISTRATIVE SPECIALIST II
	HAMMONDS, ELANA	AA50	ADMINISTRATIVE SPECIALIST II
	KYZER, RHONDA	AA50	ADMINISTRATIVE SPECIALIST II
	MCNAIR, PAMELA	AA50	ADMINISTRATIVE SPECIALIST II
	MICKENS, PATRICIA	AA50	ADMINISTRATIVE SPECIALIST II
	VAUGHAN, ANGELA	AA50	ADMINISTRATIVE SPECIALIST II
	HEATHERLY, SUSAN	AA50	WORD PROCESSING SPECIALIST

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
<b>Function Job Title: Administrative Assistant I and Administrative Assistant II</b>			
<b>Summarized Duties: Performs various high level administrative related duties for assigned area(s).</b>			
	HAMMOND, MARY	AA75	ADMIN ASSIST II
	LEONARD, GAYE	AA75	ADMIN ASSIST II
	LINDSAY JONES, ALISA	AA75	ADMIN ASSIST II
	NATES, TAMATHA	AA75	ADMIN ASSIST II
	BARNES, SHIRVIENA	AA75	ADMINISTRATIVE ASSISTANT I
	BENNETT, AIREL	AA75	ADMINISTRATIVE ASSISTANT I
	BERRY, FELICIA	AA75	ADMINISTRATIVE ASSISTANT I
	BROWN, SHONDA	AA75	ADMINISTRATIVE ASSISTANT I
	BRYANT, STASIA	AA75	ADMINISTRATIVE ASSISTANT I
	CARPENTER, ALICIA	AA75	ADMINISTRATIVE ASSISTANT I
	CROTTIS, KATHERINE	AA75	ADMINISTRATIVE ASSISTANT I
	DAVIS, MARCIA	AA75	ADMINISTRATIVE ASSISTANT I
	ERVIN, JESSICA	AA75	ADMINISTRATIVE ASSISTANT I
	HOFF, ERLINDA	AA75	ADMINISTRATIVE ASSISTANT I
	MILLER, SHIRLEY	AA75	ADMINISTRATIVE ASSISTANT I
	PRIOLEAU, ANYA	AA75	ADMINISTRATIVE ASSISTANT I
	RHETT OUTEN, SARAH	AA75	ADMINISTRATIVE ASSISTANT I
	SUBER, RENEE'	AA75	ADMINISTRATIVE ASSISTANT I
	ALLEN GASKIN, RAE	AA75	ADMINISTRATIVE ASSISTANT II
	BENNETT, GLORIA	AA75	ADMINISTRATIVE ASSISTANT II
	FLAKE, ANGELA	AA75	ADMINISTRATIVE ASSISTANT II
<b>Function Job Title: Postal</b>			
<b>Summarized Duties: Collects, sorts, and delivers mail on a daily basis.</b>			
	BOWMAN, EDWARD	AB10	POSTAL CENTER SUPERVISOR
	WADE, JAMES	AB10	POSTAL CLERK
<b>Function Job Title: Supply Manager</b>			
<b>Summarized Duties: Responsible for inventory and supply management at assigned locations to include accounting for inventory, supply issuance, and completing appropriate paperwork and system updates.</b>			
	HUTTO, CHARLIE	AC07	SUPPLY MANAGER I

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
	PINCKNEY, ALEX	AC07	SUPPLY MANAGER I
	OWENS, JESSE	AC07	SUPPLY MANAGER I
	MEATHRELL, CHARLES	AC07	SUPPLY MANAGER I
	WILLIAMS, DAVID	AC07	SUPPLY MANAGER I
	BODRICK, GREGORY	AC07	SUPPLY MANAGER I
	CHAFFINS, SHELTON	AC07	SUPPLY MANAGER I
	FOSTER, DARREN	AC07	SUPPLY MANAGER I
Function Job Title: Supply Manager II			
Summarized Duties: Directs inventory and supply management at assigned locations to include accounting for inventory, supply issuance, and completing appropriate paperwork and system updates.			
	JACKSON, JAMES	AC09	SUPPLY MANAGER II
Function Job Title: Procurement Officer III			
Summarized Duties: Reviews and processes procurement requests to ensure compliance with state, agency or federal regulations.			
	LOOBY, DENNIS	AC20	PROCUREMENT OFFICER III
	WELLS, BARBARA	AC20	PROCUREMENT OFFICER III
	DELOACH JR, THOMAS	AC20	PROCUREMENT OFFICER III
Function Job Title: Procurement Manager			
Summarized Duties: Performs as the agency's Procurement Director to oversee and manage procurement operations and compliance for DJJ.			
	PULLIE, STEPHEN	AC40	PROCUREMENT MANAGER
Function Job Title: Accounting Technician			
Summarized Duties: Performs employee payroll administrative duties.			
	ROBERTSON, VIVIAN	AD03	ACCOUNTING TECHNICIAN III
Function Job Title: Audits Manager			
Summarized Duties: Performs auditing duties, primarily financial auditing or business processing activities.			
	MARTIN, BONNIE	AD15	AUDITS MANAGER I

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
<b>Function Job Title: Accountant</b>			
<b>Summarized Duties:</b> Performs various accounting activities to include either accounts receivable, accounts payable, travel, or other accounting functions.	TAYLOR, ANGELA	AD20	ACCOUNTANT
	FERRELL, SUSAN	AD20	ACCOUNTANT
	THOMAS, STEPHANIE	AD20	ACCOUNTANT
	SANCHEZ, LOIS	AD20	ACCOUNTANT
	YOUNG, SHIRLEY	AD20	ACCOUNTANT
	HOLLEY, ETHEL	AD20	ACCOUNTANT
<b>Function Job Title: Medicaid Accountant</b>			
<b>Summarized Duties:</b> Performs various accounting activities to include accounts receivable, posting revenue, and other accounting functions.	SMALLS, SHATARA	AD22	MEDICAID ACCOUNTANT
<b>Function Job Title: Accountant Supervisor/Other</b>			
<b>Summarized Duties:</b> Supervises and/or performs various accounting activities to include either budgeting, grant administrative processing and oversight, accounts receivable, accounts payable, or other accounting functions.	MCCURRY, LANA	AD25	ACCOUNTING SUPERVISOR
	CANNON, INGRID	AD25	ACCOUNTING SUPERVISOR
	MILLER, ANGELA	AD25	BUDGET ANALYST
	HOWARD, SHELBA	AD25	COLLECTIONS ACCOUNTANT
	CONE, JASON	AD25	GRANTS ACCOUNTANT
<b>Function Job Title: Accounting or Budget Manager</b>			
<b>Summarized Duties:</b> Manages various financial activities to include either budgeting, grant funding, accounts receivable, accounts payable, or other accounting functions.	GANTT, DIANA	AD28	ACCOUNTING MANAGER
	MUIR, ROGER	AD28	ACCOUNTING MANAGER
	LAMSON, JULIE	AD28	BUDGET MANAGER

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
<b>Function Job Title: Fiscal Affairs Director</b>			
<b>Summarized Duties: Directs the Office of Fiscal Affairs' financial activities to include budgeting, grant funding, procurement, travel processing, accounts receivable, accounts payable, providing financial information and data, and other accounting functions or</b>			
	CARPENTER, JONATHAN	AD30	FISCAL AFFAIRS DIRECTOR
<b>Function Job Title: Assistant Legal Counsel</b>			
<b>Summarized Duties: Performs legal services and provides professional advice to managers and Human Resources on legal and employee relations matters.</b>			
	SMITH, SARAH	AE30	ASSISTANT LEGAL COUNSEL
<b>Function Job Title: General Counsel</b>			
<b>Summarized Duties: Serve as the agency's General Counsel and performs legal services, represents the Agency as required or needed, and provides professional advice to the Agency Director and managers on legal matters. Manages the PbS and Release Authority programs for DJJ.</b>			
	HILL, ELIZABETH	AE40	GENERAL COUNSEL
<b>Function Job Title: Human Resources Specialist</b>			
<b>Summarized Duties: Directly performs various activities and processes documents related to either employment services, time management, recruiting, updating systems, filing, or other duties.</b>			
	JOHNSON, JUDITH	AG05	HUMAN RESOURCES SPECIALIST
	GAILLIARD, VINCENT	AG05	HUMAN RESOURCES SPECIALIST
	MORGAN, KELLY	AG05	HUMAN RESOURCES SPECIALIST
	COLEMAN, DOMINIKII	AG05	HUMAN RESOURCES SPECIALIST
	MCDANIEL, BRITTNEY	AG05	HUMAN RESOURCES SPECIALIST
	WELLS, JUSTIN	AG05	HUMAN RESOURCES SPECIALIST
<b>Function Job Title: Human Resource Coordinator</b>			
<b>Summarized Duties: Performs various human resources functions to include workers' compensation, classification and compensation, time management, employment services, employee relations and other associated HR duties as assigned to each position.</b>			
	RENTZ, CLARA	AG10	HUMAN RESOURCE COORDINATOR
	GRANT, MICHELLE	AG10	HUMAN RESOURCE COORDINATOR

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
	HARPER, JENNIFER	AG10	HUMAN RESOURCE COORDINATOR
<b>Function Job Title: Human Resources Manager II</b>			
Summarized Duties: Oversees and performs various human resources functions for administrative processing to include workers' compensation, benefit administration, classification and compensation, employment and recruiting, time management, payroll, employee relations and other associated HR duties as assigned to each position.			
	VIRATA, MYLENE	AG15	HUMAN RESOURCE MANAGER II
	WRIGHT, BRENDA	AG15	HUMAN RESOURCE MANAGER II
	MORTON, VALENCIA	AG15	HUMAN RESOURCE MANAGER II
	GETTYS, MICHELLE	AG15	HUMAN RESOURCE MANAGER II
<b>Function Job Title: Assistant Human Resources Director</b>			
Summarized Duties: Serves as the Assistant HR Director for DJJ and provide direction, oversees and performs various human resources functions or processing, accuracy, compliance with state, agency and federal regulations or polices to include workers' compensation, benefit administration, employment and recruiting, employee relations and other associated HR duties.			
	EMORY, KRISTA	AG20	ASSISTANT HUMAN RESOURCES DIRECTOR
<b>Function Job Title: Training Instructor or Coordinator</b>			
Summarized Duties: Serves as agency instructional trainers to employees to include implementing, conducting and coordinating training programs related to correctional Basic Officer training, Red Cross/First Aid, community services and other training as required.			
	COUNTS, ALPHONSO	AG35	TRAINING COORDINATOR
	ELLISON, ANITA	AG35	TRAINING COORDINATOR
	FORE, VANETT	AG35	TRAINING COORDINATOR
	McFARLAN, RENITA	AG35	TRAINING COORDINATOR
	COLLINS, KRISTIN	AG35	TRAINING INSTRUCTOR
	WHITTEN, DERICK	AG35	TRAINING INSTRUCTOR
	WOODS, RANDALL	AG35	TRAINING INSTRUCTOR
<b>Function Job Title: Training &amp; Quality Assurance Manager</b>			
Summarized Duties: Responsible for leadership development training, internal SD&T quality assurance manager, ensure minimum training standards are met and appropriate training evaluations are conducted and followed.			
	SCOVILLE, BRIGITTE	AG40	TRAINING & QUALITY ASSURANCE MANAGER

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
<b>Function Job Title: Training and Development Director II</b>			
<b>Summarized Duties:</b> Position serves as the Assistant SD&T Director to oversee the Community Services and Correctional Officer training programs in accordance to Criminal Justice Academy and agency standards and guidelines.			
	BARR, WANDA	AG45	TRAINING AND DEVELOPMENT DIRECTOR II
<b>Function Job Title: Benefits Coordinator</b>			
<b>Summarized Duties:</b> Provides assistance to employees regarding enrollment, processing, calculation and explanation of various insurance and retirement benefits.			
	JOSEPH, PHILIP	AG55	BENEFITS COORDINATOR
<b>Function Job Title: Administrative Assistant or Coordinator I</b>			
<b>Summarized Duties:</b> Performs either administrative, business management or support services activities - such as Store of Hope oversight, health records support, fleet management, dietary, or other duties as assigned to each position.			
	STEVENS, SHANNON	AH10	ADMINISTRATIVE SERVICES MG
	ODIORNE, SARAH JANE	AH10	ADMINISTRATIVE ASSISTANT III
	MYERS, ERICA	AH10	ADMINISTRATIVE COODINATOR I
	BROWN, SANDRA	AH10	ADMINISTRATIVE COORDINATOR I
	BURGESS, JOYCE	AH10	ADMINISTRATIVE COORDINATOR I
	DELAFIELD, MUSHHELL	AH10	ADMINISTRATIVE COORDINATOR I
	OLIVER, JERODE	AH10	BARJ INSIDERS COORDINATOR
	ANDERSON, ALOYSIUS	AH10	ENVIRONMENTAL CONTROL CONSULTANT
<b>Function Job Title: Administrative Coordinator II</b>			
<b>Summarized Duties:</b> Plans, coordinates and/or performs complex administrative or business management activities for Administrative Services to include overseeing inventory and supply management, fleet management, and financial administrative services.			
	EISON, TERRIKA	AH15	ADMINISTRATIVE COORDINATOR II
<b>Function Job Title: Management and Compliance Coordinator</b>			
<b>Summarized Duties:</b> Plans, coordinates and/or performs complex administrative or business management activities for Rehabilitative Services that may include serving as interim facility director as needed, performing QA functions in assigned facilities, assisting with security oversight as required.			

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
	COOPER, BITSEY	AH15	MANAGEMENT AND COMPLIANCE COORDINATOR
<b>Function Job Title: Program Assistant</b>			
<b>Summarized Duties: Performs a variety of administrative, various office management duties (ex: purchasing, receptionist, system updates) and other programmatic functions based on assigned location(s).</b>			
	COLLINS WILLIAMS, TISA	AH30	PROGRAM ASSISTANT
	JACKSON, BEVERLY	AH30	PROGRAM ASSISTANT
	GLEATON, VANESSA	AH30	PROGRAM ASSISTANT
	RAMSEY, GAYLE	AH30	PROGRAM ASSISTANT
	CHATMAN, MARTISHA	AH30	PROGRAM ASSISTANT
	HEDRICK, ELIZABETH	AH30	PROGRAM ASSISTANT
	JOSEPH, HAROLYN	AH30	PROGRAM ASSISTANT
	HOWELL, TABITHA	AH30	PROGRAM ASSISTANT
	COURTNEY, WANDA	AH30	PROGRAM ASSISTANT
	WESTON, PAULETTE	AH30	PROGRAM ASSISTANT
	SNIPES, ROBERT	AH30	PROGRAM ASSISTANT
	ASHCRAFT, CANDLYN	AH30	PROGRAM ASSISTANT
	CAMPBELL, TANISHA	AH30	PROGRAM ASSISTANT
	DAVIS SPRY, WHITNEE	AH30	PROGRAM ASSISTANT
	HARRIS, JASMINE	AH30	PROGRAM ASSISTANT
	WEBB, BRIDGET	AH30	PROGRAM ASSISTANT
	GROUNDS, JENNIFER	AH30	PROGRAM ASSISTANT
	CONEY, CLARISSA	AH30	PROGRAM ASSISTANT
	CHANDLER, CHARLES	AH30	PROGRAM ASSISTANT
	MACGARGLE, MALLORY	AH30	PROGRAM ASSISTANT
	PINCKNEY, ASHLEY	AH30	PROGRAM ASSISTANT
	MILLER, CONNIE	AH30	PROGRAM ASSISTANT
	ALBERT, TOMORRAY	AH30	PROGRAM ASSISTANT
	SCOTT, TINA	AH30	PROGRAM ASSISTANT
<b>Function Job Title: Records &amp; Receiving Officer</b>			
<b>Summarized Duties: Maintains juvenile records with proper detainment paperwork and updates records with relevant information related to the juvenile.</b>			

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
	OSBORNE, BONTE	AH30	RECORDS & RECEIVING OFFICER
<b>Function Job Title: Release Authority Program Assistant</b>			
Summarized Duties: Prepares information and presents information to Release Authority panel in order for the panel to determine when and what condition juveniles with indeterminate sentences for misdemeanor level, criminal or status offenses should be released from the Department.			
	BEST, DORETHA	AH30	RELEASE AUTHORITY PROGRAM ASSISTANT
<b>Function Job Title: Time Administrator</b>			
Summarized Duties: Performs time administration duties to ensure correctional staff are paid correctly - leave processing, troubleshooting time clock issues, reviewing time reports for accuracy, and other assigned duties.			
	PEARSON, AVERYLIN	AH30	TIME ADMINISTRATOR
	MONROE, ROSE	AH30	TIME ADMINISTRATOR
	BOWMAN WASHINGTON, JUANA	AH30	TIME ADMINISTRATOR
	COLLINS, REBECCA	AH30	TIME ADMINISTRATOR
<b>Function Job Title: BARJ Level System Coordinator</b>			
Summarized Duties: Coordinates the level system, ensures youth receive their incentives, remove incentives, convert data into appropriate behavioral level, develops new incentives and other related duties.			
	DUNNOM NIXON, KEISHA	AH35	BARJ LEVEL SYSTEM COORDINATOR
<b>Function Job Title: Community Programs Coordinator</b>			
Summarized Duties: Serves as alternative residential Placement Coordinators for our agency. They receive referrals from agency personnel for juveniles in need of placement and secure placement in an alternative program.			
	HOLLAND, DIERDRE	AH35	COMMUNITY PROGRAMS COORD
	ROSS, VIVIAN	AH35	COMMUNITY PROGRAMS COORD
	CHASE, BETHANY	AH35	COMMUNITY PROGRAMS COORD
	NELSON, SANDRA	AH35	COMMUNITY PROGRAMS COORD
	JOHNSON, KAREY	AH35	PROGRAM COORDINATOR

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
<b>Function Job Title: Correctional Class Caseworker III</b>			
<b>Summarized Duties:</b> Assesses juveniles for room assignments, coordinates and conducts staffings to determine adjustments to detention center.	LIGON, AMANDA	AH35	CORR CLASS CASEWORKER III
<b>Function Job Title: Juvenile &amp; Family Relations Coordinator</b>			
<b>Summarized Duties:</b> Provides services to juveniles and families who have concerns or complaints and investigates issues.	GRACEY, KAMI	AH35	JUVENILE & FAMILY REL'S COO
	GORDON, KIMBERLY	AH35	JUVENILE & FAMILY REL'S COO
<b>Function Job Title: Management Review Specialist</b>			
<b>Summarized Duties:</b> Conducts investigations or management reviews under the Office of Inspector General.	SUBER, TROY	AH35	MANAGEMENT REVIEW SPECIALIS
	WILLIAMS, DWIGHT	AH35	MANAGEMENT REVIEW SPECIALIS
<b>Function Job Title: Medicaid Program Coordinator</b>			
<b>Summarized Duties:</b> Administers the Medicaid program by processing required documents, providing advice to staff and providers, conducting reviews, and other duties.	WILLIAMS, JUSTIN	AH35	MEDICAID PROG COORDINATOR
	CLAYTON, JUNE	AH35	MEDICAID PROG COORDINATOR
	KRATZ, DOUGLAS	AH35	MEDICAID PROG COORDINATOR
	BROWN, CIERA	AH35	MEDICAID PROG COORDINATOR
	WADE, LISA	AH35	PROGRAM COORDINATOR
<b>Function Job Title: Program Coordinator I</b>			
<b>Summarized Duties:</b> Serves as the agency's "Fire Marshall" including state fire code compliance, performing workplace safety assessments, training staff, and other duties.	MULLIS, FREDERICK	AH35	PROGRAM COORDINATOR I
<b>Function Job Title: Program Coordinator I</b>			
<b>Summarized Duties:</b> Manages the "Store of Hope" by overseeing store products, managing staff, conducting accounting and other administrative duties.			

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
	POMPEY, MELANIE	AH35	PROGRAM COORDINATOR I
<b>Function Job Title: Program Coordinator I</b>			
<b>Summarized Duties:</b> Works in the agency's volunteer services area that includes coordinating volunteers and/or services with juveniles.			
	MORRISON, MATTHEW	AH35	PROGRAM COORDINATOR I
<b>Function Job Title: Quality Assurance Specialist</b>			
<b>Summarized Duties:</b> Provides assistance to the Quality Assurance Manager to ensure the agency is meeting certain standards and review accuracy of juvenile data system.			
	ODOM, TEKARA	AH35	QUALITY ASSURANCE SPECIALIST
<b>Function Job Title: Volunteer, Mentor and Intern Coordinator</b>			
<b>Summarized Duties:</b> Directs, plans, organizes, supervises and administers the agency's volunteer programs.			
	WALLACE, JENNIFER	AH40	VOL, MENTOR & INTERN COORDINATOR
<b>Function Job Title: BARJ Program Coordinator</b>			
<b>Summarized Duties:</b> Manages the staff and program requirements for the Balanced and Restorative Justice (BARJ) process.			
	BLANDING, TED	AH40	BARJ PROGRAM COORDINATOR
<b>Function Job Title: Chief Management Review Specialist</b>			
<b>Summarized Duties:</b> Currently serves as the interim director for the Midlands Evaluation Facility for the purpose of operating and managing a facility to maintain safety and security for the juveniles and staff.			
	PEE, PRISCILLA	AH40	CHIEF MGT REVIEW SPECIALIST
<b>Function Job Title: Classification Caseworker V</b>			
<b>Summarized:</b> Monitors court orders for compliance, juvenile movement, SCDC retention status, transport requests, residential programs and release to home, chairs the multi-disciplinary team meetings for assigned facilities.			
	CHILDS, GAYE	AH40	CLASSIFICATION CASEWORKER V
	ABNEY, WAYNE	AH40	CLASSIFICATION CASEWORKER V
	CHARLES, ROBIN	AH40	CLASSIFICATION CASEWORKER V
	WILSON, LALITA	AH40	CLASSIFICATION CASEWORKER V

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
	RAHYNES, TRACEY	AH40	CLASSIFICATION CASEWORKER V
<b>Function Job Title: Director of Community Development</b>			
Summarized Duties: Responsible for highlighting the successes of the agency, local staff and programs within the Community Services Division, as well as assisting with the development of community partnerships and resources to enhance the services to the children and families we serve daily.			
	SMITH, RICHARD	AH40	DIRECTOR OF COMMUNITY DEVELOPMENT
<b>Function Job Title: Interstate Compact Coordinator</b>			
Summarized Duties: Coordinates interstate juvenile movements between the State of South Carolina and other states.			
	PRESSLEY, MIA	AH40	INTERSTATE COMPACT COORDINATOR
<b>Function Job Title: Policy Coordinator</b>			
Summarized Duties: Oversees agency policies by coordinating with various departments to ensure updated polices are provided, edits content, and coordinates legal review.			
	YOUNG, JUTTA	AH40	POLICY COORDINATOR
<b>Function Job Title: Policy/Quality Assurance Manager</b>			
Summarized Duties: Manages policy development and update for the Rehabilitative Services Division and compares policies to practices for QA purposes.			
	HOLLIDAY, SHARELLE	AH40	POLICY/QUALITY ASSURANCE MANAGER
<b>Function Job Title: Prevention and Intervention Specialist</b>			
Summarized Duties: Interacts with community county offices to implement statewide community prevention and intervention plans to reduce the number of youth being entering DJJ's system.			
	WILLIAMS, ELAUNDA	AH40	PREVENTION AND INTERVENTION SPECIALIST
	ROBINSON, VALLORIE	AH40	PREVENTION AND INTERVENTION SPECIALIST
	WILSON, SEAN	AH40	PREVENTION AND INTERVENTION SPECIALIST
<b>Function Job Title: Program Coordinator II</b>			
Summarized Duties: Provides technical and professional services in the areas of training, quality assurance, job readiness, family relations, treatment and intervention as may be assigned to each position.			

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
	MINTZ, SARA	AH40	PROGRAM COORDINATOR II
	MAYES, HAROLD	AH40	PROGRAM COORDINATOR II
	LAWSON, MELODY	AH40	PROGRAM COORDINATOR II
	HUGIE, ANGELA	AH40	PROGRAM COORDINATOR II
	LAKIN, DEBORAH	AH40	PROGRAM COORDINATOR II
<b>Function Job Title: Program Monitor</b>			
<b>Summarized Duties:</b> Provides oversight for alternative program contracts. They conduct program reviews, receive and review reports, maintain administrative data, and communicate with providers on a daily basis. They serve as the primary agency contact to address issues identified by the agency or the provider.			
	SAMUEL, VONTRESA	AH40	PROGRAM MONITOR
	FOLEY, THOMAS	AH40	PROGRAM MONITOR
	CLARK, SHERMAN	AH40	PROGRAM MONITOR
	FRIERSON, YOULONDA	AH40	PROGRAM MONITOR
<b>Function Job Title: Project Administrator</b>			
<b>Summarized Duties:</b> Provides oversight and professional services in the areas of Medicaid administration, volunteer services, and business services as may be assigned to each position.			
	MARTIN, TRESA	AH40	PROJECT ADMINISTRATOR
	HARRISON, MICHAEL	AH40	PROJECT ADMINISTRATOR
	BRUNSON, SHARON	AH40	PROJECT ADMINISTRATOR
<b>Function Job Title: Quality Assurance Manager</b>			
<b>Summarized Duties:</b> Manages policy development and updates for assigned area(s) and compares policies to practices for safety purposes.			
	CRIDER, ASHLEY	AH40	QUALITY ASSURANCE MANAGER
	WILLIAMS, TOMIKO	AH40	QUALITY ASSURANCE MANAGER
<b>Function Job Title: Regional Classification Coordination Supervisor</b>			
<b>Summarized Duties:</b> Supervises classification coordinators at the three evaluation centers and the case manager at the detention center and performs quality review of BRRC and alternative placements, and maintains data base.			
	CHEEK, CARLITA	AH40	REGIONAL CLASSIF COORD SUPV

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
<b>Release Authority Manager</b>			
<b>Summarized Duties:</b> Oversees and directs information provided to the Release Authority panel in order for the panel to determine when and what condition juveniles who have indeterminate sentences for misdemeanor level, criminal or status offenses should be released from the Department.	ELMORE, KESHIA	AH40	RELEASE AUTHORITY MANAGER
<b>Function Job Title: Security Compliance Coordinator</b>			
<b>Summarized Duties:</b> Assigned to the Broad River Road Campus to perform quality assurance assessments, work with Facility Director to ensure security compliance.	JAMES, KENNETH	AH40	SECURITY COMPLIANCE COORDINATOR
<b>Function Job Title: Victim Services Manager</b>			
<b>Summarized Duties:</b> Provides direct victim services with notifications to victims of juvenile crime and conducts agency wide training.	DAUWAY, FELICIA	AH40	VICTIM SERVICES MANAGER
<b>Function Job Title: Classification Manager</b>			
<b>Summarized Duties:</b> Responsible for ensuring the proper security classification for juveniles, documenting juvenile movement and managing the classification program and staff along with other related duties.	WASHINGTON, TRACY	AH45	CLASSIFICATION MANAGER
<b>Function Job Title: Community Alternatives Coordinator</b>			
<b>Summarized Duties:</b> Manages the community alternatives programs such as camps, group homes and other juvenile placements, along with supervising assigned staff and performing other related duties.	KUHL, NANCY	AH45	COMMUNITY ALTERNATIVES COOR
<b>Function Job Title: Detention Center Administrator</b>			
<b>Summarized Duties:</b> Currently serves as the director for the Detention Center Facility for the purpose of operating and managing a facility to maintain safety and security for the juveniles and staff.	HARVEY, GRAYMAN	AH45	DETENTION CENTER ADMINISTRATOR

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
<p>Function Job Title: Director of Community Justice</p> <p>Summarized Duties: Responsible for the administration of statewide prevention, intervention and other restorative justice initiatives / programs throughout the Community Services Division. These initiatives / programs include, but are not limited to Arbitration, Teen After School Centers (TASC), Job Readiness Training, Anti-bullying and Gang education (GREAT). Oversees the Interstate Compact</p>	MACKINEM, MARGARET	AH45	DIR OF COMMUNITY JUSTICE
<p>Function Job Title: Director of Planning and Evaluation</p> <p>Summarized Duties: Directs the agency's planning and evaluation programs to include reviewing and evaluating programs, collecting information to provide responses - such as the Accountability Report.</p>	FLOWERS, ANGELA	AH45	DIR OF PLANNING & EVALUATIO
<p>Function Job Title: Facility Project Manager</p> <p>Summarized Duties: Works with the Physical Plant Director to oversee facility projects or other large scale maintenance efforts, along</p>	KENNEDY, DAVID	AH45	FACILITY PROJECT MANAGER
<p>Function Job Title: Institutional Administrator (Regional Evaluation Center)</p> <p>Summarized Duties: Currently serves as the directors for the CEC and UEC Evaluation Centers for the purpose of operating and managing a facility to maintain safety and security for the juveniles and staff.</p>	CARTER, BEVERLY	AH45	INST ADMSTR (REG EVAL CTR)-CEC
	HOGAN, MICHAEL	AH45	INST ADMSTR (REG EVAL CTR)-UEC
<p>Function Job Title: Interim Director of Institutional Support</p> <p>Summarized Duties: Currently serves as the director for the Broad River Road Campus (BRRC) for the purpose of operating and managing a facility to maintain safety and security for the juveniles and staff.</p>	SUTTON, SHARONDA	AH45	INTERIM DIR OF INST SUPPORT
<p>Function Job Title: Director of Constituent Services</p> <p>Summarized Duties: Directs that provides services to juveniles and families who have concerns or complaints and investigates issues, serves as legislative liaison for DJJ, and manages public affairs.</p>	PIERSON, KATHERINE	AH45	DIRECTOR OF CONSTITUENT SERVICES

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
<b>Function Job Title: Medicaid Administrator</b>			
<b>Summarized Duties:</b> Directs the Medicaid program and staff to include policy development, training, audits, program evaluation; acts as liaison with DHHS.	LOSCHIAVO, JENNIFER	AH45	MEDICAID ADMINISTRATOR
<b>Function Job Title: Program Manager I</b>			
<b>Directs specific programs as assigned to specific positions to include planning and evaluation, investigations, treatment and intervention, support services, business services and other functions.</b>	JOHNSON, DECECO	AH45	PROGRAM MANAGER I
	LATTA, WILLIAM	AH45	PROGRAM MANAGER I
	POWERS, MICHAEL	AH45	PROGRAM MANAGER I
	DORSEY, DONALD	AH45	PROGRAM MANAGER I
	GENTNER, FREDERICK	AH45	PROGRAM MANAGER I
<b>Function Job Title: Residential Facility Manager</b>			
<b>Summarized Duties:</b> Currently serves as the security director for the Broad River Road Campus (BRRRC) for the purpose of managing a facility to maintain safety and security for the juveniles and staff.	SESSIONS, ELWOOD	AH45	RESIDENTIAL FACILITY MANAGER
<b>Function Job Title: Social Worker Manager</b>			
<b>Summarized Duties:</b> Supervises social work function of the "secure evaluation" process and provides direct services for the evaluations when needed.	FENDER, TERRY	AH45	SOCIAL WORK MGR (R&E CENTER)
<b>Function Job Title: State PBS Director</b>			
<b>Summarized Duties:</b> Directs the quality assurance program to gather data, report data twice a year on objectives and outcome measures to make continuous improvements.	MCGOWAN, VELVET	AH45	STATE PBS DIRECTOR

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
<b>Function Job Title: Inspector General</b>			
<b>Summarized Duties:</b> Serves as Inspector General which includes oversight of dispatch, BRRC front gate security, public safety, agency investigations, primary contact for Protection and Advocacy, auditing, certain transportation duties and other assigned responsibilities.	CAVANAGH, RAYMOND	AH50	INSPECTOR GENERAL
<b>Function Job Title: Associate Deputy for Legal and Policy Coordination</b>			
<b>Summarized Duties:</b> Serves as the Associate Deputy which includes oversight of legal staff, performs legal services, represents the Agency as required or needed, provides professional advice to the Agency Director and managers on legal matters, agency policy management, PbS, release authority, and other assigned duties.	VANDERBILT, LARRY	AH50	ASSOCIATE DEPUTY DIRECTOR FOR LEGAL, POL
<b>Function Job Title: Director of Institutional Management</b>			
<b>Summarized Duties:</b> Directs and manages assigned programs involving juveniles to include juvenile discipline policy, Balanced and Restorative Justice, special projects and other duties.	BROUGHTON, ANDY	AH50	DIRECTOR OF INSTITUTIONAL MANAGEMENT
<b>Function Job Title: Associate Deputy for Treatment and Intervention</b>			
<b>Summarized Duties:</b> Directs and manages assigned programs involving juveniles to include treatment and intervention, juvenile security classification, activity therapy, and psychological services.	SPEED, KATHERINE	AH50	ASSOC DEPUTY DIR TREATMENT & INTEVENTION
<b>Function Job Title: Director of Health Services</b>			
<b>Summarized Duties:</b> Directs the medical health services for juveniles in DJJ's care to include dental services, medical, first aid as needed, mild illnesses, injuries, emergency services, medical health records and other duties as needed.	TAVELLA, PATRICK	AH50	DIRECTOR OF HEALTH SERVICES
<b>Function Job Title: Program Manager II</b>			
<b>Summarized Duties:</b> Serves as the Staff Development and Training Director for DJJ to plan, administer and formulate policy for the training function for the agency.	WALLACE, CHRISTINE	AH50	PROGRAM MANAGER II

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
Function Job Title: Information Systems/Business Analyst I Summarized Duties: Performs dot.net software application developer and provides application development and support.	BURGGRAF, MICHAEL	AM01	INFORMATION SYSTEMS/BUSINESS ANALYST I
Function Job Title: Information Systems/Business Analyst II Summarized Duties: Provides dot.net software application developer with varying levels of expertise along with application	KHANDKAR, RUBINA	AM03	INFORMATION SYSTEMS/BUSINESS ANALYST II
	ROMANO, KEVIN	AM03	INFORMATION SYSTEMS/BUSINESS ANALYST II
Function Job Title: Computer Systems Analyst Summarized Duties: Provides application development and support related to research and statistical programs or other related software the agency may use for this purpose.	CAMPBELL, ERROL	AM03	COMPUTER SYSTEMS ANALYST
Function Job Title: Information Systems/Business Analyst III legacy system - JJMS, along with other software applications either developed or supported by DJJ IT staff as may be assigned to each position.	HANKS, WENDY	AM05	INFORMATION SYSTEMS/BUSINESS ANALYST III
	STOGNER SR, TIMOTHY	AM05	INFORMATION SYSTEMS/BUSINESS ANALYST III
	ROBINSON, STEPHEN	AM05	INFORMATION SYSTEMS/BUSINESS ANALYST III
Function Job Title: IT Manager I Summarized Duties: Manages the IT applications programs and staff which includes an agency legacy system - JJMS, along with other software applications either developed or supported by DJJ IT staff.	CROSBY, JO	AM55	IT MANAGER I
Function Job Title: Information Services Specialist III or Information Resource Consultant I Summarized Duties: Provide IT support to agency users to include telephone services, help desk, hardware and/or software to troubleshoot user issues or concerns as assigned to each position.	GUIDOTTI, MICHAEL	AM62	INFORMATION SERVICES SPECIALIST III
	BROOKS, BRYAN	AM62	INFORMATION SERVICES SPECIALIST III

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
	DOCTOR, DENNIS	AM62	INFORMATION SERVICES SPECIALIST III
	CRIM, ROBERT	AM62	INFORMATION SERVICES SPECIALIST III
	DAVIS, DERRICK	AM62	INFORMATION SERVICES SPECIALIST III
	GOODWIN, GARRETT	AM62	INFORMATION SERVICES SPECIALIST III
	LIPSEY, CANDICE	AM62	INFO RES CONSULTANT I
<b>Function Job Title: Information Resource or IT Consultant II</b>			
<b>Summarized Duties: May manage staff, along with providing IT support to agency users to include telephone services, help desk, hardware and/or software to troubleshoot user issues or concerns as assigned to each position.</b>			
	ZWEIMILLER, ADAM	AM66	INFO RES CONSULTANT II
	SPRINGS, BEVERLY	AM66	IT CONSULTANT II
	HARRIS, RUSSELL	AM66	IT CONSULTANT II
	SEASE, PEGGY	AM66	IT CONSULTANT II
<b>Function Job Title: IT Tech III</b>			
<b>Summarized Duties: Serves as a network services technician to provide support and maintenance of the network systems.</b>			
	MARSHALL, DAVID	AM72	IT TECH III
<b>Function Job Title: Network &amp; Systems Administrator I</b>			
<b>Summarized: Responsible for agency network and systems operations, security, maintenance, hardware and associated software</b>			
	TOWNSEND, DWAYNE	AM75	NETWORK & SYSTEMS ADMINISTRATOR I
<b>Function Job Title: Telecommunications Operator and Supervisor</b>			
<b>Summarized Duties: Performs job duties associated with the communications control center to include radio dispatch.</b>			
	BOLTON, BRITTANY	BA30	TELECOMMUNICATIONS OPERATOR
	GORDON, JEREMIE	BA30	TELECOMMUNICATIONS OPERATOR
	DAVIS, GENEVA	BA30	TELECOMMUNICATIONS OPERATOR
	WILLIAMS, SHERI	BA30	TELECOMMUNICATIONS OPERATOR
	JOHNSON, JASMINE	BA30	TELECOMMUNICATIONS OPERATOR
<b>Function Job Title: Telecommunications Operator and Supervisor</b>			
<b>Summarized Duties: Supervises the communications control center to include radio dispatch.</b>			
	ELLIS, JAMES	BA30	TELECOMMUNICATIONS SUPERVISOR

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
Function Job Title: Director of Research and Statistics			
Summarized Duties: Manages and directs certain planning, research and statistical activities for DJJ.	WHEATLEY, CRAIG	BB50	DIRECTOR OF RESEARCH AND STATISTICS
Function Job Title: Communications Coordinator			
Summarized Duties: Coordinates and disseminates informational or education material, maintain website; writes and/or edits material; serves as photographer for events along with other duties.	ROUSEY, ERIC	BC30	COMMUNICATIONS COORDINATOR
Function Job Title: Records Analyst I			
Summarized Duties: Responsible for administrative archival duties related to records storage, filing and retrieval.	WILLIAMS, CHAPPELLE	BH10	RECORDS ANALYST I
Function Job Title: Records Manager			
Summarized Duties: Manages the Records and Retention function for DJJ in accordance to state archiving standards or other required	FRIEDEL, JOHN	BH40	RECORDS MANAGER
Function Job Title: Associate Teacher			
Summarized Duties: Provides educational services to DJJ youth and assists certified teachers.	COLLIER, JANNIE	CB35	ASSOCIATE TEACHER
	CORBITT, GLORIA	CB35	ASSOCIATE TEACHER
	ELMORE JONES, BEATRICE	CB35	ASSOCIATE TEACHER
	JONES, ALICIA	CB35	ASSOCIATE TEACHER
	LEY, JOYCE	CB35	ASSOCIATE TEACHER
	PAIGE, KIM	CB35	ASSOCIATE TEACHER
	SQUIRE, JOAN	CB35	ASSOCIATE TEACHER
Function Job Title: Licensed Practical Nurse II			
Summarized Duties: Provides paraprofessional nursing tasks such as taking juveniles' temperatures, basic first aid, etc.	HOLMES, SHATORIA	EA15	LICENSED PRACTICAL NURSE II

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
<b>Function Job Title: Registered Nurse II</b>			
<b>Summarized Duties: Provides direct nursing care services to juveniles and staff (as may be needed) and performs administrative functions associated with nursing service delivery.</b>			
	BOWEN, MEGAN	EA30	REGISTERED NURSE II
	BROWN, MARCHELLE	EA30	REGISTERED NURSE II
	EURE, ROBIN	EA30	REGISTERED NURSE II
	GASTON, CHRISTINE	EA30	REGISTERED NURSE II
	HOLMES, PATRICIA	EA30	REGISTERED NURSE II
	MARTIN, CAROLYN	EA30	REGISTERED NURSE II
	PITTMAN, GWENDOLYN	EA30	REGISTERED NURSE II
	PORRAS, YOLANDA	EA30	REGISTERED NURSE II
	REARDON, KIMBERLY	EA30	REGISTERED NURSE II
	RIDDLE, ELSIE	EA30	REGISTERED NURSE II
	ROBINSON, JANESHIA	EA30	REGISTERED NURSE II
	WERTS, CARLOTTA	EA30	REGISTERED NURSE II
	WHATLEY, VALERIE	EA30	REGISTERED NURSE II
<b>Function Job Title: Nurse Practitioner I</b>			
<b>Summarized Duties: Provides advanced nursing care to DJJ juveniles.</b>			
	WATSON, DEITRA	EA60	NURSE PRACTITIONER I
<b>Function Job Title: Nurse Administrator/Manager I or Nurse Manager I</b>			
<b>Summarized Duties: Provides supervision to nursing staff to include directing, planning, inspecting and delegating nursing care in assigned facility or designated area, along with performing nursing related duties.</b>			
	ALLEN, TENIA	EA70	NURSE ADMINISTRATOR/MANAGER I
	BARNETT, MELANIE	EA70	NURSE ADMINISTRATOR/MANAGER I
	JONES, APRIL	EA70	NURSE ADMINISTRATOR/MANAGER I
	ONLEY, DAVIDA	EA70	NURSE ADMINISTRATOR/MANAGER I
	HARVEY, ROCHELLE	EA70	NURSE MANAGER I

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
Function Job Title: Director of Nursing Summarized Duties: Serves as the Director of Nursing to plan, administer and formulate medical or policies for the nursing program for the agency.	WRECSICS, JANINE	EA80	DIRECTOR OF NURSING I
Function Job Title: Dental Assistant II Summarized Duties: Serves as the dental assistant to provide dental care to juveniles.	WALLACE, BETH	EC15	DENTAL ASSISTANT II
Function Job Title: Recreation Coordinator Summarized Duties: Works with juveniles to deliver various indoor and outdoor recreational activities such as - sports and games.	WHITTEN, JANICE	EC45	RECREATION COORDINATOR
	COCKRUM, DVAR	EC45	RECREATION COORDINATOR
	BRANDON, CHARLES	EC45	RECREATION COORDINATOR
Function Job Title: Wellness Center Assistant Summarized Duties: Manages the gym operations for an assigned site.	CHILDRESS, TORLANDO	EC45	WELLNESS CENTER ASSISTANT
Function Job Title: Wellness Coordinator Summarized Duties: Oversees employee Wellness Programs to include promoting employee health, providing lunch time wellness events, exercise classes.	SLATER, FAITH	EC50	WELLNESS COORDINATOR
Function Job Title: DJJ Community Specialist I Summarized Duties: Entry level position that provides probation and intake services to youth and their families in the assigned county offices.	BARR, RAHEIM	GA40	DJJ COMM SPECIALIST I
	BELL, LA'QUISHA	GA40	DJJ COMM SPECIALIST I
	BLACK, BOBBY	GA40	DJJ COMM SPECIALIST I
	BOOKER, ALEXIS	GA40	DJJ COMM SPECIALIST I
	BOOKER, TASHIMA	GA40	DJJ COMM SPECIALIST I

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
	BROWN, BRITNEY	GA40	DJJ COMM SPECIALIST I
	BROWN, QUIOTIS	GA40	DJJ COMM SPECIALIST I
	BRYANT, RODERICK	GA40	DJJ COMM SPECIALIST I
	BYNUM, GERALD	GA40	DJJ COMM SPECIALIST I
	CAMPOS, ASHLEY	GA40	DJJ COMM SPECIALIST I
	CHASTAIN, MACKENZIE	GA40	DJJ COMM SPECIALIST I
	CLARK, SPENCER	GA40	DJJ COMM SPECIALIST I
	COOK, SCOTT	GA40	DJJ COMM SPECIALIST I
	DESANCTIS, SAMANTHA	GA40	DJJ COMM SPECIALIST I
	EMORY, WHITNEY	GA40	DJJ COMM SPECIALIST I
	FERGUSON, SHAQUANNA	GA40	DJJ COMM SPECIALIST I
	FLEMING, AVERY	GA40	DJJ COMM SPECIALIST I
	FYALL DAWSON, GERMAINE	GA40	DJJ COMM SPECIALIST I
	GARDNER, CAROLINE	GA40	DJJ COMM SPECIALIST I
	GASKINS, JENNIFER	GA40	DJJ COMM SPECIALIST I
	GILLIARD, TYNEISHA	GA40	DJJ COMM SPECIALIST I
	HENDERSON, KIARA	GA40	DJJ COMM SPECIALIST I
	HILL, EMILY	GA40	DJJ COMM SPECIALIST I
	JINKS, JAY	GA40	DJJ COMM SPECIALIST I
	JOHNSON, TOI	GA40	DJJ COMM SPECIALIST I
	JOSEPH, NICOLE	GA40	DJJ COMM SPECIALIST I
	KENDRICK, MARIAN	GA40	DJJ COMM SPECIALIST I
	LAKE, CONSTANCE	GA40	DJJ COMM SPECIALIST I
	LIDE, BRADLEY	GA40	DJJ COMM SPECIALIST I
	MARTIN, KRYSTAL	GA40	DJJ COMM SPECIALIST I
	MCCOMBS, CANDACE	GA40	DJJ COMM SPECIALIST I
	ORRELL, WESLEY	GA40	DJJ COMM SPECIALIST I
	PAIGE, SHARON	GA40	DJJ COMM SPECIALIST I
	PENDER, REAGAN	GA40	DJJ COMM SPECIALIST I
	PORTERFIELD, GILLIAN	GA40	DJJ COMM SPECIALIST I
	REED, PORSHA	GA40	DJJ COMM SPECIALIST I
	ROBERTS, CRYSTAL	GA40	DJJ COMM SPECIALIST I
	ROSS, DESARAY	GA40	DJJ COMM SPECIALIST I

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
	SCOTT, JAMES	GA40	DJJ COMM SPECIALIST I
	SMITH, ANTQUAN	GA40	DJJ COMM SPECIALIST I
	SPEARS, CARIN	GA40	DJJ COMM SPECIALIST I
	WILLIAMS, MARCUS	GA40	DJJ COMM SPECIALIST I
<b>Function Job Title: DJJ Community Specialist II</b>			
<b>Summarized Duties: More experienced level position that provides probation and intake services to youth and their families in the assigned county offices.</b>			
	BAGWELL, APRIL	GA40	DJJ COMM SPECIALIST II
	BAKER, DENISE	GA40	DJJ COMM SPECIALIST II
	BEATTIE, ANGELA	GA40	DJJ COMM SPECIALIST II
	BROWN, ANNA	GA40	DJJ COMM SPECIALIST II
	CARTER, JACQUE	GA40	DJJ COMM SPECIALIST II
	CHISOLM, BRITNEY	GA40	DJJ COMM SPECIALIST II
	CLARK, EARL	GA40	DJJ COMM SPECIALIST II
	COPELAND, PATRICK	GA40	DJJ COMM SPECIALIST II
	CRAWFORD, HERBERT	GA40	DJJ COMM SPECIALIST II
	DAVIS, INDIA	GA40	DJJ COMM SPECIALIST II
	DAVIS, KRYSTAL	GA40	DJJ COMM SPECIALIST II
	DAVIS, LAURA	GA40	DJJ COMM SPECIALIST II
	DORSEY, VANESSA	GA40	DJJ COMM SPECIALIST II
	DOTSON, DIONNE	GA40	DJJ COMM SPECIALIST II
	FITCH, VALERIE	GA40	DJJ COMM SPECIALIST II
	GANTT, DAULTON	GA40	DJJ COMM SPECIALIST II
	GEISSLER, DANIEL	GA40	DJJ COMM SPECIALIST II
	GIBSON, BRITTANY	GA40	DJJ COMM SPECIALIST II
	GRANCHELLI, NANCY	GA40	DJJ COMM SPECIALIST II
	GREEN, ANTIONETTE	GA40	DJJ COMM SPECIALIST II
	GREEN, COURTNEY	GA40	DJJ COMM SPECIALIST II
	GREEN, FRANKLIN	GA40	DJJ COMM SPECIALIST II
	GREENE, KENNETH	GA40	DJJ COMM SPECIALIST II
	GULLICK JR, ROY	GA40	DJJ COMM SPECIALIST II
	HAMPTON, STEVEN	GA40	DJJ COMM SPECIALIST II

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
	HERBERT, JOHNNIE	GA40	DJJ COMM SPECIALIST II
	JACKSON, ERICA	GA40	DJJ COMM SPECIALIST II
	JACKSON, GAVIN	GA40	DJJ COMM SPECIALIST II
	JAMES, SHINEAD	GA40	DJJ COMM SPECIALIST II
	JENKINS, DARIN	GA40	DJJ COMM SPECIALIST II
	JONES, CHACITIE	GA40	DJJ COMM SPECIALIST II
	JOYNER, ASHLEY	GA40	DJJ COMM SPECIALIST II
	KIDDER, JOHN	GA40	DJJ COMM SPECIALIST II
	KNOX, ANTOINE	GA40	DJJ COMM SPECIALIST II
	LAURINO, DANIEL	GA40	DJJ COMM SPECIALIST II
	MARLIN, SABRINA	GA40	DJJ COMM SPECIALIST II
	MATTISON, JACINDA	GA40	DJJ COMM SPECIALIST II
	MCBRIDE, ELON	GA40	DJJ COMM SPECIALIST II
	MCCRAY, CRYSTAL	GA40	DJJ COMM SPECIALIST II
	MCKINNEY, JAMES	GA40	DJJ COMM SPECIALIST II
	MCNEILL, BEULAH	GA40	DJJ COMM SPECIALIST II
	MOORE, RASHAAD	GA40	DJJ COMM SPECIALIST II
	MOORE, TAYLER	GA40	DJJ COMM SPECIALIST II
	MORRIS, LOIS	GA40	DJJ COMM SPECIALIST II
	MOUTRAY, ASHLEY	GA40	DJJ COMM SPECIALIST II
	OFFENBACKER, SARAH	GA40	DJJ COMM SPECIALIST II
	PENDER, TINISHA	GA40	DJJ COMM SPECIALIST II
	PHILLIPS, COURTNEY	GA40	DJJ COMM SPECIALIST II
	PITTS, STEPHANIE	GA40	DJJ COMM SPECIALIST II
	RAIFORD, MICHAEL	GA40	DJJ COMM SPECIALIST II
	RANDOLPH, QUANSHAE	GA40	DJJ COMM SPECIALIST II
	REED, ANGEL	GA40	DJJ COMM SPECIALIST II
	ROBINSON, MIRIAM	GA40	DJJ COMM SPECIALIST II
	SAWYER, ASHLEY	GA40	DJJ COMM SPECIALIST II
	SHARKEY, RENE	GA40	DJJ COMM SPECIALIST II
	SIDERS, APRIL	GA40	DJJ COMM SPECIALIST II
	SIMPSON, JUSTIN	GA40	DJJ COMM SPECIALIST II
	SOLOMON, GENESE	GA40	DJJ COMM SPECIALIST II

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
	SWINTON, RONALD	GA40	DJJ COMM SPECIALIST II
	TROFICANTO, DAVID	GA40	DJJ COMM SPECIALIST II
	VAUGHN, LAKESHIA	GA40	DJJ COMM SPECIALIST II
	WAGNER, SCOTT	GA40	DJJ COMM SPECIALIST II
	WALCOTT, RUSSELL	GA40	DJJ COMM SPECIALIST II
	WATSON, TRAVIS	GA40	DJJ COMM SPECIALIST II
	WILLIAMS, LA'TASHA	GA40	DJJ COMM SPECIALIST II
	WILLIAMS, STEPHANIE	GA40	DJJ COMM SPECIALIST II
	WILLIAMSON, SHERRY	GA40	DJJ COMM SPECIALIST II
	WILSON FARRAND, KRISTINA	GA40	DJJ COMM SPECIALIST II
<b>Function Job Title: DJJ Community Specialist III</b>			
<b>Summarized Duties: Higher skilled and more experienced level position that provides probation and intake services to youth and their families in the assigned county offices.</b>			
	COLLINS IVEY, STACY	GA40	DJJ COMM SPECIALIST III
	DEAN, JORDAN	GA40	DJJ COMM SPECIALIST III
	DUNCAN, JENNIFER	GA40	DJJ COMM SPECIALIST III
	FRIERSON, KELVIN	GA40	DJJ COMM SPECIALIST III
	GREEN, APRIL	GA40	DJJ COMM SPECIALIST III
	HOLMES, CRYSTAL	GA40	DJJ COMM SPECIALIST III
	MOORE, BONNIE	GA40	DJJ COMM SPECIALIST III
	NELSON, LARRY	GA40	DJJ COMM SPECIALIST III
	SHANNON, JENNIFER	GA40	DJJ COMM SPECIALIST III
	SMALLS, ZELPHINE	GA40	DJJ COMM SPECIALIST III
	WALKER, CHERRY	GA40	DJJ COMM SPECIALIST III
<b>Function Job Title: PBS Site Coordinator</b>			
<b>Summarized Duties: Assigned to various facilities to serve as PbS chairs, oversee PbS practices, collect accurate data, work with and train staff for PbS administration and reporting.</b>			
	GROOMS, SHAQUAN	GA40	PBS SITE CORRINATOR
	HUTTO JR, DAVID	GA40	PBS SITE COORDINATOR
	JONES, SYLVIA	GA40	PBS SITE COORDINATOR

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
	KENNEDY, NIAJA	GA40	PBS SITE COORDINATOR
	RYANS, TRACY	GA40	PBS SITE COORDINATOR
Function Job Title: Job Developer			
Summarized Duties: Works with youth to develop appropriate skills for employment, seeks "intern" placements and job opportunities with employers.			
	SOWELL, SHONDELL	GA40	JOB DEVELOPER
Function Job Title: Activity Therapist			
Summarized Duties: Works with juveniles to deliver various indoor and outdoor recreational activities such as - sports and games.			
	MILLER, KRISTEN	GA40	ACTIVITY THERAPIST I
	HOOD, WILLIE	GA40	ACTIVITY THERAPIST I
	BELL, TYVARIS	GA40	ACTIVITY THERAPIST II
Function Job Title: Behavioral Management Specialist			
Summarized Duties: Responsible for applying Balanced and Restorative Justice (BARJ) principles related to behavioral changes to reduce conflict involving juveniles and others.			
	JENKINS MERRITT, CRYSTAL	GA40	BEHAVIORAL MANAGEMENT SPECIALIST
	LATTA, ANGELA	GA40	BEHAVIORAL MANAGEMENT SPECIALIST
Function Job Title: BARJ Facilitator			
Summarized Duties: Responsible for applying Balanced and Restorative Justice (BARJ) principles related to mediation to resolve conflict and provide resolution to victims impacted by juveniles' behavior or actions.			
	FRANKLIN, JEREMY	GA50	BARJ FACILITATOR
	HEMINGWAY, ALICIA	GA50	BARJ FACILITATOR
	LAWAL AGORO, MONSURAT	GA50	BARJ FACILITATOR
Function Job Title: Behavioral Management Specialist			
Summarized Duties: Responsible for applying Balanced and Restorative Justice (BARJ) principles related to behavioral changes to reduce conflict involving juveniles and others, perhaps at a higher skilled level.			
	SIMPSON, MALCOLM	GA50	BEHAVIOR MANAGEMENT SPECIALIST

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
Function Job Title: Communications Specialist IV	ARFLIN, CASEY	GA50	COMM SPECIALIST IV
Summarized Duties: Directs supervision of community specialists (CS) and / or Intensive Supervision Officers (ISO) in larger county offices. This supervisor oversees the daily duties performed by the CS and /or ISO's by ensuring the youth under DJJ's supervision are appropriately monitored in the least restrictive environment while limiting the risk to the community, enhancing community safety and providing the tools to create positive change in these youth.	BALL, ZOULIEKA	GA50	COMM SPECIALIST IV
	BAYNARD, GENOLA	GA50	COMM SPECIALIST IV
	BELLAMY, WILBUR	GA50	COMM SPECIALIST IV
	CHAPLIN, NATHAN	GA50	COMM SPECIALIST IV
	CRAWFORD, TAYLOR	GA50	COMM SPECIALIST IV
	DAVIS, KATASHA	GA50	COMM SPECIALIST IV
	ELKINS, GAIL	GA50	COMM SPECIALIST IV
	GRANT, LEWIS	GA50	COMM SPECIALIST IV
	GREEN, LACHARDA	GA50	COMM SPECIALIST IV
	HALUPA, TERENCE	GA50	COMM SPECIALIST IV
	HARRIS, TYRESE	GA50	COMM SPECIALIST IV
	HERNANDEZ, LORI	GA50	COMM SPECIALIST IV
	HICKS, NASASKYIA	GA50	COMM SPECIALIST IV
	HOLMAN, RHONDA	GA50	COMM SPECIALIST IV
	JOHNSON, BRIAN	GA50	COMM SPECIALIST IV
	JOHNSON, CARMELIA	GA50	COMM SPECIALIST IV
	MCCLAIN, ANTHONY	GA50	COMM SPECIALIST IV
	NETTLES, COLEA	GA50	COMM SPECIALIST IV
	PUGH, WILLIAM	GA50	COMM SPECIALIST IV
	RICHARDS, SUSAN	GA50	COMM SPECIALIST IV
SABB SMITH, VERNESSA	GA50	COMM SPECIALIST IV	
VOGT, TIVONA	GA50	COMM SPECIALIST IV	
WILCOX, AMY	GA50	COMM SPECIALIST IV	
WILLIAMS, VANESSA	GA50	COMM SPECIALIST IV	
WILLIAMS, VEKIZA	GA50	COMM SPECIALIST IV	
ZIMMERMAN, BRIDGETTE	GA50	COMM SPECIALIST IV	

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
<b>Function Job Title: DJJ County Director I</b>			
<b>Summarized Duties: Manages county offices in Community Services that provide intensive supervision, probation, intake and other services to communities, youth and families.</b>			
	ABDERHALDEN, KIRSTEN	GA50	DJJ COUNTY DIRECTOR I
	BAILEY, LISA	GA50	DJJ COUNTY DIRECTOR I
	BELL GUNN, MELISSA	GA50	DJJ COUNTY DIRECTOR I
	BENDER, HOLLY	GA50	DJJ COUNTY DIRECTOR I
	BENNETT, WAYNE	GA50	DJJ COUNTY DIRECTOR I
	BONAPARTE, JOSEPH	GA50	DJJ COUNTY DIRECTOR I
	BRIGHT, BRANDI	GA50	DJJ COUNTY DIRECTOR I
	CAMPBELL, ASHLEY	GA50	DJJ COUNTY DIRECTOR I
	COLLIER, SANDRA	GA50	DJJ COUNTY DIRECTOR I
	DEVANE, MELISSA	GA50	DJJ COUNTY DIRECTOR I
	FORD, CYNTHIA	GA50	DJJ COUNTY DIRECTOR I
	FULMER, MARTHA	GA50	DJJ COUNTY DIRECTOR I
	GOLDEN, EDWARD	GA50	DJJ COUNTY DIRECTOR I
	MCFADDEN, APRIL	GA50	DJJ COUNTY DIRECTOR I
	MCLEOD, TRACEY	GA50	DJJ COUNTY DIRECTOR I
	MCWHORTER, BRENT	GA50	DJJ COUNTY DIRECTOR I
	SANSBURY, OLIN	GA50	DJJ COUNTY DIRECTOR I
	WATKINS, CARRICE	GA50	DJJ COUNTY DIRECTOR I
	WESSINGER, RICHARD	GA50	DJJ COUNTY DIRECTOR I
	WHITE JR, JAMES	GA50	DJJ COUNTY DIRECTOR I
<b>Function Job Title: DJJ County Director II</b>			
<b>Summarized Duties: Manages primarily mid-size county offices in Community Services that provide intensive supervision, probation, intake and other services to communities, youth and families.</b>			
	BEATTIE, ROBERT	GA50	DJJ COUNTY DIRECTOR II
	BRADSHAW, AMY	GA50	DJJ COUNTY DIRECTOR II
	COX, MARK	GA50	DJJ COUNTY DIRECTOR II
	GARVIN, ANDRE	GA50	DJJ COUNTY DIRECTOR II
	GEHRKE, BERTHA	GA50	DJJ COUNTY DIRECTOR II
	HARRISON, JIM	GA50	DJJ COUNTY DIRECTOR II

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
	HENZLER, PETER	GA50	DJJ COUNTY DIRECTOR II
	LOFTUS, AMY	GA50	DJJ COUNTY DIRECTOR II
	MELVIN, ANNA	GA50	DJJ COUNTY DIRECTOR II
	MONTGOMERY, IRONA	GA50	DJJ COUNTY DIRECTOR II
	ZEIGLER, DOLLY	GA50	DJJ COUNTY DIRECTOR II
<b>Function Job Title: Human Services Coordinator</b>			
<b>Summarized Duties: Performs various duties that may be assigned such as, job training, venture scouts, and other youth activity programs.</b>			
	FELLOWS, DAVID	GA50	HUMAN SERVICES COORDINATOR
<b>Function Job Title: Human Services Coordinator</b>			
<b>Summarized Duties: Performs various duties that may be assigned to each position such as, social work and treatment, job training, and clinical related duties.</b>			
	CATOE, STEPHANIE	GA50	HUMAN SERVICES COORDINATOR
	COOPER, RANATA	GA50	HUMAN SERVICES COORDINATOR
	DANIELS, TORI	GA50	HUMAN SERVICES COORDINATOR
	NELSON, ANTHONY	GA50	HUMAN SERVICES COORDINATOR
	OGLESBY, MARIAN	GA50	HUMAN SERVICES COORDINATOR
	WILSON, CAREY	GA50	HUMAN SERVICES COORDINATOR
<b>Function Job Title: Intensive Intake Provider or Supervision Officer</b>			
<b>Summarized Duties: Works in county offices to provides intensive supervision and support to juveniles and families.</b>			
	BLACK, MARKELL	GA50	INTENSIVE INTAKE SERVICE PROVIDER
	CLAROS, TRINITY	GA50	INTENSIVE INTAKE SERVICE PROVIDER
	GOLDEN, NICOLE	GA50	INTENSIVE INTAKE SERVICE PROVIDER
	TAYLOR, HENRY	GA50	INTENSIVE INTAKE SERVICE PROVIDER
	BELIN, IVAN	GA50	INTENSIVE SUPERVISION OFFICER
	BELL, TANYA	GA50	INTENSIVE SUPERVISION OFFICER
	BENNETT, NEKIA	GA50	INTENSIVE SUPERVISION OFFICER
	BETHEA, CIDADA	GA50	INTENSIVE SUPERVISION OFFICER
	BOLDING, CASEY	GA50	INTENSIVE SUPERVISION OFFICER
	BRYAN, LAKISHA	GA50	INTENSIVE SUPERVISION OFFICER

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
	BYRD, CATHY	GA50	INTENSIVE SUPERVISION OFFICER
	CANCASSI, MICHAEL	GA50	INTENSIVE SUPERVISION OFFICER
	CARTER, LARAINIA	GA50	INTENSIVE SUPERVISION OFFICER
	CHEATHAM, CRYSTAL	GA50	INTENSIVE SUPERVISION OFFICER
	CLABORNE, EMILY	GA50	INTENSIVE SUPERVISION OFFICER
	CLIFTON, CHARISSMA	GA50	INTENSIVE SUPERVISION OFFICER
	CLYBURN, YOLANDA	GA50	INTENSIVE SUPERVISION OFFICER
	CORBETT, TAMIER	GA50	INTENSIVE SUPERVISION OFFICER
	CROSBY, SAMUEL	GA50	INTENSIVE SUPERVISION OFFICER
	CULBREATH, SHIRA	GA50	INTENSIVE SUPERVISION OFFICER
	FLETCHER, MICHELLE	GA50	INTENSIVE SUPERVISION OFFICER
	GADSON III, JOHN	GA50	INTENSIVE SUPERVISION OFFICER
	GAULT, STEVEN	GA50	INTENSIVE SUPERVISION OFFICER
	GAVIN, ADAM	GA50	INTENSIVE SUPERVISION OFFICER
	GERMAN, REGGIE	GA50	INTENSIVE SUPERVISION OFFICER
	GOFF, PATRICIA	GA50	INTENSIVE SUPERVISION OFFICER
	GREENE, RANDALL	GA50	INTENSIVE SUPERVISION OFFICER
	HARRIS, FELICIA	GA50	INTENSIVE SUPERVISION OFFICER
	HENDERSON, DEDRICK	GA50	INTENSIVE SUPERVISION OFFICER
	HIERS, JESSIE	GA50	INTENSIVE SUPERVISION OFFICER
	HIRST, LAUREN	GA50	INTENSIVE SUPERVISION OFFICER
	HODGE, LATASHA	GA50	INTENSIVE SUPERVISION OFFICER
	JEFFERSON, CLIFTON	GA50	INTENSIVE SUPERVISION OFFICER
	KANE, SEAN	GA50	INTENSIVE SUPERVISION OFFICER
	LITTLE, DAVID	GA50	INTENSIVE SUPERVISION OFFICER
	MCCRAY, NIYA	GA50	INTENSIVE SUPERVISION OFFICER
	MITCHELL, GREGORY	GA50	INTENSIVE SUPERVISION OFFICER
	MOORE, AMBER	GA50	INTENSIVE SUPERVISION OFFICER
	OATES, AUSTIN	GA50	INTENSIVE SUPERVISION OFFICER
	O'CONNOR, CLAUDE	GA50	INTENSIVE SUPERVISION OFFICER
	PAM, RODERICK	GA50	INTENSIVE SUPERVISION OFFICER
	PEARSON, DERRICK	GA50	INTENSIVE SUPERVISION OFFICER
	PETERSON, AVERIE	GA50	INTENSIVE SUPERVISION OFFICER

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
	PONCE, HEATHER	GA50	INTENSIVE SUPERVISION OFFICER
	PRINE, KAREN	GA50	INTENSIVE SUPERVISION OFFICER
	REYNOLDS, BENJAMIN	GA50	INTENSIVE SUPERVISION OFFICER
	RICHBOW, SHARON	GA50	INTENSIVE SUPERVISION OFFICER
	ROBERTS, ROBERT	GA50	INTENSIVE SUPERVISION OFFICER
	ROTON, GENA	GA50	INTENSIVE SUPERVISION OFFICER
	ROUSE, DEMETRIUS	GA50	INTENSIVE SUPERVISION OFFICER
	SCHMITT, ROBERT	GA50	INTENSIVE SUPERVISION OFFICER
	SCOTT, CHRISTOPHER	GA50	INTENSIVE SUPERVISION OFFICER
	SIMMONS, KENYONIA	GA50	INTENSIVE SUPERVISION OFFICER
	SMALLS, BENJAMIN	GA50	INTENSIVE SUPERVISION OFFICER
	SMALLS, OCTAMIECE	GA50	INTENSIVE SUPERVISION OFFICER
	SMITH, EARVIN	GA50	INTENSIVE SUPERVISION OFFICER
	SMITH, JOHNAVAN	GA50	INTENSIVE SUPERVISION OFFICER
	SNIPES, APRIL	GA50	INTENSIVE SUPERVISION OFFICER
	SOUNG, LENG	GA50	INTENSIVE SUPERVISION OFFICER
	STEVENS, ELIZABETH	GA50	INTENSIVE SUPERVISION OFFICER
	STONE, HEATHER	GA50	INTENSIVE SUPERVISION OFFICER
	SYKES, KAREN	GA50	INTENSIVE SUPERVISION OFFICER
	THOMAS, EBONY	GA50	INTENSIVE SUPERVISION OFFICER
	THOMPSON, DANAHZIO	GA50	INTENSIVE SUPERVISION OFFICER
	TOLBERT, BRANDIE	GA50	INTENSIVE SUPERVISION OFFICER
	VANVALKENBURG, PAUL	GA50	INTENSIVE SUPERVISION OFFICER
	WASHINGTON, COURTNEY	GA50	INTENSIVE SUPERVISION OFFICER
	WILLIAMS, LAQUANTE	GA50	INTENSIVE SUPERVISION OFFICER
	WILLIAMS, SHERWOOD	GA50	INTENSIVE SUPERVISION OFFICER
	WILSON, GERALD	GA50	INTENSIVE SUPERVISION OFFICER
	WINGFIELD, REGINALD	GA50	INTENSIVE SUPERVISION OFFICER
	WRIGHT, SHANNON	GA50	INTENSIVE SUPERVISION OFFICER
	YOUNG, LYDIA	GA50	INTENSIVE SUPERVISION OFFICER
Function Job Title: PBS Site Coordinator			

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
Summarized Duties: Assigned to a facility to serve as PbS chairs, oversee PbS practices, collect accurate data, work with and train staff for PbS administration and reporting.	WALKER, PRINCESS	GA50	PBS SITE COORDINATOR
Function Job Title: Reintegration Specialist			
Summarized Duties: Responsible for teaching girls life, communication, and job skills to be better prepared when released.	HINTON, MARQUITA	GA50	REINTEGRATION SPECIALIST
Function Job Title: Activity Therapist Manager			
Summarized Duties: Manages the activities and recreational programs and staff for juveniles.	HELISING, JANE	GA60	ACTIVITY THERAPIST MANAGER
Function Job Title: DJJ County Director III			
Summarized Duties: Manages primarily larger county offices in Community Services that provide intensive supervision, probation, intake and other services to communities, youth and families.	COOPER, REGINALD	GA60	DJJ COUNTY DIRECTOR III
	GREEN, TASHIA	GA60	DJJ COUNTY DIRECTOR III
	GRIFFITH, MIRACLE	GA60	DJJ COUNTY DIRECTOR III
	HALL, TERRY	GA60	DJJ COUNTY DIRECTOR III
	NOBLE, CRYSTAL	GA60	DJJ COUNTY DIRECTOR III
	WASHINGTON, ALLEXAN	GA60	DJJ COUNTY DIRECTOR III
Function Job Title: Human Services Coordinator II			
Summarized Duties: Performs various duties that may be assigned to each position such as, psychological assessments, trauma training, post-trauma services, and other duties.	DUMOND, REBECCA	GA60	HUMAN SERVICES COORDINATOR II
	KING, SHARON	GA60	HUMAN SERVICES COORDINATOR II
	SCURRY, KELLI	GA60	HUMAN SERVICES COORDINATOR II
Function Job Title: Lead Clinician			
Summarized Duties: Oversees the social work programs for the specific units they are assigned, such as sex offenders unit, and coordinates services, along with other related duties.			

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
	BLACK, CYNTHIA	GA60	LEAD CLINICIAN
	HARDY, NICOLE	GA60	LEAD CLINICIAN
	MCMILLAN, MARY	GA60	LEAD CLINICIAN
<b>Function Job Title: Psychologist III</b>			
<b>Summarized Duties: Performs various duties associated with providing psychological services within certain parameters.</b>			
	BENNETT, TARA	GA60	HUMAN SERVICES COORDINATOR II-PSY
	BRISBANE, CHERYL	GA60	HUMAN SERVICES COORDINATOR II-PSY
	CATO, MEREDITH	GA60	HUMAN SERVICES COORDINATOR II-PSY
	CONYERS RUSH, CASSANDRA	GA60	HUMAN SERVICES COORDINATOR II-PSY
	FULLER, SARAH	GA60	HUMAN SERVICES COORDINATOR II-PSY
	GASKIN, MELANIE	GA60	HUMAN SERVICES COORDINATOR II-PSY
	GREEN, JENNIFER	GA60	HUMAN SERVICES COORDINATOR II-PSY
	HANSEN, AMY	GA60	HUMAN SERVICES COORDINATOR II-PSY
	HAVANKI, DANIELLE	GA60	HUMAN SERVICES COORDINATOR II-PSY
	HRECHKO, LEE	GA60	HUMAN SERVICES COORDINATOR II-PSY
	HUDSON, VALERIE	GA60	HUMAN SERVICES COORDINATOR II-PSY
	HUNNICUTT, LARRY	GA60	HUMAN SERVICES COORDINATOR II-PSY
	JONES, DENISE	GA60	HUMAN SERVICES COORDINATOR II-PSY
	KEADLE JR, OLIVER	GA60	HUMAN SERVICES COORDINATOR II-PSY
	LINARES, CATHERINE	GA60	HUMAN SERVICES COORDINATOR II-PSY
	MACINTOSH, WAYNE	GA60	HUMAN SERVICES COORDINATOR II-PSY
	MCMICHAEL, KATRINA	GA60	HUMAN SERVICES COORDINATOR II-PSY
	MITCHELL, ASHLI	GA60	HUMAN SERVICES COORDINATOR II-PSY
	NOLAN, MICHAEL	GA60	HUMAN SERVICES COORDINATOR II-PSY
	NORRIS, REBEKAH	GA60	HUMAN SERVICES COORDINATOR II-PSY
	OMBU, OBATALA	GA60	HUMAN SERVICES COORDINATOR II-PSY
	PHILLIPS, DALVINA	GA60	HUMAN SERVICES COORDINATOR II-PSY
	RENDON, VANESSA	GA60	HUMAN SERVICES COORDINATOR II-PSY
	RICE, JAMIE	GA60	HUMAN SERVICES COORDINATOR II-PSY
	SMITH, BARBARA	GA60	HUMAN SERVICES COORDINATOR II-PSY
	SPICER, JERODNEY	GA60	HUMAN SERVICES COORDINATOR II-PSY
	STOCKSTILL, DENISE	GA60	HUMAN SERVICES COORDINATOR II-PSY

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
	VOLZ, DAVID	GA60	HUMAN SERVICES COORDINATOR II-PSY
	WILLIAMS, SHARREKA	GA60	HUMAN SERVICES COORDINATOR II-PSY
<b>Function Job Title: Regional Special Needs Coordinator</b>			
<b>Summarized Duties:</b> Responds to requests from staff with questions or concerns about special needs youth, provides consultation, scheduling and directing staffings, acts as liaison with other child serving agencies an identifies system issues that impact appropriate continuity of care for special needs youth in the community to make recommendations.			
	CLARKE, ALLISON	GA60	REGIONAL SPECIAL NEEDS COORDINATOR
	CROFT, ROBERT	GA60	REGIONAL SPECIAL NEEDS COORDINATOR
	MORRIS, REBECCA	GA60	REGIONAL SPECIAL NEEDS COORDINATOR
	SMALLS, JAMILLAH	GA60	REGIONAL SPECIAL NEEDS COORDINATOR
<b>Function Job Title: Director of Social Work</b>			
<b>Summarized Duties:</b> Serves as the Director of all social work programs and staff agency wide to plan, administer and formulate policy for the social work services provided to youth, in addition to other related duties.			
	GIESEN, JAN	GA70	DIRECTOR OF SOCIAL WORK
<b>Function Job Title: Director of Social Work</b>			
<b>Summarized Duties:</b> Supervises community social workers located in several counties.			
	MINER, CAROLYN	GA70	TREATMENT DIR FOR SOCIAL WO
<b>Function Job Title: Psychologist Supervisor &amp; Administrator</b>			
<b>Summarized Duties:</b> Supervises staff and specific psychological programs including the administration, assessment, evaluations, counseling, treatment, and other related duties.			
	CHRISTMAN, JENNIFER	GA80	PSYCHOLOGIST SUPV & ADMINSTRATOR
	DUNN, CANDICE	GA80	PSYCHOLOGIST SUPV & ADMINSTRATOR
	KLEINFELTER, KATHRYN	GA80	PSYCHOLOGIST SUPV & ADMINSTRATOR
	ROUNDTREE, ANTHONY	GA80	PSYCHOLOGIST SUPV & ADMINSTRATOR
	SMITH, LASHONDA	GA80	PSYCHOLOGIST SUPV & ADMINSTRATOR
	WAGNER, KARI	GA80	PSYCHOLOGIST SUPV & ADMINSTRATOR
	WILLIAMS, LISA	GA80	PSYCHOLOGIST SUPV & ADMINSTRATOR

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
<b>Function Job Title: Psychologist-Licensed</b>			
<b>Summarized Duties: Serves as a licensed psychologist in specialized area(s) authorized to conduct assessment, evaluations,</b>			
	ATKINSON, DANIELLE	GA80	PSYCHOLOGIST-LICENSED
	HARRIS, JOSEPH	GA80	PSYCHOLOGIST-LICENSED
	HOFFMEYER, SARAH	GA80	PSYCHOLOGIST-LICENSED
	HORSLEY, SAMANTHA	GA80	PSYCHOLOGIST-LICENSED
	JOHNSON, BENJAMIN	GA80	PSYCHOLOGIST-LICENSED
	SHARMAN, JULIAN	GA80	PSYCHOLOGIST-LICENSED
<b>Function Job Title: Psychologist</b>			
<b>Summarized Duties: Serves as a psychologist authorized to conduct assessment, evaluations, counseling, treatment, and other related duties.</b>			
	BARKER, MAXINE	GA80	PSYCHOLOGIST
	D'ASCOLI, CAMILLE	GA80	PSYCHOLOGIST
	JONES, GEORGE	GA80	PSYCHOLOGIST
	TOUAM, ANAIS	GA80	PSYCHOLOGIST
<b>Function Job Title: Director of Psychology</b>			
<b>Summarized Duties: Oversees the agency wide psychology program for DJJ to plan, administer and formulate policy for the psychological services provided to youth, in addition to conducting assessments, evaluations, and other related duties.</b>			
	MILLER GREEN, JENNIFER	GA90	DIRECTOR OF PSYCHOLOGY
<b>Function Job Title: Social Worker III</b>			
<b>Summarized Duties: Provides social work services to juveniles and possibly families for the purpose of formulating treatment plans or proving other support needed by the youth in DJJ care.</b>			
	CHAPMAN, JOAN	GB65	SOCIAL WORKER III
	SHELLENBERG, GAYLE	GB65	SOCIAL WORKER III
<b>Function Job Title: Social Worker IV</b>			
<b>Summarized Duties: More experienced level position that provides social work services to juveniles and possibly families for the purpose of formulating treatment plans or proving other support needed by the youth in DJJ care.</b>			
	BROWN, ADRIEN	GB65	SOCIAL WORKER IV

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
	BROWN, ROSEANNE	GB65	SOCIAL WORKER IV
	CRIBB, SUMMER	GB65	SOCIAL WORKER IV
	ELLIOTT, RONTRELLA	GB65	SOCIAL WORKER IV
	EVANS, DEMORRIE	GB65	SOCIAL WORKER IV
	FARRIER, HANNA	GB65	SOCIAL WORKER IV
	GARLOCK, SARAH	GB65	SOCIAL WORKER IV
	GOLDMAN, JANE	GB65	SOCIAL WORKER IV
	GOURDOUROS, ELENI	GB65	SOCIAL WORKER IV
	KARMAUS, NELE	GB65	SOCIAL WORKER IV
	KNOX WHITNEY, KATHLEEN	GB65	SOCIAL WORKER IV
	ODOM, YVETTE	GB65	SOCIAL WORKER IV
	POACHES, SABRINA	GB65	SOCIAL WORKER IV
	SHOWERS, CASSANDRA	GB65	SOCIAL WORKER IV
	SHULL, MARY JO	GB65	SOCIAL WORKER IV
	SIMMONS, DOLORES	GB65	SOCIAL WORKER IV
	SIMS, SARAH	GB65	SOCIAL WORKER IV
	SUBER, NATALIE	GB65	SOCIAL WORKER IV
	VOGT, TIFFANY	GB65	SOCIAL WORKER IV
	WOODS, BRITTANY	GB65	SOCIAL WORKER IV
<b>Function Job Title: Social Worker V</b>			
<b>Summarized Duties: Higher skilled and experienced level position that provides social work services to juveniles and possibly families for the purpose of formulating treatment plans or proving other support needed by the youth in DJJ care.</b>			
	BENNETT YORK, DEBORAH	GB65	SOCIAL WORKER V
	COHEN, SHAWNITA	GB65	SOCIAL WORKER V
	HIERS, VANESSA	GB65	SOCIAL WORKER V
	LEMUS, DEBORAH	GB65	SOCIAL WORKER V
<b>Function Job Title: Social Worker Director I</b>			
<b>Summarized Duties: Position is located in a facility to provide social work services to juveniles and manage the social work function at the assigned facility.</b>			
	CREEL, CANDACE	GB70	SOCIAL WORKER DIRECTOR I
	SAYLOR, MONA	GB70	SOCIAL WORKER DIRECTOR I

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
<b>Function Job Title: Chaplain II</b>			
<b>Summarized Duties: Provides clinical pastoral care to the youth.</b>			
	HIGHBAUGH, SHERRY	GC20	CLINICAL CHAPLAIN II
	MIKELL, PANDORA	GC20	CLINICAL CHAPLAIN II
	SINGLETON, STEPHEN	GC20	CLINICAL CHAPLAIN II
	STOKES, JAMES	GC20	CLINICAL CHAPLAIN II
<b>Function Job Title: Clinical Chaplaincy Director</b>			
<b>Summarized Duties: Manages the Chaplaincy program and staff to ensure appropriate clinical pastoral care is provided to DJJ youth.</b>			
	POITIER, LOVELY	GC30	CLINICAL CHAPLAINCY DIRECTOR
<b>Function Job Title: Investigator</b>			
<b>Summarized Duties: Responsible for conducting agency criminal and administrative investigation involving juveniles and staff.</b>			
	CRUMPTON, KEVIN	JA15	INVESTIGATOR
	REID, YOLANDA	JA15	INVESTIGATOR
	WARREN, BILLY	JA15	INVESTIGATOR
	WILLIAMS, JASON	JA15	INVESTIGATOR
<b>Function Job Title: Compliance and Inspection Investigator</b>			
<b>Summarized Duties: Responsible for conducting building security assessments on buildings in the communities or those that do not house juveniles, conducts HR investigations, and performs other related duties.</b>			
	JOHNSON, DANIEL	JA20	COMPLIANCE AND INSPECTION INVESTIGATOR
<b>Function Job Title: Police Sergeant</b>			
<b>Summarized Duties: Supervises staff and performs patrol office duties on assigned campus(es) to enforce traffic, and/or criminal laws.</b>			
	JAMES, SHIRRON	JC10	POLICE SERGEANT
	SCOTT, MAURISHA	JC10	POLICE SERGEANT
<b>Function Job Title: Police Corporal</b>			
<b>Summarized Duties: Supervises staff on a shift or as needed and performs patrol office duties on assigned campus(es) to enforce traffic, and/or criminal laws.</b>			

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
	KEISLER, RICHARD	JC10	POLICE CORPORAL
	RHINEHART, SHIFFON	JC10	POLICE CORPORAL
Function Job Title: Police Officer			
Summarized Duties: Performs patrol office duties on assigned campus(es) to enforce traffic, and/or criminal laws.			
	GIBSON, DOROTHY	JC10	POLICE OFFICER
	JEFFCOAT, CLARENCE	JC10	POLICE OFFICER
	JORDAN, ESSENCE	JC10	POLICE OFFICER
	LALLY, BRANDON	JC10	POLICE OFFICER
	LIVINGSTON, MARCUS	JC10	POLICE OFFICER
	PUGH, JEROME	JC10	POLICE OFFICER
	SCOTT, DANA	JC10	POLICE OFFICER
	SMITH, CHRISTY	JC10	POLICE OFFICER
	SMITH, JAMES	JC10	POLICE OFFICER
	TYLER, DARREN	JC10	POLICE OFFICER
	WASHINGTON, O'BRELL	JC10	POLICE OFFICER
Function Job Title: Regional Administrator			
Summarized Duties: Each position oversees a "region" with assigned community services county offices and the program delivery, staff management and operations of these county offices.			
	ASHE, NICOL	JC36	REGIONAL ADMINISTRATOR
	BENNETT, AMAHL	JC36	REGIONAL ADMINISTRATOR
	CLARKE, JENNIFER	JC36	REGIONAL ADMINISTRATOR
	GREENE, RHONDA	JC36	REGIONAL ADMINISTRATOR
Function Job Title: Juvenile Correctional Officer I			
Summarized Duties: Entry level position assigned to various evaluation center facilities to maintain safety and security among the juveniles.			
	ADDERSON, WESLYNN	JD30	JUV CORR OFF I
	ARMSTRONG, TIERRA	JD30	JUV CORR OFF I
	BATES JR, ALBERT	JD30	JUV CORR OFF I
	BATES JR, WILSON	JD30	JUV CORR OFF I

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
	BLOOME JR, GREGORY	JD30	JUV CORR OFF I
	BUTLER, CHELSEA	JD30	JUV CORR OFF I
	CHARLES, TIFFANY	JD30	JUV CORR OFF I
	COBBS, ASHLEY	JD30	JUV CORR OFF I
	CONYERS, DANNY	JD30	JUV CORR OFF I
	COOK II, LARRY	JD30	JUV CORR OFF I
	EUBANKS, CHEMETRIS	JD30	JUV CORR OFF I
	GANTT, SEABRUN	JD30	JUV CORR OFF I
	GOODWIN, BRANDON	JD30	JUV CORR OFF I
	HEAPE, RODNEY	JD30	JUV CORR OFF I
	HEATH, JUSTIN	JD30	JUV CORR OFF I
	HILL, SHANIKIA	JD30	JUV CORR OFF I
	HOLMES, MICHELLE	JD30	JUV CORR OFF I
	ISAAC, JEREMY	JD30	JUV CORR OFF I
	JACKSON, KENYATTA	JD30	JUV CORR OFF I
	JOHNSON, ALEXIS	JD30	JUV CORR OFF I
	JONES, CALANDRA	JD30	JUV CORR OFF I
	KELLY, GARY	JD30	JUV CORR OFF I
	LOVE, ASIA	JD30	JUV CORR OFF I
	MACK, JAMETTA	JD30	JUV CORR OFF I
	MCKELVEY, KIMBERLY	JD30	JUV CORR OFF I
	MOBLEY, NICOLE	JD30	JUV CORR OFF I
	MURPHY, CHANTA	JD30	JUV CORR OFF I
	PATTERSON, AKAI	JD30	JUV CORR OFF I
	PATTERSON, LARRY	JD30	JUV CORR OFF I
	PENN, JAMES	JD30	JUV CORR OFF I
	POLITE, TAKEISHA	JD30	JUV CORR OFF I
	POOLE, KIMBERLY	JD30	JUV CORR OFF I
	RICHARDSON, STEPHEN	JD30	JUV CORR OFF I
	ROGERS, JASON	JD30	JUV CORR OFF I
	SALLEY, BERNARD	JD30	JUV CORR OFF I
	SEABROOK, CARLETTE	JD30	JUV CORR OFF I
	SEXTON, WILLIAM	JD30	JUV CORR OFF I

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
	SIMS, FELICE	JD30	JUV CORR OFF I
	SMITH, DANEEN	JD30	JUV CORR OFF I
	SPENCER, TROY	JD30	JUV CORR OFF I
	STEWART, WANDA	JD30	JUV CORR OFF I
	STILL, LUCIANA	JD30	JUV CORR OFF I
	TINKER, DANEILYA	JD30	JUV CORR OFF I
	VAUGHAN, DERWENT	JD30	JUV CORR OFF I
	WASHINGTON, DEMETRIOUS	JD30	JUV CORR OFF I
	WIGFALL, DEMAR	JD30	JUV CORR OFF I
<b>Function Job Title: Juvenile Correctional Officer I</b>			
<b>Summarized Duties: Performs various duties at the BRRC Security Gate to ensure secure access and departure for BRRC Campus.</b>			
	DAVIS, ANGENETTE	JD30	JUV CORR OFF I
	GRAVES, QUENSHAWN	JD30	JUV CORR OFF I
	HOLMES, SANDRA	JD30	JUV CORR OFF I
	MUHAMMAD, WILLIE	JD30	JUV CORR OFF I
	RIBERDY, EDGAR	JD30	JUV CORR OFF I
<b>Function Job Title: Juvenile Specialist I</b>			
<b>Summarized Duties: Entry level position assigned to the Broad River Road Campus (BRRC) to maintain safety and security among the juveniles.</b>			
	BOOTS, DALE	JD30	JUVENILE SPECIALIST I
	BOYD, FRANKIE	JD30	JUVENILE SPECIALIST I
	BROWN, CHRISTOPHER	JD30	JUVENILE SPECIALIST I
	BROWN, JAHMARA	JD30	JUVENILE SPECIALIST I
	BROWN, PINQUETTA	JD30	JUVENILE SPECIALIST I
	CARTER, GARRETT	JD30	JUVENILE SPECIALIST I
	CHEESEBORO, DURELL	JD30	JUVENILE SPECIALIST I
	CLAWSON, LAKESHA	JD30	JUVENILE SPECIALIST I
	COBBS, NATACHE	JD30	JUVENILE SPECIALIST I
	CROMER, UNDRENA	JD30	JUVENILE SPECIALIST I
	CULBERTSON, LEANNE	JD30	JUVENILE SPECIALIST I
	DAVIS, ALLYSON	JD30	JUVENILE SPECIALIST I

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
	DEAN, MELVIN	JD30	JUVENILE SPECIALIST I
	DELOSSANTOS, FALISHA	JD30	JUVENILE SPECIALIST I
	DENEAL, ASHLEIGH	JD30	JUVENILE SPECIALIST I
	DOUGLAS, LAMARKUS	JD30	JUVENILE SPECIALIST I
	DUDLEY, KELSEY	JD30	JUVENILE SPECIALIST I
	FARMER JR, DERIC	JD30	JUVENILE SPECIALIST I
	FIELDS, PATRICIA	JD30	JUVENILE SPECIALIST I
	FINCH, DARÁ	JD30	JUVENILE SPECIALIST I
	FULLMOR, TEARRAIN	JD30	JUVENILE SPECIALIST I
	GALLOWAY CHAMBERS, VERA	JD30	JUVENILE SPECIALIST I
	GILYARD, BEANCA	JD30	JUVENILE SPECIALIST I
	GREEN, ASHTON	JD30	JUVENILE SPECIALIST I
	GREGG, DYKETIA	JD30	JUVENILE SPECIALIST I
	HARGRAVES, SYIERRA	JD30	JUVENILE SPECIALIST I
	HENDERSON, JEKERIA	JD30	JUVENILE SPECIALIST I
	HOGAN, VANESSA	JD30	JUVENILE SPECIALIST I
	JACKSON, ALEXANDRIA	JD30	JUVENILE SPECIALIST I
	JENKINS, TAKELA	JD30	JUVENILE SPECIALIST I
	JOHNSON, MARCUS	JD30	JUVENILE SPECIALIST I
	JOHNSON, YAIERE	JD30	JUVENILE SPECIALIST I
	JORDAN, JANETTA	JD30	JUVENILE SPECIALIST I
	LADSON, ASHLEY	JD30	JUVENILE SPECIALIST I
	LATTIMORE, CHANTILE	JD30	JUVENILE SPECIALIST I
	MARTIN, TEMPESTT	JD30	JUVENILE SPECIALIST I
	MASSEY, WALTER	JD30	JUVENILE SPECIALIST I
	MCDANIEL GIBSON, BARETTA	JD30	JUVENILE SPECIALIST I
	MOODY, WHITTNEY	JD30	JUVENILE SPECIALIST I
	MORELL, LEON	JD30	JUVENILE SPECIALIST I
	MOYD, TAZONIA	JD30	JUVENILE SPECIALIST I
	NAVARRO VATIPKA, EDWIN	JD30	JUVENILE SPECIALIST I
	OKOCHI, CINDY	JD30	JUVENILE SPECIALIST I
	PATTERSON, ANTHONY	JD30	JUVENILE SPECIALIST I
	PIOUS, RAMMONE	JD30	JUVENILE SPECIALIST I

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
	PIOUS, RAVONNE	JD30	JUVENILE SPECIALIST I
	PONS, ARMANDO	JD30	JUVENILE SPECIALIST I
	PONS, SHENNAYA	JD30	JUVENILE SPECIALIST I
	RANDOLPH, THOMAS	JD30	JUVENILE SPECIALIST I
	ROBERTS, JASON	JD30	JUVENILE SPECIALIST I
	SHIRRIELL, ROBERT	JD30	JUVENILE SPECIALIST I
	SIMMONS, LORENE	JD30	JUVENILE SPECIALIST I
	SISTRUNK, ANTHONY	JD30	JUVENILE SPECIALIST I
	THOMAS, JESSICA	JD30	JUVENILE SPECIALIST I
	THOMPSON, KENDEL	JD30	JUVENILE SPECIALIST I
	TYLER, MANZY	JD30	JUVENILE SPECIALIST I
	UTSEY WILLIAMS, JOKELIAH	JD30	JUVENILE SPECIALIST I
	WATKINS, SHAWN	JD30	JUVENILE SPECIALIST I
	WHITE, JESSIE	JD30	JUVENILE SPECIALIST I
	WILLIAMS, TRACY	JD30	JUVENILE SPECIALIST I
<b>Function Job Title: Camera Surveillance Officer</b>			
<b>Summarized Duties: Monitors overall facility activities from camera surveillance and/or retrieved footage.</b>			
	TILLMAN, LAQUITA	JD35	CAMERA SURVEILLANCE OFFICER
<b>Function Job Title: Corporal</b>			
juveniles.			
	ABNATHEY, DUANE	JD35	CORPORAL
	BODKIN, KIMERLY	JD35	CORPORAL
	BRITT, JUSTIN	JD35	CORPORAL
	BYRD, ETHEL	JD35	CORPORAL
	CRANK, TELISHA	JD35	CORPORAL
	DRAKES, NATHANIEL	JD35	CORPORAL
	ELLIOTT JR, JIMMIE	JD35	CORPORAL
	GANTT, DELORES	JD35	CORPORAL
	HARRIS, DANIELLE	JD35	CORPORAL
	HUDGENS, ROSE	JD35	CORPORAL
	MATTRESS, CLARENCE	JD35	CORPORAL

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
	PRINGLE, CARLOTTA	JD35	CORPORAL
	ROBERTS, FELICIA	JD35	CORPORAL
	TAYLOR, RICHARD	JD35	CORPORAL
	TILLY, MARCELLUS	JD35	CORPORAL
	WARREN, SHARNAE	JD35	CORPORAL
Function Job Title: Corporal			
Summarized Duties: Supervises transportation shift/staff or conducts transport duties provide secure access and department for BRRC Campus, transportation or other duties as needed..			
	STRINGER, SHEILA	JD35	CORPORAL
	TAYLOR, BENJAMIN	JD35	CORPORAL
Function Job Title: Sergeant I			
Summarized Duties: Supervises staff on assigned shift to maintain safety and security among the juveniles.			
	BRIGGMAN, BELINDA	JD35	SERGEANT I
	CARTER, RHONDA	JD35	SERGEANT I
	FELDER, PRECYOUS	JD35	SERGEANT I
	FLETCHER, TROY	JD35	SERGEANT I
	HAMMONDS, VALARIE	JD35	SERGEANT I
	LEGGETT, RON	JD35	SERGEANT I
	MCRAE, GREGORY	JD35	SERGEANT I
	MICHEL, ATANAS	JD35	SERGEANT I
	MITCHELL, PRISCILLA	JD35	SERGEANT I
	NELSON, MILLICENT	JD35	SERGEANT I
	RENWICK, TEDDY	JD35	SERGEANT I
	WHITENER, MARCELLA	JD35	SERGEANT I
	WIDEMAN, ALICIA	JD35	SERGEANT I
Function Job Title: Sergeant II			
Summarized Duties: Supervises staff on assigned shift to maintain safety and security among the juveniles.			
	BALL, INEZ	JD35	SERGEANT II
	BARNETT, MICHAEL	JD35	SERGEANT II

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
	PITTMAN, SHIRLEY	JD35	SERGEANT II
<b>Function Job Title: Sergeant I and II</b>			
Summarized Duties: Assigned to the important position of Sergeant I and II to perform various law enforcement or security duties.			
	FAIR, MARVA	JD35	SERGEANT I
	SINGLETARY, TANYA	JD35	SERGEANT I
	STEPHENS JR, FREDRICK	JD35	SERGEANT I
	WILLIAMS, PEGGY	JD35	SERGEANT II
<b>Function Job Title: Juvenile Correctional Officer II</b>			
Summarized Duties: Position with additional experience assigned to various facilities to maintain safety and security among the juveniles. Also, serves as an entry level position for the Juvenile Detention Center to provide safety and security for the juveniles.			
	ADAMS, ERIC	JD35	JUV CORR OFF II
	ALLEN, SHAUN	JD35	JUV CORR OFF II
	BAIN, MARY	JD35	JUV CORR OFF II
	BARNES, RICHARD	JD35	JUV CORR OFF II
	BARNETT, CHRISTINA	JD35	JUV CORR OFF II
	BARTEE, NAJIA	JD35	JUV CORR OFF II
	BELTON, SHUNDA	JD35	JUV CORR OFF II
	BLACK RICE, DEBORAH	JD35	JUV CORR OFF II
	BLAKE, JAMILA	JD35	JUV CORR OFF II
	BOSTIC, JAVELL	JD35	JUV CORR OFF II
	BOWMAN, BERNARD	JD35	JUV CORR OFF II
	BOYD, CHRISTOPHER	JD35	JUV CORR OFF II
	BRISBON, DALE	JD35	JUV CORR OFF II
	BROWN, ALLEN	JD35	JUV CORR OFF II
	BROWN, ANTONIO	JD35	JUV CORR OFF II
	BROWN, AUGUSTUS	JD35	JUV CORR OFF II
	BROWN, AYANNA	JD35	JUV CORR OFF II
	BROWN, DOROTHY	JD35	JUV CORR OFF II
	BRYANT, ANTWOINE	JD35	JUV CORR OFF II
	BUTLER, JALISA	JD35	JUV CORR OFF II

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
	CANTY BAILEY, KATRINA	JD35	JUV CORR OFF II
	CANTY, WILLIAM	JD35	JUV CORR OFF II
	CARTER, NICOLE	JD35	JUV CORR OFF II
	CASTLEBERRY, ZAKIA	JD35	JUV CORR OFF II
	CAUGHMAN, DEMETRA	JD35	JUV CORR OFF II
	CLARK PEETE, ROMONA	JD35	JUV CORR OFF II
	CODY, VANESSA	JD35	JUV CORR OFF II
	COLEMAN, ROSA	JD35	JUV CORR OFF II
	CORNELIUS, SHIRLEY	JD35	JUV CORR OFF II
	DARBY, STEPHONE	JD35	JUV CORR OFF II
	DARRELL, ANASTASIA	JD35	JUV CORR OFF II
	DASH, ERIC	JD35	JUV CORR OFF II
	DAVIS, DASIA	JD35	JUV CORR OFF II
	DAVIS, LASEDRICK	JD35	JUV CORR OFF II
	DAVIS, NATHANIEL	JD35	JUV CORR OFF II
	DELOACH, TYRONE	JD35	JUV CORR OFF II
	DUBOSE, JOHNNY	JD35	JUV CORR OFF II
	EADDY, ALLYSSA	JD35	JUV CORR OFF II
	FLEMING, KANDEH	JD35	JUV CORR OFF II
	FLOYD, ROBERT	JD35	JUV CORR OFF II
	FLUDD, PRINCESS	JD35	JUV CORR OFF II
	FRIES, WILLIAM	JD35	JUV CORR OFF II
	FURNISS, BRIAN	JD35	JUV CORR OFF II
	GATHERS, JUSTIN	JD35	JUV CORR OFF II
	GRANT, DESIREE	JD35	JUV CORR OFF II
	HALL JR, DARRYL	JD35	JUV CORR OFF II
	HAMILTON, DEONDRA	JD35	JUV CORR OFF II
	HAMPTON BOONE, IRIS	JD35	JUV CORR OFF II
	HARGROVE, RAVON	JD35	JUV CORR OFF II
	HEARNS, SHAWN	JD35	JUV CORR OFF II
	HIGGINS, SUSAN	JD35	JUV CORR OFF II
	HILTON, DEDRICK	JD35	JUV CORR OFF II
	HOLMES, SCOTT	JD35	JUV CORR OFF II

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
	HOLMES, SIERRA	JD35	JUV CORR OFF II
	HOWARD, GLORIA	JD35	JUV CORR OFF II
	HOWELL, LORRAINE	JD35	JUV CORR OFF II
	JACKSON, LENWARD	JD35	JUV CORR OFF II
	JACOBS, HAYWARD	JD35	JUV CORR OFF II
	JEFFERSON, JACQUELINE	JD35	JUV CORR OFF II
	JENKINS, RICKY	JD35	JUV CORR OFF II
	JENNINGS, RHONDA	JD35	JUV CORR OFF II
	JOHNSON, MARK	JD35	JUV CORR OFF II
	JONES, CHRISTINE	JD35	JUV CORR OFF II
	JONES, TASHIMA	JD35	JUV CORR OFF II
	KELLY, SYLVIA	JD35	JUV CORR OFF II
	KELLY, TERRENCE	JD35	JUV CORR OFF II
	KENNEDY, ALVARETTA	JD35	JUV CORR OFF II
	MACKEY, THOMAS	JD35	JUV CORR OFF II
	MARSHALL, LAKESHA	JD35	JUV CORR OFF II
	MCNEIL, AMMIE	JD35	JUV CORR OFF II
	MCNEILL, TAMEKO	JD35	JUV CORR OFF II
	MEANS, MONTY	JD35	JUV CORR OFF II
	MELVIN, SHAMEKA	JD35	JUV CORR OFF II
	MOBLEY, TAMARA	JD35	JUV CORR OFF II
	MONTS, CLINTON	JD35	JUV CORR OFF II
	ODOM, CASSANDRA	JD35	JUV CORR OFF II
	O'NEAL JACKSON, CARLA	JD35	JUV CORR OFF II
	PADGETT, DEBRA	JD35	JUV CORR OFF II
	PALMER, BOBBY	JD35	JUV CORR OFF II
	PATTERSON, WALLACE	JD35	JUV CORR OFF II
	PEARSON, CONRAD	JD35	JUV CORR OFF II
	PEWU, ZIZI	JD35	JUV CORR OFF II
	PINCKNEY, GEORGIE	JD35	JUV CORR OFF II
	PRESSLEY, JOSHUA	JD35	JUV CORR OFF II
	PRIMUS, TOCCARA	JD35	JUV CORR OFF II
	RICKS, TANYETTA	JD35	JUV CORR OFF II

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
	ROBERTS, CURTIS	JD35	JUV CORR OFF II
	ROBERTS, JOHNNIE	JD35	JUV CORR OFF II
	ROBINSON, RICHARD	JD35	JUV CORR OFF II
	ROGERS, ANGELA	JD35	JUV CORR OFF II
	ROGERS, SCHENITA	JD35	JUV CORR OFF II
	ROGERS, WILLIE	JD35	JUV CORR OFF II
	SALLEY, TANISIA	JD35	JUV CORR OFF II
	SAMPSON, KATRENA	JD35	JUV CORR OFF II
	SATONES, NELSON	JD35	JUV CORR OFF II
	SCARBOROUGH, DAVID	JD35	JUV CORR OFF II
	SIMMONS, LEVI	JD35	JUV CORR OFF II
	SIMMONS, SUSANNA	JD35	JUV CORR OFF II
	SIMS, ELEANOR	JD35	JUV CORR OFF II
	SMITH, LATASHA	JD35	JUV CORR OFF II
	SMITH, MELISSA	JD35	JUV CORR OFF II
	SMITH, VERONICA	JD35	JUV CORR OFF II
	SPIGNER, WILMURE	JD35	JUV CORR OFF II
	STURKEY, GARY	JD35	JUV CORR OFF II
	SUGICK, SHAUNA	JD35	JUV CORR OFF II
	TAYLOR, VIRGIL	JD35	JUV CORR OFF II
	TILLMAN, SUSAN	JD35	JUV CORR OFF II
	TUCKER, GLORIA	JD35	JUV CORR OFF II
	TYLER, CAROLYN	JD35	JUV CORR OFF II
	UZZELL III, JAMES	JD35	JUV CORR OFF II
	WALKER, DARREN	JD35	JUV CORR OFF II
	WASHINGTON, CEDRIC	JD35	JUV CORR OFF II
	WHITE, AARON	JD35	JUV CORR OFF II
	WHITE, ROSA BELLE	JD35	JUV CORR OFF II
	WILLIAMS, FRANCENA	JD35	JUV CORR OFF II
	WILLIAMS, JEWEL	JD35	JUV CORR OFF II
	WILLIAMS, ORENTIAL	JD35	JUV CORR OFF II
	WILLIAMS, ROBERT	JD35	JUV CORR OFF II
	WILSON, TERESA	JD35	JUV CORR OFF II

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
	WOODRUFF, DAMION	JD35	JUV CORR OFF II
	YOUNG JR, BRYANT	JD35	JUV CORR OFF II
	YOUNG, JOYCE	JD35	JUV CORR OFF II
	YOUNG, SR, DEANGELO	JD35	JUV CORR OFF II
<b>Function Job Title: Juvenile Correctional Officer II</b>			
<b>Summarized Duties: Performs various duties at the BRRC Security Gate and Inspector General's Office to provide secure access and department for BRRC Campus, assist with security system and retrieving video, transportation or other duties as needed.</b>			
	ASHFORD, DEBORAH	JD35	JUV CORR OFF II
	BROWN, DENNIS	JD35	JUV CORR OFF II
	BROWN, RASHOWN	JD35	JUV CORR OFF II
	DAVIS, LATONYA	JD35	JUV CORR OFF II
	DYSON, RICHARD	JD35	JUV CORR OFF II
	JEFFERSON, REGINALD	JD35	JUV CORR OFF II
	JOHNSON JR, DANIEL	JD35	JUV CORR OFF II
	MANNING, LAEDRA	JD35	JUV CORR OFF II
	WILLIAMS, CLAUDE	JD35	JUV CORR OFF II
<b>Function Job Title: Juvenile Correctional Officer II</b>			
<b>Summarized Duties: Position with additional experience assigned to Broad River Road Campus (BRRC) to maintain safety and security among the juveniles.</b>			
	AGHO, RAWSON	JD35	JUVENILE SPECIALIST II
	ALSTON, TERRIAL	JD35	JUVENILE SPECIALIST II
	ASBURY, JUANITA	JD35	JUVENILE SPECIALIST II
	BACON, NICOLE	JD35	JUVENILE SPECIALIST II
	BARNES, YVONNE	JD35	JUVENILE SPECIALIST II
	BAYLOR, BRANDON	JD35	JUVENILE SPECIALIST II
	BELL, RENATE	JD35	JUVENILE SPECIALIST II
	BELTON III, JOHN	JD35	JUVENILE SPECIALIST II
	BETHEA, ELIZABETH	JD35	JUVENILE SPECIALIST II
	BOCKARIE, EMMANUEL	JD35	JUVENILE SPECIALIST II
	BURRELL, FRANCHERIA	JD35	JUVENILE SPECIALIST II

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
	BUTLER, LATONYA	JD35	JUVENILE SPECIALIST II
	BYRD, LATRELLE	JD35	JUVENILE SPECIALIST II
	CALHOUN, DUANE	JD35	JUVENILE SPECIALIST II
	CANNON, SHIKITA	JD35	JUVENILE SPECIALIST II
	CHISOLM, DEBORAH	JD35	JUVENILE SPECIALIST II
	CLARK, THEODIS	JD35	JUVENILE SPECIALIST II
	COLLINS, KEVIN	JD35	JUVENILE SPECIALIST II
	DORTCH, CHARLOTTE	JD35	JUVENILE SPECIALIST II
	DRAKEFORD, APRIL	JD35	JUVENILE SPECIALIST II
	DRAYTON MINES, LAKEVA	JD35	JUVENILE SPECIALIST II
	DUNCAN, ARNESHA	JD35	JUVENILE SPECIALIST II
	EDWARDS, JAFARI	JD35	JUVENILE SPECIALIST II
	FEKO, PHIDELIA	JD35	JUVENILE SPECIALIST II
	FOSTER, GLENDA	JD35	JUVENILE SPECIALIST II
	FULMORE, SANDRA	JD35	JUVENILE SPECIALIST II
	GIBSON, CYNTHIA	JD35	JUVENILE SPECIALIST II
	GOODE, ROGER	JD35	JUVENILE SPECIALIST II
	GRAHAM, JERRY	JD35	JUVENILE SPECIALIST II
	GRANT, WANDA	JD35	JUVENILE SPECIALIST II
	GRAY YOUMANS, BEVERLY	JD35	JUVENILE SPECIALIST II
	HAWKINS, TONY	JD35	JUVENILE SPECIALIST II
	HOPKINS, BRUCE	JD35	JUVENILE SPECIALIST II
	HUGHES, JAMAR	JD35	JUVENILE SPECIALIST II
	JACOBS, TINA	JD35	JUVENILE SPECIALIST II
	JOHNSON, XAVIER	JD35	JUVENILE SPECIALIST II
	KELLY, CHANTZ	JD35	JUVENILE SPECIALIST II
	KIRKLAND, PRECIOUS	JD35	JUVENILE SPECIALIST II
	LIPSKI, MARY	JD35	JUVENILE SPECIALIST II
	MANSFIELD, CHRISTOPHER	JD35	JUVENILE SPECIALIST II
	MATTHEWS, COURTNEY	JD35	JUVENILE SPECIALIST II
	MCDANIEL, JOSEPH	JD35	JUVENILE SPECIALIST II
	MCDUFFIE, DAYLENE	JD35	JUVENILE SPECIALIST II
	MCKENNEY, HELEN	JD35	JUVENILE SPECIALIST II

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
	MCKNIGHT, CATHERINE	JD35	JUVENILE SPECIALIST II
	MOORE, ZSA ZSA	JD35	JUVENILE SPECIALIST II
	MOSES, TALATHIEL	JD35	JUVENILE SPECIALIST II
	MUNN, BRYAN	JD35	JUVENILE SPECIALIST II
	NDIELI, EUCHARIA	JD35	JUVENILE SPECIALIST II
	NELSON, TOBIAN	JD35	JUVENILE SPECIALIST II
	NYANTAKYI, VICTOR	JD35	JUVENILE SPECIALIST II
	PEARSON, GAIL	JD35	JUVENILE SPECIALIST II
	POUGH, SYLVIA	JD35	JUVENILE SPECIALIST II
	PRESCOTT, KHALILAH	JD35	JUVENILE SPECIALIST II
	PROPHET, KIM	JD35	JUVENILE SPECIALIST II
	RAY, JONIQUE	JD35	JUVENILE SPECIALIST II
	RICHMOND, GAYLEN	JD35	JUVENILE SPECIALIST II
	RIVERS, CYNTHIA	JD35	JUVENILE SPECIALIST II
	RIVERS, PRECIOUS	JD35	JUVENILE SPECIALIST II
	ROSEBOROUGH, DOMINIQUE	JD35	JUVENILE SPECIALIST II
	SCARBOROUGH, LAVON	JD35	JUVENILE SPECIALIST II
	SCPIO, SYNTHIA	JD35	JUVENILE SPECIALIST II
	SCOTT, THEODORE	JD35	JUVENILE SPECIALIST II
	SIMS, SANDRA	JD35	JUVENILE SPECIALIST II
	SMILEY, TERRENCE	JD35	JUVENILE SPECIALIST II
	SMITH, ASHIA	JD35	JUVENILE SPECIALIST II
	TAYLOR, LINDA	JD35	JUVENILE SPECIALIST II
	TELFORD, JEREMY	JD35	JUVENILE SPECIALIST II
	THOMAS, APRIL	JD35	JUVENILE SPECIALIST II
	THOMAS, LATASHA	JD35	JUVENILE SPECIALIST II
	TOATLEY, REGINA	JD35	JUVENILE SPECIALIST II
	TUCKER, SHAUN	JD35	JUVENILE SPECIALIST II
	TURNER, CLARENCE	JD35	JUVENILE SPECIALIST II
	VASSELL, FABIAN	JD35	JUVENILE SPECIALIST II
	WALLS, LATONYA	JD35	JUVENILE SPECIALIST II
	WATKINS, MATTIE	JD35	JUVENILE SPECIALIST II
	WHITE, JAMES	JD35	JUVENILE SPECIALIST II

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
	WILLIAMS, ERICA	JD35	JUVENILE SPECIALIST II
	WILLIAMS, ROBERTA	JD35	JUVENILE SPECIALIST II
	WILLIAMS, RONALD	JD35	JUVENILE SPECIALIST II
	WILSON, ALBERT	JD35	JUVENILE SPECIALIST II
<b>Function Job Title: Juvenile Correctional Officer III</b>			
<b>Summarized Duties: Position with additional experience assigned to Broad River Road Campus (BRRC) to maintain safety and security among the juveniles.</b>			
	BELK, SHANET	JD35	JUVENILE SPECIALIST III
	BLACK, KIMBERLY	JD35	JUVENILE SPECIALIST III
	BROWN, KIM	JD35	JUVENILE SPECIALIST III
	BROWN, PENELOPE	JD35	JUVENILE SPECIALIST III
	HEARD, KEYANA	JD35	JUVENILE SPECIALIST III
	JOHNSON, ALFRED	JD35	JUVENILE SPECIALIST III
	MCDANIEL, MARVA	JD35	JUVENILE SPECIALIST III
	MCLEISH, KHWANTZA	JD35	JUVENILE SPECIALIST III
	OMOLOGBE, KINGSLEY	JD35	JUVENILE SPECIALIST III
	SCOTT, JACQUELINE	JD35	JUVENILE SPECIALIST III
<b>Function Job Title: Juvenile Correctional Officer IV</b>			
<b>Summarized Duties: Position with additional experience assigned to Broad River Road Campus (BRRC) to supervise staff and maintain safety and security among the juveniles.</b>			
	AIKEN, LOWELL	JD35	JUVENILE SPECIALIST IV
	ARCHIE, CAROLYN	JD35	JUVENILE SPECIALIST IV
	BRANCH, BARBARA	JD35	JUVENILE SPECIALIST IV
	CHESTNUT, RENEE	JD35	JUVENILE SPECIALIST IV
	COLEMAN, EUGENE	JD35	JUVENILE SPECIALIST IV
	FERGUSON, SHAQUANA	JD35	JUVENILE SPECIALIST IV
	HALL, JAVARES	JD35	JUVENILE SPECIALIST IV
	HART, THEO	JD35	JUVENILE SPECIALIST IV
	HOLLAND, KENDRICK	JD35	JUVENILE SPECIALIST IV
	HOPKINS, DOROTHY	JD35	JUVENILE SPECIALIST IV
	KING, ROSE	JD35	JUVENILE SPECIALIST IV

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
	MCCUTCHEON, BOBBY	JD35	JUVENILE SPECIALIST IV
	MINICK, VNIKA	JD35	JUVENILE SPECIALIST IV
	MOSS, RETIS	JD35	JUVENILE SPECIALIST IV
	SLATER, ANITA	JD35	JUVENILE SPECIALIST IV
	SPEIGHTS, TERRANCE	JD35	JUVENILE SPECIALIST IV
	THOMAS, ABISHAI	JD35	JUVENILE SPECIALIST IV
	WILLIAMS, ANGEL	JD35	JUVENILE SPECIALIST IV
	YOUNG, SWANZETTA	JD35	JUVENILE SPECIALIST IV
<b>Function Job Title: Juvenile Correctional Officer V</b>			
<b>Summarized Duties: Position with additional experience assigned to Broad River Road Campus (BRRC) to supervise staff and maintain safety and security among the juveniles.</b>			
	ALSTON JR, JAMES	JD35	JUVENILE SPECIALIST V
	BRADDY, MICHAEL	JD35	JUVENILE SPECIALIST V
	DYCKES, RICKY	JD35	JUVENILE SPECIALIST V
	HUNTER, MERIAL	JD35	JUVENILE SPECIALIST V
	ISAAC PAISLEY, CHRIS	JD35	JUVENILE SPECIALIST V
	MEANS, MAURICE	JD35	JUVENILE SPECIALIST V
	MICKENS, SHAREE	JD35	JUVENILE SPECIALIST V
	MOORE, MONICA	JD35	JUVENILE SPECIALIST V
	SAINYO, ESE	JD35	JUVENILE SPECIALIST V
	SAMPLES, NICOLE	JD35	JUVENILE SPECIALIST V
	SIMS, SYTIRA	JD35	JUVENILE SPECIALIST V
	WHITE, CRYSTAL	JD35	JUVENILE SPECIALIST V
	WILLIAMS, ALISON	JD35	JUVENILE SPECIALIST V
	WILLIAMS, GLINDA	JD35	JUVENILE SPECIALIST V
<b>Function Job Title: Lieutenant</b>			
<b>Summarized Duties: Manages security function and staff at the BRRC Security Gate; or work with the Inspector General Police Unit to transport youth.</b>			
	HARLEY, LISA	JD40	LIEUTENANT

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
<b>Function Job Title: Assistant Unit Manager</b>			
<b>Summarized Duties: Assigned to a Unit at the Broad River Road Campus (BRRC) on assigned shift to manage the unit to maintain safety and security among the juveniles.</b>			
	DYCHES II, ROBERT	JD40	ASSISTANT UNIT MANAGER
	HEARNS, DESSA	JD40	ASSISTANT UNIT MANAGER
	JOHNSON, DEALONDA	JD40	ASSISTANT UNIT MANAGER
	MILLER, MARY	JD40	ASSISTANT UNIT MANAGER
	STEVENS, DONALD	JD40	ASSISTANT UNIT MANAGER
	WILSON, CURTIS	JD40	ASSISTANT UNIT MANAGER
<b>Function Job Title: Lieutenant</b>			
<b>Summarized Duties: Assigned to an evaluation center or the detention center on assigned shift to manage the facility to maintain safety and security among the juveniles.</b>			
	CODE, MICHAEL	JD40	LIEUTENANT
	COOPER, ARTHUR	JD40	LIEUTENANT
	DEAN, RHONDA	JD40	LIEUTENANT
	GIST, ANTHONY	JD40	LIEUTENANT
	HUTTO, LAURA	JD40	LIEUTENANT
	LAWRENCE, KEVIN	JD40	LIEUTENANT
	LYLES, KENDRICK	JD40	LIEUTENANT
	MICKENS, LYNDON	JD40	LIEUTENANT
	MORGAN, BRUCE	JD40	LIEUTENANT
	NEAL, WANDA	JD40	LIEUTENANT
	ROBERTS, DAVID	JD40	LIEUTENANT
	SPENCE, CRENTINA	JD40	LIEUTENANT
	TERRY, CYNTHIA	JD40	LIEUTENANT
	THOMPSON, MILICENT	JD40	LIEUTENANT
	WALLACE, MARK	JD40	LIEUTENANT
	WOODS, BLAKE	JD40	LIEUTENANT
<b>Function Job Title: Captain</b>			

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
Summarized Duties: Assigned to an evaluation center or the detention center to direct operations and manage the facility to maintain safety and security among the juveniles.	ALEXANDER, TAMEEKA	JD50	CAPTAIN
	COLLINS, ULYSSES	JD50	CAPTAIN
	COUNCIL, DUJUAN	JD50	CAPTAIN
	HAYNES, JOVAN	JD50	CAPTAIN
	SULLIVAN, ERIC	JD50	CAPTAIN
Function Job Title: Unit Manager			
Summarized Duties: Assigned to Broad River Road Campus to direct operations and manage the unit to maintain safety and security among the juveniles.	ASHLEY, YOULANDO	JD50	UNIT MANAGER
	BOYD, ANGELA	JD50	UNIT MANAGER
	BULLOCK, AUDREY	JD50	UNIT MANAGER
	GARVIN, CLAYTON	JD50	UNIT MANAGER
	GRIFFIN, VERLIE	JD50	UNIT MANAGER
	HILLER, WILMA	JD50	UNIT MANAGER
	JONES, TAMIKO	JD50	UNIT MANAGER
Function Job Title: Unit Manager (Captain)			
Summarized Duties: Assigned to Broad River Road Campus under the Inspector General's Office to direct operations and manage the transportation unit responsible for on campus and off campus transports.	BRYANT, JAMES	JD50	UNIT MANAGER (CAPTAIN)
Function Job Title: Building/Grounds Specialist II			
Summarized Duties: Performs grounds maintenance duties for assigned area(s).	QUATTLEBAUM, RUSSELL	KA10	BUILDING/GROUNDS SPECIALIST II
	SELF, KEVIN	KA10	BUILDING/GROUNDS SPECIALIST II
Function Job Title: Superintendent of Grounds			
Summarized Duties: Performs grounds maintenance duties for assigned area(s) and manages work teams to include full-time, temporary and Department of Corrections inmate labor.			

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
	KIRKLAND, CODY	KA20	SUPERINTENDENT OF GROUNDS
	MCDONALD, WILLIE	KA20	SUPERINTENDENT OF GROUNDS
<b>Function Job Title: Grounds Supervisor II</b>			
Summarized Duties: Serve as the Director for Grounds Services, performs ground maintenance duties, and oversees the landscape seasonal needs or beautification for the various locations.			
	GOFORTH, GREGORY	KA25	GROUNDS SUPERVISOR II
<b>Function Job Title: Cook II</b>			
Summarized Duties: Assist with meal preparation, serves and/or delivers meals to juveniles.			
	BOOKER, FREDERICUS	KB05	COOK II
	FARRIS, KALA	KB05	COOK II
	JOHNSON, DORA	KB05	COOK II
	LITTLEJOHN, WILMA	KB05	COOK II
	MAXWELL, DEBRA	KB05	COOK II
	MURRAY, SHARON	KB05	COOK II
<b>Function Job Title: Food Services Specialist and Food Services Specialist II</b>			
Summarized Duties: Prepares, cooks, serves and/or delivers meals to juveniles.			
	BELL, JASMINE	KB10	FOOD SERVICE SPECIALIST
	HICKS, SHANTE	KB10	FOOD SERVICE SPECIALIST
	MOSES, MARY	KB10	FOOD SERVICE SPECIALIST
	BURKETT, ROSE	KB10	FOOD SERVICE SPECIALIST II
	CHAN, ANISSA	KB10	FOOD SERVICE SPECIALIST II
	COOPER, DIANE	KB10	FOOD SERVICE SPECIALIST II
	CRAWFORD, THOMAS	KB10	FOOD SERVICE SPECIALIST II
	HERRING, EVELYN	KB10	FOOD SERVICE SPECIALIST II
	WOOD, CLORESE	KB10	FOOD SERVICE SPECIALIST II
<b>Function Job Title: Food Service Shift Lead</b>			
Summarized Duties: Manages staff and Department of Corrections inmates while preparing, cooking, serving and/or overseeing dietary operations.			
	BAILEY, EMILYA	KB15	FOOD SERVICE SHIFT LEAD

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
	DELANEY BLACKWELL, VERA	KB15	FOOD SERVICE SHIFT LEAD
	FERGUSON, MARCIA	KB15	FOOD SERVICE SHIFT LEAD
	GREEN, FELICIA	KB15	FOOD SERVICE SHIFT LEAD
	JOHNSON, MIA	KB15	FOOD SERVICE SHIFT LEAD
	RAINEY, APRIL	KB15	FOOD SERVICE SHIFT LEAD
	WILSON, WANDA	KB15	FOOD SERVICE SHIFT LEAD
	WONG, TZE MAY	KB15	FOOD SERVICE SHIFT LEAD
Function Job Title: Food Service Supervisor IV			
Summarized Duties: Summarized Duties: Serves as Food Services Manager at an evaluation center while preparing or overseeing dietary operations that are located in a facility with juveniles, while preparing or overseeing dietary operations.			
	HENDERSON, TEMEKIA	KB20	FOOD SERVICE SUPERVISOR IV
	MCCRAY, RUTHER	KB20	FOOD SERVICE SUPERVISOR IV
	SIMMONS, MARY	KB20	FOOD SERVICE SUPERVISOR IV
Function Job Title: Food Service Director I			
Summarized Duties: Summarized Duties: Serves as Food Services Manager or back up Manager at the BRRC location managing staff and Department of Corrections inmates while preparing or overseeing dietary operations that are located in a facility with juveniles, while preparing or overseeing dietary operations.			
	JOHNSON, CAROLYN	KB20	FOOD SERVICE DIRECTOR I
Function Job Title: Food Service Director II			
Summarized Duties: Serves as the Food Services Director for the BRRC location which include managing staff, overseeing the management of Department of Corrections' inmate labor, and the total operation of BRRC food services.			
	BROWN, RITA	KB25	FOOD SERVICE DIRECTOR II
Function Job Title: Dietary Program Manager			
Summarized Duties: Directs the food services operation, administrative requirements, and staff management for several locations in Columbia, Union, and Ridgeville.			
	LUCAS, WILLIE	KB30	DIETARY PROGRAM MANAGER

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
<b>Function Job Title: Master Skilled Trades Worker and Skilled Trades Worker</b>			
<b>Summarized Duties: Skilled or highly skilled trades worker positions that either perform various maintenance activities such as plumbing, carpentry, electrical and general maintenance.</b>			
	GIBSON, JOHN	KC40	MASTER SKILLED TRADES WORKER
	JOHNSON, ERIC	KC40	MASTER SKILLED TRADES WORKER
	MINCEY, CALVIN	KC40	MASTER SKILLED TRADES WORKER
	ROBERTS, DEAN	KC40	MASTER SKILLED TRADES WORKER
	SINGLETARY, OLLIE	KC40	MASTER SKILLED TRADES WORKER
	WINNIE III, THEODORE	KC40	MASTER SKILLED TRADES WORKER
	GRIST, JAY	KC40	SKILLED TRADES WORKER
	INMAN, REGINALD	KC40	SKILLED TRADES WORKER
	ISGETT, ROBERT	KC40	SKILLED TRADES WORKER
	JEFFORDS, WILLIAM	KC40	SKILLED TRADES WORKER
	SPANN, EARRION	KC40	SKILLED TRADES WORKER
<b>Function Job Title: Carpentry Instructor</b>			
<b>Summarized Duties: Higher skilled trades specialist assigned to the job training function to teach juveniles advanced carpentry.</b>			
	BOWER, SAMUEL	KC50	CARPENTRY INSTRUCTOR
<b>Function Job Title: Trades Superintendent and Trades Supervisor</b>			
<b>Summarized Duties: Manages staff or oversee the work completion of others, along with performing various maintenance activities such as plumbing, carpentry, and general maintenance.</b>			
	WILLIAMS, HORACE	KC50	TRADES SUPERINTENDENT
	BREWER, JOHN	KC50	TRADES SUPERVISOR
	WILLIAMS, KEITH	KC50	TRADES SUPERVISOR
	WILLIAMS, ROBERT	KC50	TRADES SUPERVISOR
<b>Function Job Title: Trades Manager</b>			
<b>Summarized Duties: Serves as project manager for various building or facilities activities, along with performing maintenance job duties associated with the individual's area of skilled labor such as carpentry or plumbing.</b>			
	CAPRON, MARK	KC60	TRADES MANAGER
<b>Function Job Title: Department Director</b>			

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
<b>Summarized Duties: Serves as the Agency Director overseeing the Department of Juvenile Justice.</b>			
	MURRAY, SYLVIA	UA01	DEPARTMENT DIRECTOR
<b>Function Job Title: Deputy Directors</b>			
<b>Summarized Duties: Positions serve as Deputy Directors for either Community Services, Education, Administrative Services or Rehabilitative Services.</b>			
	MACGARGLE, BRETT	UA03	SENIOR DEPUTY DIRECTOR (DEP DIR-EX COMP)
	OWENS, ROBIN	UA03	DEP DIR FOR ADMIN SERVICES
	QUINN, JAMES	UA03	DEP DIR FOR EDUC SERVICES
	RITA, ANGELA	UA03	DEP DIR FOR COMM SERVICES
	WILLIAMS JR, THOMAS	UA03	DEP DIR FOR REHAB SERVICES
<b>Function Job Title: Classroom Teacher, Career Development Facilitator, Lead Teacher, Library Media Specialist</b>			
<b>Summarized Duties: Plans and delivers classroom or online instructional educational services to DJJ youth, submits grades and/or provides specific academic services (library, career development) and performs other associated duties.</b>			
	HAYES HARTWELL, MAMIE	UB02	CAREER DEV FACILITATOR
	AKWIEMBI, JACKSON	UB02	CLASSROOM TEACHER
	ALSTON, MICHAEL	UB02	CLASSROOM TEACHER
	BROWN, CATHERINE	UB02	CLASSROOM TEACHER
	BROWN, CECILIA	UB02	CLASSROOM TEACHER
	CALLOWAY, REBECCA	UB02	CLASSROOM TEACHER
	CHALMERS, BRITTNEY	UB02	CLASSROOM TEACHER
	COKLEY, TIMOTHY	UB02	CLASSROOM TEACHER
	DELIGT, PAUL	UB02	CLASSROOM TEACHER
	DUKES, BRENDA	UB02	CLASSROOM TEACHER
	ESKRIDGE IV, CHARLES	UB02	CLASSROOM TEACHER
	FIELDS, HADIYAH	UB02	CLASSROOM TEACHER
	GILL, PATRICIA	UB02	CLASSROOM TEACHER
	GLENN, SONYA	UB02	CLASSROOM TEACHER
	HANEY, PAMELA	UB02	CLASSROOM TEACHER
	HARRISON, BETTY	UB02	CLASSROOM TEACHER
	HENDERSON, EDWARD	UB02	CLASSROOM TEACHER
	HUNT JR, LEROY	UB02	CLASSROOM TEACHER

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
	JACOBS, JAMES	UB02	CLASSROOM TEACHER
	JEFFCOAT, BRANDY	UB02	CLASSROOM TEACHER
	JOHNSON, FREDERICK	UB02	CLASSROOM TEACHER
	JORDAN, ANTOINE	UB02	CLASSROOM TEACHER
	LAHAN, RICHARD	UB02	CLASSROOM TEACHER
	MACON, DARYL	UB02	CLASSROOM TEACHER
	MARTIN, MICHAEL	UB02	CLASSROOM TEACHER
	MCEACHERN, BELINDA	UB02	CLASSROOM TEACHER
	MCEWEN, SILAS	UB02	CLASSROOM TEACHER
	MCKINNEY, MARY	UB02	CLASSROOM TEACHER
	MODISSETTE, JAMES	UB02	CLASSROOM TEACHER
	MUNOZ, MELYNDA	UB02	CLASSROOM TEACHER
	OSBURN, BARBARA	UB02	CLASSROOM TEACHER
	REEVES, CARMEN	UB02	CLASSROOM TEACHER
	SHANNON, DOUGLAS	UB02	CLASSROOM TEACHER
	STONER, ANNA	UB02	CLASSROOM TEACHER
	WALTERS, KODY	UB02	CLASSROOM TEACHER
	WHITE, THOMAS	UB02	CLASSROOM TEACHER
	JACOBS, LUCIA	UB02	CLASSROOM TEACHER
	VAUGHN, NATASHA	UB02	CLASSROOM TEACHER
	CHILDRESS ALTMA, PAMELA	UB02	LEAD TEACHER
	EDWARDS, GWENDOLYN	UB02	LEAD TEACHER
	MCNAIR, SUSAN	UB02	LIBRARY MEDIA SPECIALIST
Function Job Title: Vocational Teacher, Welding Instructor, Carpentry Teacher			
Summarized Duties: Works with juveniles to provide specific vocational training to youth.			
	CUMMINGS, ANGELA	UB04	VOCATIONAL TEACHER
	LAWS, ROBERT	UB04	CARPENTRY TEACHER
	LEE, JEREMY	UB04	WELDING INSTRUCTOR
Function Job Title: Special Education Teacher and Special Curriculum & Instruction Coordinator			
Summarized Duties: Plans and delivers classroom or online instructional educational services to DJJ youth under special education programs, submit grades and perform other associated duties.			

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
	FLETCHER, TWANA	UB05	SPEC CURRICULM & INSTRUCTION COORDINATOR
	BOLEMAN, KEN	UB05	SPECIAL EDUCATION TEACHER
	HATHAWAY, DOUGLAS	UB05	SPECIAL EDUCATION TEACHER
	JONES, ROBERT	UB05	SPECIAL EDUCATION TEACHER
	OUTLAW, SADINA	UB05	SPECIAL EDUCATION TEACHER
	SHERER, THERESA	UB05	SPECIAL EDUCATION TEACHER
	WALTERS, ANN	UB05	SPECIAL EDUCATION TEACHER
Function Job Title: Guidance Counselor			
Summarized Duties: Provides services to juveniles regarding academic status, grades, coordinates with teachers, works with education's leadership, and performs administrative or other associated duties.			
	BLOOMFIELD, NATARCIA	UB06	GUIDANCE COUNSELOR
	MITCHELL, CONNIE	UB06	GUIDANCE COUNSELOR
Function Job Title: Principal			
Summarized Duties: Serves as the Principal for assigned location and is responsible for juveniles' educational delivery, managing			
	FULLER, DAVID	UB07	PRINCIPAL
	MONTGOMERY, NANCY	UB07	PRINCIPAL
Function Job Title: Assistant Principal			
Summarized Duties: Serves as the Assistant Principal for Broad River Road Campus (BRRC) location and is responsible for assisting with staff management, juveniles' educational delivery, managing staff, and school operations.			
	LYLES, FLOYD	UB08	ASSISTANT PRINCIPAL
Function Job Title: District Project Developer			
Summarized Duties: Serves in the district office to plan, implement and oversee various projects and program implementation. May serve as classroom teacher as needed.			
	BUNCH, TIMOTHY	UE07	DISTRICT PROJECT DEVELOPER
Function Job Title: Education Program Supervisor			
Summarized Duties: Responsible for overseeing various academic programs involving teachers and students to include grant development, program implementation and oversight.			

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
	GAMBRELL, MARCIE	UE07	EDUC PROG SUPV-DJJ
Function Job Title: Technology Instructional Coordinator			
Summarized Duties: Responsible for overseeing various academic programs involving teachers and students to include academic information technology and online services.			
	ISOM, SONIA	UE07	TECHNOLOGY INSTRUCTIONAL COORDINATOR
Function Job Title: Director of Career & Technology Education			
Summarized Duties: Responsible for overseeing various academic programs involving teachers and students to include Career and Technical Education, program implementation; and vocational classes.			
	JONES, GREGORY	UE07	DIR OF CAREER & TECHNOL EDU

**TEMPORARY STAFF**

Functional Job Title: Temporary Psychologist		
Summarized Duties: Conducts assessments, evaluations, diagnostic and treatment services through observation and psychological testing of DJJ youth.		
BERNDT, DAVID	UZ01	TEMPORARY PSYCHOLOGIST
CHISOLM, KAMARIA	UZ01	TEMPORARY PSYCHOLOGIST
FOGLE, VERNELL	UZ01	TEMPORARY PSYCHOLOGIST
HEFFLER, JOEL	UZ01	TEMPORARY PSYCHOLOGIST
KARYDI, ALEXANDRA	UZ01	TEMPORARY PSYCHOLOGIST
LOEWER, MARJORIE	UZ01	TEMPORARY PSYCHOLOGIST
MORAN COBB, CHRISTINA	UZ01	TEMPORARY PSYCHOLOGIST
MORTON, TODD	UZ01	TEMPORARY PSYCHOLOGIST
PUGH LILLY, AALECE	UZ01	TEMPORARY PSYCHOLOGIST
WRIGHT, MONICA	UZ01	TEMPORARY PSYCHOLOGIST

Function Job Title: Temporary Registered Nurse
Summarized Duties: Provides direct nursing care services to juveniles and staff (as may be needed) and performs administrative functions associated with nursing service delivery.

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
	ALFORD, TAVOYA	UZ01	TEMPORARY REGISTERED NURSE II
	ARNOLD, MARY	UZ01	TEMPORARY REGISTERED NURSE II
	BILLINGS, REBECCA	UZ01	TEMPORARY REGISTERED NURSE II
	CANNON, EMILY	UZ01	TEMPORARY REGISTERED NURSE II
	CLOUD, TIFFANIE	UZ01	TEMPORARY REGISTERED NURSE II
	CODY, DONNA	UZ01	TEMPORARY REGISTERED NURSE
	DAVIS, KACIE	UZ01	TEMPORARY REGISTERED NURSE
	JOHNSON, CHRISTI	UZ01	TEMPORARY REGISTERED NURSE I
	LINDSEY, VIVIAN	UZ01	TEMPORARY REGISTERED NURSE
	MARKOWITZ, TOBY	UZ01	TEMPORARY REGISTERED NURSE II
	MURPHY, REBECCA	UZ01	TEMPORARY REGISTERED NURSE
	OGRODNIK, CHESTER	UZ01	TEMPORARY REGISTERED NURSE II
	OSIELDS, FERRAN	UZ01	TEMPORARY REGISTERED NURSE II
	PROVENCE, CYNTHIA	UZ01	REGISTERED NURSE I
	RAMICONE, NANCY	UZ01	TEMPORARY REGISTERED NURSE II
	THOMAS, MARY	UZ01	TEMP NURSE I
	WALTON, KELLY	UZ01	TEMPORARY REGISTERED NURSE
<b>Function Job Title: Temporary Nurse Practitioner</b>			
<b>Summarized Duties: Provides advanced nursing care to DJJ juveniles.</b>			
	BETCHER, DOLLIE	UZ01	TEMP NURSE PRACTITIONER II
	SANDERS, LISA	UZ01	TEMPORARY NURSE PRACTITIONER
	SWANSON, ELIZABETH	UZ01	TEMPORARY NURSE PRACTITIONER I
<b>Function Job Title: Temporary Licensed Practical Nurse</b>			
<b>Summarized Duties: Provides paraprofessional nursing tasks such as taking juveniles' temperatures, basic first aid, etc.</b>			
	BRIGGS, STACIE	UZ01	TEMPORARY LICENSED PRACTICAL NURSE
<b>Function Job Title: Temporary Auto Tech Instructor</b>			
<b>Summarized Duties: Serves as an instructor to teach juveniles specific job skills to prepare for the workforce.</b>			
	TANNER, JAMES	UZ01	TEMP AUTO TECH INSTRUCTOR
	WHITE, ROBERT	UZ01	TEMP AUTO TECH INSTRUCTOR

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
Function Job Title: Temporary Cosmetologist			
Summarized Duties: Provides cosmetology services to DJJ female juveniles, such as hair styling/cuts.			
	GOSSETT, TOMARIA	UZ01	TEMPORARY COSMETOLOGIST
	THOMPSON, SHERIA	UZ01	TEMPORARY COSMETOLOGIST
	WILLIS, LAKISHA	UZ01	TEMPORARY COSMETOLOGIST
Function Job Title: Temporary Barber			
Summarized Duties: Provides barber services to DJJ juveniles.			
	MARSH, CLEVELAND	UZ01	TEMPORARY BARBER
	WILSON, DERRICK	UZ01	TEMPORARY BARBER
Function Job Title: Temporary Activity Therapist			
Summarized Duties: Works with juveniles to deliver various indoor and outdoor recreational activities such as - sports and games and/or work with juveniles for job training purposes.			
	BIRNIE, MATTHEW	UZ01	TEMPORARY ACTIVITY THERAPIST
	HARRISON, RAYMOND	UZ01	TEMPORARY ACTIVITY THERAPIST
	TUTEN, KARI	UZ01	TEMPORARY ACTIVITY THERAPIST
Function Job Title: Temporary Job Developer			
Summarized Duties: Works with the job readiness program to conduct job development/job creation for juveniles and work with juveniles to prepare for the workforce.			
	CUNNINGHAM, HARRIET	UZ01	TEMPORARY JOB DEVELOPER
	DEAS, SHELANDA	UZ01	TEMPORARY JOB DEVELOPER
	FREEMAN, RAVEN	UZ01	TEMPORARY JOB DEVELOPER
Function Job Title: Temporary Grounds Specialist II			
Summarized Duties: Performs grounds maintenance duties for assigned area(s).			
	SELLS, HARRY	UZ01	TEMP SPECIAL PROJECT GROUNDS SUPERINTEND
	CLEMONS, ROBERTO	UZ01	TEMPORARY GROUNDS SPECIALIST II
	MURRAY, JUSTIN	UZ01	TEMPORARY GROUNDS SPECIALIST II
	ROLAND, ERNEST	UZ01	TEMPORARY GROUNDS SPECIALIST II

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
<b>Function Job Title: Temporary Dentist</b>			
<b>Summarized Duties: Provides dental care to DJJ juveniles.</b>			
	RABKIN, MICHAEL	UZ01	TEMPORARY DENTIST
<b>Function Job Title: Temporary Chaplain and Chaplain Assistant</b>			
<b>Summarized Duties: Provides or assist with providing clinical pastoral care to the youth.</b>			
	WELTIN, CHRISTOPHER	UZ01	TEMPORARY CHAPLAIN
	CHILDERS, CHARLES	UZ01	TEMPORARY CHAPLAIN ASSISTANT
<b>Function Job Title: Temporary Teachers</b>			
<b>Summarized Duties: Serves as substitute teacher or provides classroom instruction to juveniles, posting grades, and other duties.</b>			
	GRAHAM, ALBERTA	UZ01	CERTIFIED TEACHER
	HAM, SONYA	UZ01	TEMPORARY TEACHER
	LEWIS, SHIRLEY	UZ01	TEMPORARY TEACHER
	MONROE, KIMBERLY	UZ01	TEMPORARY SUBSTITUTE TEACHER
	MUELLER, TIMOTHY	UZ01	TEMPORARY ENGLISH TEACHER
	WILSON, BENNIE	UZ01	ASSOCIATE TEACHER
<b>Function Job Title: Temporary Program Assistant</b>			
<b>Summarized Duties: Performs a variety of administrative, various office management duties (ex: purchasing, receptionist, system updates) and other programmatic functions based on assigned location(s).</b>			
	HITCHINGS, EDEN	UZ01	TEMPORARY PROGRAM ASSISTANT
<b>Function Job Title: Temporary Social Worker IV</b>			
<b>Summarized Duties: Provides services to juveniles and possibly families for the purpose of formulating treatment plans or proving other support needed by the youth in DJJ care.</b>			
	MCGUIRE, SARAH	UZ01	TEMP SOCIAL WORKER IV
	JONES, ADRIENNE	UZ01	TEMPORARY SOCIAL WORKER IV
<b>Function Job Title: Temporary Administrative Assistant I</b>			
<b>Summarized Duties: Performs various high level administrative related duties for assigned area(s).</b>			
	TUCKER, NICOLA	UZ01	TEMP ADMINISTRATIVE ASSISTANT I

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
Function Job Title: Temporary Transition Specialist			
Summarized Duties: Works with juveniles to transition career-learned skills from DJJ to release.			
	BRATTON, LAWRENCE	UZ01	TEMP TRANSITION SPECIALIST
Function Job Title: Temporary Administrative Specialist			
Summarized Duties: Performs routine level administrative job duties for assigned area(s).			
	BURGESS, SHAQUANIA	UZ01	TEMPORARY ADMINISTRATIVE SPECIALIST
Function Job Title: Temporary Community Policy & Training Manager			
Summarized Duties: Responsible for community services policy development, adherence and policy or other training.			
	DEW, RHONDA	UZ01	TEMPORARY COMMUNITY POLICY & TRNG MGR
Function Job Title: Temporary Compliance Specialist			
Summarized Duties: Responsible for quality review for special education programs.			
	JAMES, LORI	UZ01	TEMPORARY COMPLIANCE SPECIALIST
Function Job Title: Temporary Janitorial Specialist			
Summarized Duties: Cleans assigned areas.			
	ALI, MUHAMMAD	UZ01	TEMPORARY JANITORIAL SPECIALIST
Function Job Title: Temporary Laundry Worker			
Summarized Duties: Launderers and mends juveniles' clothing.			
	CHARLES, ECUFORNIA	UZ01	TEMPORARY LAUNDRY WORKER
Function Job Title: Temporary Maintenance Worker			
Summarized Duties: Performs various maintenance activities such as plumbing, carpentry, electrical and general maintenance.			
	O'SHIELDS, TIMOTHY	UZ01	TEMPORARY MAINTENANCE WORKER
Function Job Title: Temporary Recreation Specialist II and Temporary Recreation Therapist			
Summarized Duties: Works with juveniles to deliver various indoor and outdoor recreational activities such as - sports and games and/or work with juveniles for job training purposes.			
	FRIERSON BROWN, SHIRLEY	UZ01	TEMPORARY RECREATION SPECIALIST II

Functional Job Duty Title and Summarized Duties	Employee Name	State Job Class Code	Agency Internal Title
	MORRISON, REBECCA	UZ01	TEMPORARY RECREATION SPECIALIST II
	MORRISON, DAVID	UZ01	TEMPORARY RECREATION THERAPIST
<b>Function Job Title: Temporary Sales Associate</b>			
<b>Summarized Duties: Summarized Duties:</b>			
	DAVIS, WILLA	UZ01	TEMPORARY SALES ASSOCIATE
	EDWARDS, JENNY	UZ01	TEMPORARY SALES ASSOCIATE
<b>Function Job Title: Temporary Senior Consultant</b>			
<b>Summarized Duties: Registered nurse who assists with the implementation of the Electronic Health Records.</b>			
	JACKSON, CAROL	UZ01	TEMPORARY SENIOR CONSULTANT
<b>Function Job Title: Temporary Speech Hearing Pathologist</b>			
<b>Summarized Duties: Works with juveniles to determine speech and hearing needs.</b>			
	ELLIOTT, CRISSANDRA	UZ01	TEMPORARY SPEECH HEARING ATHOLOGIST
<b>Function Job Title: Temporary Supply Specialist</b>			
<b>Summarized Duties: Responsible for inventory and supply management at assigned locations to include accounting for inventory.</b>			
	PARKER, RONNIE	UZ01	TEMPORARY SUPPLY SPECIALIST

# ATTACHMENT 3

South Carolina Department of Juvenile Justice, Fiscal Affairs

**Where does the agency money go?**

The agency currently has a budget of \$123 million which is made up of the following funding sources:

- A. State funds (appropriation act)
- B. Other funds (earmarked or restricted funds, including though not limited to court fines, municipality fees and funds used to support the Agency's special school district)
- C. Federal funds (grant funds that have been directly awarded to the Agency or pass-through from another state agency)

Within each funding source (as appropriate based on a particular funding source's restrictions or other mandated limitations), expenditures are grouped by the Agency's legislatively assigned programs and activities, which are as follows:

- A. Parole – pass through to the Parole Board
- B. Administration – support departments
- C. Program Services:
  - 1. Community Services – county offices, social work, psychology, job readiness sites and TASC
  - 2. Long Term Facilities – Broad River Road Correctional site and Dietary
  - 3. Reception and Evaluation – Upstate, Midlands and Coastal Evaluation Centers
  - 4. County Services – Detention Center
  - 5. Residential Operations – wilderness camps and other outside placement
  - 6. Juvenile Health and Safety – inspector general and juvenile health services
  - 7. Program Analysis and Staff Development – statistical and other agency services along with staff training and development offices
  - 8. Education – special school district
- D. Employee Benefits – employer cost of all benefits for staff

Within each of the above programs and activities, the agency has set up a number of departments that provide further detail as to how the expenditures within a particular program are spent delivering that program's functions. The departmental breakdown for each program or activity, with FY 2014-15 expenditures included as a reference point, is as follows:

Program/Sub-Program	Department/ Function	Actual Fiscal Year 2014-2015 Expenditures
Parole	Parole Board	526,127
Administration	Admin Management	253,238
	Information Tech	2,326,413
	Fiscal Affairs	1,579,709
	Human Resources	1,050,293
	Directors Office	291,375
	Legal Office	906,703
		6,407,731

<b>Community Services</b>	Community Service Management	767,096
	Consultation and Evaluation	2,537,739
	Coastal Region	4,078,935
	Pee Dee Region	3,064,037
	Midlands Region	4,479,644
	Piedmont Region	4,270,026
	Interstate Compact	187,809
	Community Justice	624,724
	Victims Services	69,062
	TASC	473,814
	Arbitration	960,000
	Job Readiness Training	481,333
	Social Work	29,281
	Treatment & Intervention	824,581
		<u>22,848,081</u>
<b>Long Term Facilities</b>	Business Services	2,453,184
	Dietary (BRRC and Evaluation Centers)	2,638,600
	Grounds/Facility	727,722
	Physical Plant	3,702,942
	Store of Hope	86,158
	Central Records/Support Services	169,658
	Community Connections Center	14,368
	Chaplaincy	(1)
	BRRC	14,539,169
		<u>24,331,801</u>
<b>Reception and Evaluation</b>	Coastal Evaluation Center	3,821,370
	Midlands Evaluation Center	4,160,725
	Upstate Evaluation Center	3,910,871
		<u>11,892,966</u>
<b>County Services</b>	Detention Center	<u>4,797,155</u>
<b>Residential Services</b>	Community Alternatives	12,720,582
	Alternative Placements	14,631,149
	HQ Office	10,273
		<u>27,362,004</u>
<b>Juvenile Health and Safety</b>	Inspector General	3,445,712
	Health Services	6,010,192
		<u>9,455,904</u>
<b>Program Analysis and Staff Development</b>	Medicaid Management	482,226
	Staff Development and Training	951,854
	Planning and Programs	1,451,786
		<u>2,885,866</u>

<b>Education</b>	Education	7,956,833
<b>Employee Benefits</b>	Rolls to specific department	(2)
	Total Agency Actual Expenses FY 14 -15	118,464,468

**Notes:**

(1) Chaplaincy costs prior to fiscal year 2015-2016 were included in the facility cost that the chaplain served.

(2) Employee Benefits have been included in the department cost in lieu of including as one agency lump sum total to more accurately report how the agency spends its funds.

Lastly within each of the above departments, expenditures are grouped in further detail by the following major expenditure groupings:

- A. Personal Services - salaries and wages for all classified, unclassified and temporary staff
- B. Case Services – expenditures for contract services provided directly to the juveniles
- C. Other Operating – expenditures for areas including supplies, rental services, contract services, utilities, etc.
- D. Benefits – expenditures for employer Medicare and Social Security, retirement, insurance and workers compensation.

This methodology is followed in preparing the budget as well as reporting actual expenditures so that the agency is able to analyze as to its performance to the current year budget as well as plan and prepare for upcoming years budgets based on trends or other changes that have arisen during the current year.

# ATTACHMENT 4

**South Carolina Department of Juvenile Justice**  
**WorkKeys Assessment Data**

**The test reports that have been evidenced from the 2012-2013 school year are below:**

Test Section	Number of students tested in this section	Average Score
Applied Math	28	3.82
Reading	21	4.29
Location of Information	27	3.56

Total number of students tested/eligible: 33

**The test reports that have been evidenced from the 2013-2014 school year are below:**

Test Section	Number of students tested in this section	Average Score
Applied Math	34	3.18
Reading	28	3.54
Location of Information	27	3.04

Total number of students tested/eligible: 39

**The test reports that have been evidenced from the 2014-2015 school year are below:**

Test Section	Number of students tested in this section	Average Score
Applied Math	167	3.08
Reading for Information	167	3.72
Location of Information	167	3.04

Total number of students tested/eligible: 167

**The test reports that have been evidenced from the 2015-2016 school year are below:**

Test Section	Number of students tested	Average Score
Applied Math	N/A	N/A
Reading for Information	N/A	N/A
Location of Information	N/A	N/A

Total number of students tested/eligible: Unknown currently – test scheduled for 3/2/16

# ATTACHMENT 5

Site Location	Total +/- Acres	Total +/- Acres Used	Difference +/-
Union Evaluation Center	17.50	17.50	0.00
Coastal Evaluation Center	17.50	17.50	0.00
Broad River Road Campus	268.00	238.00	30.00
Shivers Road	496.00	76.50	419.50
Georgetown Wilderness	15.00	15.00	0.00
Piedmont Wilderness	17.00	17.00	0.00
Camp Gigahu	10.00	10.00	0.00
White Pines 1	15.00	15.00	0.00
White Pines 2	10.00	10.00	0.00
Camp Sandhills	10.00	10.00	0.00
Camp Bennettsville 1	10.00	10.00	0.00
Camp Bennettsville 2	10.00	10.00	0.00
Camp Aspen	10.00	10.00	0.00
Generations Group Home	15.00	15.00	0.00
Pee Dee Regional Office	3.50	3.50	0.00

\*

\*The additional acreage, while not used by DJJ, is used in large part by SC Department of Corrections for farming and livestock.

The +/- indicates that the provided information has been rounded or is approximated values.

# ATTACHMENT 6

Executive Order No. 2016-06  
Frequently Asked Questions:  
Statewide Strategic  
Real Estate Plan



# **Executive Order No. 2016-06 FAQs – Statewide Strategic Real Estate Plan**

## **SECTION 1 – EXECUTIVE ORDER NO. 2016-06**

Cabinet Agencies are encouraged to use funds received from the sale of surplus real property pursuant to Proviso 93.25 of the Fiscal Year 2015-2016 Appropriations Act for nonrecurring real property needs in cooperation with the Department of Administration and in accordance with the State's comprehensive strategic plan for the ownership and management of real property.

## **SECTION 1 FAQs**

**1. Q: *For what non-recurring real property needs should agencies expend funds received from the sale of surplus real property?***

A: The Department of Administration will work with agencies to help them understand how they can best invest funds back into agency real property needs in accordance with the State's comprehensive strategic plan for real property. Some examples include moving expenses, architectural and engineering studies, renovation and reconfiguration of retained facilities to implement space standards, and funding of deferred maintenance, strategic asset replacement and critical infrastructure.

**2. Q: *How will proceeds from the sale of properties purchased with federal funds be distributed?***

A: The distribution of proceeds from the sale of properties purchased with federal funds will not change. However, agencies allowed to retain federal shares of proceeds are encouraged to use those shares to reinvest in their property portfolio as allowed by applicable federal regulations. Reinvestment purposes may include examples listed in the answer to the first question in this section.

## **Executive Order No. 2016-06 FAQs – Statewide Strategic Real Estate Plan**

### **SECTION 2 – EXECUTIVE ORDER NO. 2016-06**

Cabinet Agencies and the Department of Administration shall begin to review commercial leases 18-24 months prior to expiration and shall evaluate ways to consolidate agency leases and reduce overall square footage needs.

### **SECTION 2 FAQs**

**1. Q: *Has the Department of Administration already determined what agency leases will be consolidated?***

A: The Department of Administration will partner with agencies to determine which agency leases should be consolidated. This process will include analysis of site proximities, similar functions for ease of customer access, lease expirations and parking considerations for collocations.

**2. Q: *Should agencies contact the Division of General Services 24 months prior to a lease expiration to begin the review process?***

A: Agencies are welcome to contact General Services to begin the review process. General Services will also reach out to each agency 18-24 months prior to lease expiration.

**3. Q: *Will agencies have input in consolidation and collocation opportunities?***

A: Agency input will be essential in identifying consolidation or collocation opportunities. Careful attention will be given to ensure that agencies have appropriate space to execute their missions.

# Executive Order No. 2016-06 FAQs – Statewide Strategic Real Estate Plan

## **SECTION 3 – EXECUTIVE ORDER NO. 2016-06**

Cabinet Agencies must work with the Department of Administration to implement space standards in leased and owned facilities to achieve an overall target density of 210 square feet per person unless otherwise approved by the Department.

### **SECTION 3 FAQs**

**1. Q: *Have the space standards already been defined?***

A: Yes. The executive order defines the overall target density of 210 square feet per person. That density reflects the recommendations outlined in the Statewide Strategic Real Estate Plan.

**2. Q: *How do the standards work?***

A: The space standards reflect industry best practices with an average target density of 210 rentable square feet per person not including special support spaces. Special support spaces include both public use spaces (areas that are specifically required by an agency to serve or accommodate public visitors, clients or service users) and special use spaces (areas that are specifically required to support the agency's mission or operations and are required to supplement the standard support areas like file, work, mail, copy and break rooms). Public use includes spaces such as service counters, interview rooms, etc. Special use includes spaces such as conference and training centers, labs or warehouses.

**3. Q: *Will agencies provide input into how the space standards are met?***

Agencies will have the opportunity to communicate their needs while working with the Department of Administration to meet the overall target density in the manner that best meets the mission of the specific agency. In retrofitting existing space or acquiring new space, the process will include completion of a detailed Space Allocation Worksheet, agency interviews to fully define space parameters, market analysis on existing and potential space, and architectural space programming as appropriate.

**4. Q: *When are agencies required to implement the space standards?***

A: There are many moving parts in meeting space standards and implementation will take time. The strategic plan has identified several core-owned assets for immediate evaluation for reconfiguration. The Department of Administration will work directly with agencies in these identified facilities over the next 18–24 months to determine the ability to implement space standards. The Department of Administration will also work with executive agencies to determine other mission critical facilities for renovation. Additionally, as commercial leases expire, the Division of General Services will work with agencies to implement the space standards when renewing or securing space.

# **Executive Order No. 2016-06 FAQs – Statewide Strategic Real Estate Plan**

## **SECTION 4 – EXECUTIVE ORDER NO. 2016-06**

Cabinet Agencies shall comply with the Department of Administration's site selection criteria in selecting leased or owned space.

### **SECTION 4 FAQs**

**1. Q: *How will the Department of Administration be able to determine what an agency needs?***

A: The Department of Administration will partner with agencies to gain a complete understanding of agency missions, priorities and strategic direction in order to properly evaluate space needs in terms of the State's overall strategic real estate plan and what makes the best business sense for the state and the agency.

**2. Q: *What are the Department of Administration's site selection criteria?***

A: The site selection criteria include:

- Office planning and layout in accordance with implementation of space standards;
- Understanding of the customer base and customer needs such as where customers are located and what transportation access they have;
- The ability of the selected space to support the agency's mission;
- Cost effectiveness;
- And deployment of a disposition analysis framework.

**3. Q: *What is the process for site selection?***

A: Real property acquisition requests will continue to be submitted to the Executive Budget Office. The Department of Administration will evaluate each request for continuity with the real estate strategic plan prior to submission to the Joint Bond Review Committee. Requests to lease space will continue to be submitted to the Division of General Services. General Services will conduct a space analysis in conjunction with the agency and assist with soliciting for commercial space if adequate state-owned space is not available. This process will evolve over time, and agencies will be informed before any changes to the process are implemented.

## **Executive Order No. 2016-06 FAQs – Statewide Strategic Real Estate Plan**

### **SECTION 5 – EXECUTIVE ORDER NO. 2016-06**

Cabinet Agencies shall enter into the South Carolina Enterprise Information System (SCEIS) the maintenance and operations expenditures for leased and owned facilities in a manner determined and directed by the Department of Administration.

### **SECTION 5 FAQs**

**1. Q: *How is this different from the current process?***

A: Agencies will use detailed general ledger codes for maintenance and operations expenditures in SCEIS to allow for tracking and reporting according to the categories provided in the industry standard chart of accounts in the real estate strategic plan. This standardization will allow for accurate benchmarking and more accurate, informative executive dashboards that can be used to manage the State's real estate portfolio, maintenance and capital needs.

**2. Q: *Where is the new chart of accounts located and when must agencies begin entering expenditures into SCEIS utilizing it?***

A: The Department of Administration has started working with SCEIS and the Comptroller General's office to map existing general ledger codes to the industry standard chart of accounts and create new ones as necessary. Once this process is complete, agencies will receive information on training and implementation. Utilization of the industry standard chart of accounts in SCEIS will be effective next fiscal year.

## **Executive Order No. 2016-06 FAQs – Statewide Strategic Real Estate Plan**

### **SECTION 6 – EXECUTIVE ORDER NO. 2016-06**

Real property management of state-owned or state-leased facilities shall be centralized within the Department of Administration, and Cabinet Agencies must begin working with the Department to schedule and facilitate transfer of real estate management, maintenance and support of these facilities.

### **SECTION 6 FAQs**

**1. Q: *When will the transfer of real estate management, maintenance and support of facilities occur?***

A: The Department of Administration is developing an implementation plan and will be in contact with agencies in the coming months to begin working in partnership to facilitate the transfer. Depending on the size and needs of an agency, this process may take longer for some than others.

**2. Q: *How do agencies and the State benefit from the centralization of real estate management, maintenance and support?***

A: Centralizing real estate management functions under the Department of Administration will allow agencies to focus on their core business missions, while providing economies of scale in sourcing, comprehensive asset management, integrated performance reporting, and improved service delivery and standardization. Data collected in development of the real estate strategic plan indicates potential savings of more than \$35 million could be achieved through centralization.

## **Executive Order No. 2016-06 FAQs – Statewide Strategic Real Estate Plan**

### **SECTION 7 – EXECUTIVE ORDER NO. 2016-06**

Cabinet Agencies shall provide the Department of Administration a list of current contracts related to facilities management, maintenance, and support and shall not renew or enter into any new contracts related to facilities management, maintenance, and support without prior approval from the Department of Administration.

### **SECTION 7 FAQs**

**1. Q: *When is the list of current contracts due?***

A: In the coming weeks, cabinet agencies will receive a form for capturing current contracts. The form will include a due date and contact for submission.

**2. Q: *What process will agencies follow to request approval to renew or enter into a new contract related to facilities management, maintenance and support?***

A: Transitioning to centralized property management will take time and will require prioritizing initiatives. Obtaining lists of current contracts related to property management is the first step in this process. Once this list is compiled, the Department of Administration will start looking at contracts close to expiration, meet with agencies to determine their needs and begin to identify agencies with similar needs. With the assistance of agencies, the Department of Administration can start working towards taking advantage of economies of scale in procuring contracts. In the meantime, agency requests for approval to renew or enter into any new contracts related to facilities management, maintenance and support should be submitted in writing to the executive director of the Department of Administration for consideration.

## **Executive Order No. 2016-06 FAQs – Statewide Strategic Real Estate Plan**

### **SECTION 8 – EXECUTIVE ORDER NO. 2016-06**

The Department of Administration shall work with Cabinet Agencies to develop plans to address ongoing and deferred maintenance for all state-owned real property.

### **SECTION 8 FAQs**

**1. *Q: Will agencies have input in developing plans to address ongoing and deferred maintenance in buildings they occupy?***

A: Based on agency information regarding deferred maintenance needs and data gathered from Facility Condition Assessments performed on selected cabinet agency facilities, the Department of Administration will collaborate with agencies to prioritize maintenance needs.

## **Executive Order No. 2016-06 FAQs – Statewide Strategic Real Estate Plan**

### **SECTION 9 – EXECUTIVE ORDER NO. 2016-06**

Cabinet Agencies shall annually update and submit an inventory of state land and buildings to the Department of Administration by June 30th of each fiscal year in the manner prescribed by the Department. Cabinet Agencies must include in their submissions an Annual Portfolio Assessment Report as provided in the Agency Disposition Evaluation Model with recommendations for dispositions. Final disposition decisions shall lie with the Department of Administration.

### **SECTION 9 FAQs**

**1. *Q: What are the Annual Portfolio Assessment Report and the Agency Disposition Evaluation Model?***

A: The format of the Annual Portfolio Assessment Report is under development and will be provided to agencies no later than June 1 of each fiscal year. The report will be used to execute the Agency Disposition Evaluation Model, which can be found on pages 17 and 50 of the Statewide Strategic Real Estate Plan. To view the complete report, click [here](#). The Department of Administration will work individually with each agency to use the disposition analysis framework following submission of its Annual Portfolio Assessment Report.

# ATTACHMENT 7

## **Team Purpose**

For quick and effective response of any emergency on SCDJJ Broad River Road Complex (BRRC). To be prepared to respond to any distress of any kind which threatens the security of BRRC. To set standards for structure, training, and deployment of the rapid response team.

## **Team Mission**

Seek positive resolution of crisis events, provide a safe environment for juveniles, staff, volunteers, mentors, and visitors, preserve life, and provide assistance to staff in need. This mission will be accomplished by utilizing training, preparation, awareness of our environment and trained staff who are ready to handle any task.

## **Team Duties**

- I. Threat Removal
- II. Searches
- III. Apprehension
- IV. Control
- V. Negotiations
- VI. Transports
- VII. Shakedown
- VIII. Extractions

## **Team Duties- Definitions**

**Apprehension**- any operation, usually after an attempt or escape in which the subject is located and secured.

**Clearance**- any operation of movement in which the teams clears a building, room, or location to ensure the location is safe and secure.

**Control**- any operation to establish or maintain control of a location, event, or situation.

**Extraction**- any operation where an object or subject is removed from a given location for a specific reason. Two main extractions will occur for security or safety/medical situations.

**Negotiation**- any operation in which a designated team member will attempt to sustain positive dialogue until trained staff becomes available to talk or negotiate with the subject.

**Shakedown**- process of inspecting juvenile's personal belongings in their personal area as well as living quarters.

**Searches**- any operation performed to either a location, person, or thing. Also can be applied to a frisk search of juveniles.

**Threat Removal**- any operation in which a subject or object that poses a danger to themselves or others is extracted from of a location.

**Transport**- any operation in which a juvenile is securely moved from one location to another.



**South Carolina Department of Juvenile Justice  
Broad River Road Complex**

**Emergency Rapid Response Team (RRT)**

**Purpose:** For quick and effective response of any emergency on SCDJJ Broad River Road Complex (BRRC). To be prepared to respond to any distress of any kind which threatens the security of BRRC. To set standards for structure, selection, training, and deployment of the rapid response team.

**Definitions:**

- 1) Command Center- where used herein, refers to a predetermined location, such as the operations area or chief of security's office that is separate and secure from the crisis event, large enough and equipped to handle the supervision of the crisis event.
- 2) Operations Center- where used herein, refers to a predetermined location, such as internal training facility / office or predetermined training area. This area is primarily for training and/or operational purposes.
- 3) Crisis Event- where used herein, refers to a declared emergency situation which involves a threat to the safety, security, or order at a facility and which requires concerted actions by specially trained staff. Crisis events range in severity from an juvenile fight to life threatening situations such as those involving:
  - a. hostages
  - b. barricaded subject(s)
  - c. potential suicides
  - d. escapes
  - e. riots or attempts
- 4) Initial Commander- where used herein, refers to the highest-ranking staff member on duty at a facility where:
  - a. a crisis event has developed
  - b. an emergency has been declared

- c. emergency assistance is needed
- 5) Team- where used herein, refers to one team with members capable of being divided on all campuses which:
  - a. have trained designated response team staff
  - b. Are organized to be the initial support response in the event of an emergency.
- 6) RRT- where used herein, refers to rapid response team comprised of juvenile correctional officers specially trained in emergency response.
- 7) Situation Board- where used herein, refers to a flipchart or easel pad sheets, usually affixed to the wall of the command center and which are utilized to note important information in such a manner that the information is easily seen. The board is maintained by the intelligence officer and will include pertinent information such as:
  - a. Situation
  - b. How many involved
  - c. Who, what, why, when, how
  - d. Demands
  - e. Relevant information
- 8) Team Coordinator- where used herein, refers to the staff member who is responsible for coordinating and providing organizational support and development.

### **Emergency Response:**

**Mission:** The mission of the emergency rapid response team is to seek positive resolution of crisis events, provide a safe environment for juveniles, staff, volunteers, mentors, and visitors, preserve life, and provide assistance to in need staff. This mission will be accomplished by utilizing training, preparation, awareness of our environment and trained staff who are ready to handle any task.

The emergency rapid response team will receive and execute orders issued by the team coordinator, initial commander, chief of security, or designee.

Applicants and active members of emergency teams must:

1. not hold a position of command level (JCO major or above);
2. have a residential phone or cell with direct line access;
3. be willing and able to pass an annual physical exam and assessment;
4. be willing and able to work for extended time periods;
5. be willing to participate in all training and team activities;

6. be willing to adhere to the highest standards of professional performance in his/her assigned duties and as a member of the rapid response team
7. file an application voluntarily;
8. have maintained a positive EPMS and without any reprimands within a one calendar year;
9. Be willing to have a background check.

**Structure:**

- 1) The team will have a team leader and an assistant team leader.
- 2) There will be one alternative /or backup member.
- 3) The following will be considered when allocating the team:
  - a. Campus size
  - b. Number of juveniles
- 4) The team will consist of a team leader, assistant team leader, and five members
  - a. Each will be equipped and function as a team;
  - b. The team leader and assistant team leader must hold the rank of sergeant or higher;
  - c. Each team member will be certified annually;
  - d. Each team member will be physically fit and will be able to pass a physical fitness test annually;
- 5) The team will have the following assigned positions:
  - a. Team Lieutenant- Team Leader
  - b. 1<sup>st</sup> Sergeant- Assistant Team Leader
  - c. Operations sergeant- Intelligence / Negotiations officer
  - d. Transportation
  - e. Recorder

**Membership Requirements:**

- 1) Is a certified juvenile correctional officer for one year and currently employed as security officer position.
- 2) Reside at a primary residence within a thirty (30) minute response time to the institution;
- 3) Be able to meet and maintain physical standards assessed annually;
- 4) Be able to withstand stress;
- 5) Be able to maintain SCDJJ correctional officer certification;
- 6) Not receive or have received any written reprimands within a one year period;
- 7) Must uphold DJJ'S code of conduct (C.L.A.S.S)

## Duties:

- 1) The duties of each member will be, but not restricted to, as follows:
  - a. **Team Lieutenant-** Team Leader: In charge of team activities, duties, deployments, debriefings, movements, and training. Insures that all members attend training, drills, and activities. Follows the orders of the team coordinator, initial commander, Chief of security and/or designee. During deployment, insures the safety of team members and makes sure objective is completed. Also provides executive decisions on executions of plans. Forwards all paperwork and pertinent documents to team coordinator.
  - b. **1<sup>st</sup> Sergeant-** Assistant Team Leader: Assumes position of team leader in his/her absence. Follows directives of team leader. Insures duty issued by team leader is completed properly. Checks scheduling and makes sure staff is aware of trainings and activities.
  - c. **Operations Sergeant-** Intelligence / Negotiations: Assumes responsibility of operational functions to include: filing, assisting w/ scheduling, notifications, keeping accountability of equipment, inventories, verifying and upkeep of member information, etc. Also assumes role of lead negotiator in hostage situations. Operations sergeant will be certified in hostage negotiations before assuming position.
  - d. **Transportation Officer-** Insures transportation is available and provided for training, activities, drills, etc. Also provides vehicle transportation for juvenile movement in the event that juveniles must be transported.
  - e. **Recorder-** Records all trainings, drills, activities, meetings, briefings, orders, deployments, debriefings, physical fitness test, etc. Recording will be done via multimedia device, written transcript, etc. All activities involving the Rapid Response Team will be recording and filed.

## Selection:

- 1) Those who meet the requirements must prepare an internal application
- 2) Only applicants who successfully complete the physical assessment test will be considered for selection
- 3) The applicant will be evaluated on the following:
  - a. performance evaluations (EPMS);
  - b. leave and attendance record;
  - c. discipline and work history;

- d. commendations, awards;
  - e. training record, certifications;
  - f. Military and law enforcement experience.
- 4) Those who are being selected will have a physical done and turned in.
  - 5) Those who are selected will be placed in an open position or alternative position until a position is opened.
  - 6) If a team member is unable to perform his/her duties due to an injury or military activation, the inactive team member will be:
    - a. Placed on an alternative position until injury is healed
    - b. Removed from the team if injury will disrupt duties
    - c. Removed from the team or placed on hold if military duty requires the member to be absent for an extended amount of time.
    - d. Replaced by an alternative that will be temporary until returned to full duty
    - e. This is meant for team member who will be inactive for a period longer than six (6) weeks.

### **Physical Assessment:**

- 1) Personnel assigned to the RRT must complete a physical assessment and agility test annually.
- 2) BRRC will conduct annual assessments during the month of March. Personnel will be notified of the test date two (2) weeks prior to the assessment.
- 3) The team coordinator will monitor the annual assessment and ensure documentation. A neutral party of a security sergeant or higher will conduct the physical fitness test. The results of physical fitness assessment will be forwarded to the proper chain of command.
- 4) The four physical assessment categories of testing are as follows:
  - a. One and one half mile (1.5) mile run: sixteen (16) min. or less
  - b. Push ups: a total of twenty five (25) within two (2) minutes
  - c. Sit ups: a total of thirty (30) within two (2) minutes
  - d. Endurance: while fully dressed in gear, each team member will drag or carry a one hundred fifty (150) pound manikin or object for one hundred (100) feet within two (2) minutes to demonstrate removal of an injured juvenile or officer.
  - e. The uniform for this assessment will be black shorts, black t-shirt and appropriate running shoes.
  - f. Any exceptions (profiles) for the physical fitness assessment will be turned in to the team coordinator at least two days prior to the assessment and must be approved by higher command.

## **Training:**

- 1) RRT members will be required to complete \_\_\_\_\_ hours of training annually
- 2) RRT basic training must be completed before member is placed on the team. Basic training will be conducted by certified staff and will be documented.
- 3) Monthly training topic and objectives will be provided by the team coordinator
- 4) To continue awareness, field exercises will be conducted throughout the year to include mock drills and practice situations.
- 5) Each squad member will be cross trained in the operations of each duty to ensure team integrity and readiness.
- 6) Each member is required to attend all training exercises and drills.
- 7) Each member will receive notification of all training in advance.
- 8) All trainings will be recorded on a training log along with an attendance log which will be turned in and reviewed.

## **Equipment:**

- 1) Each member will be given a ready bag to store all uniformed equipment needed for rapid response team deployment
- 2) Each equipment bag will have;
  - a. The members identification to include name and institution
  - b. The bag will be packed so that it can be transported quickly in the event of a deployment.
  - c. All equipment not issued to a specific member will be stored and maintained in the operations area (ready room).
- 3) Ready bag equipment should include:
  - a. Uniform – Black and Red
  - b. Knee pads
  - c. Elbow pads
  - d. Helmet
  - e. Flex Cuffs
- 4) Equipment stored in operations / ready area include:
  - a. Protective body shields
  - b. Additional Flex cuffs
  - c. Flashlights
  - d. Radios
- 5) Those members given pagers will have them worn at all times
- 6) An emergency rapid response team equipment inventory will be completed regularly.

### **Activation / Deployment:**

- 1) The chief of security or his/her designee will be authorized to activate and deploy the RRT in the event of a disturbance or unusual incident.
- 2) When the RRT is activated due to a disturbance, all campuses will be notified within the facility and will be:
  - a. Placed on stand by
  - b. Notified to secure all juveniles
  - c. Notified to keep radio communications to a minimum
- 3) Team movement will be at the direction of the:
  - a. Team Leader
  - b. Assistant Team Leader
  - c. Initial commander
  - d. Chief of security
- 4) Each member of the team will conduct his/her self in a manner in conjunction with DJJ's code of conduct, policies, procedures, and regulations.
- 5) Force will only be used as stated in policy H-3.12, Use of Force, and not as a means for punishment or retaliation.
- 6) Deactivation or "All Clear" order will be given by the:
  - a. Initial commander, or
  - b. Chief of security
  - c. In the event of multiple instances, the team leader will give the "All Clear" on site only. The "All Clear" will be for members only and the order for movement to the next site will be given by the operations center. The "All Clear" call will not clear the event, just the position of the RRT.
- 7) In the event of a hostage situation or situation that requires assistance from an outside agency, the RRT will continue efforts to maintain security and keep the situation from worsening until assistance arrives.

### **Debriefing:**

- 1) Debriefing will be completed immediately any deployment.
- 2) Debriefing will be recorded by the recording officer and minutes will be forwarded and signed.
- 3) During debriefing, accountability of equipment will be conducted and inspected for damages.
- 4) Proper documentation will be completed, checked and signed to include:
  - a. ERMIS,
  - b. Use of force, and
  - c. Witness statements

# ATTACHMENT 8

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**From:** Sylvia L. Murray  
**Sent:** Monday, September 28, 2015 2:56 PM  
**To:** Alisa R. Lindsay-Jones; Angie P. Flake; Angie F. Rita; Beth E. Mackinem; Brett M. Macgargle; Candlyn Ashcraft; Daniel J. Johnson; Deborah A. Lakin; Doretha Best; Elizabeth A. Hill; Eric L. Rousey; Felicia L. Dauway; Gloria C. Bennett; Harolyn M. Joseph; Jutta K. Young; Katherine L. Pierson; Katherine P. Speed; Larry L. Vanderbilt; Mia L. Richardson-Pressley; Rhonda C. Kyzer; Robin E. Owens; Sarah J. Odiorne; Sarah D. Smith; Sylvia L. Murray; Tami L. Nates; Thomas D. Williams, Jr.; Tracy W. Washington; Velvet McGowan  
**Subject:** Message From the Director to BRRC Staff

Dear Colleagues:

As you are probably aware, some youth recently have caused significant disturbances at BRRC that have resulted in a number of these youth being housed in our Crisis Management Unit (CMU). I, along with the Rehabilitative Services Division leadership team at BRRC, met with security staff at shift briefings last week to open the lines of communication regarding what measures I am implementing to ensure the continued safety of our staff and the youth entrusted to our care. Knowing that other employees who work at the Broad River Road Campus may have been impacted by these recent disturbances as well, I wanted to ensure that you received the same information shared in these shift briefings.

First, please be assured that the youth involved in these recent disturbances have been removed from the general population and are receiving individualized services while in CMU in an effort to modify their behavior. Juveniles who have engaged in repetitive aggressive and disruptive behaviors that threaten the safety and security of staff and of other youth will remain in CMU and be held accountable for their actions. Second, I am implementing measures designed to reduce the likelihood of similar disturbances occurring in the future. Captain DuJuan Council has been temporarily re-assigned from MEC to BRRC to develop a strategy to combat gang-related behaviors among our youth. Congaree Dorm was re-opened on Thursday as an honor dorm for well-behaved youth who are on level. Poplar Dorm is being re-fitted with institutional furniture (similar to that at our short-term facilities) and will become a resocialization unit for youth who are unable to maintain their behavior in their assigned dorm and/or who are transitioning from CMU back to their assigned dorm.

Finally, in regards to our agency's response to any future disturbance of this type that may occur, I am re-instituting the agency's Rapid Response Team who will respond in emergency situations where less intrusive methods of control have not been effective. In addition, I have authorized our Inspector General to begin the process to train DJJ's certified Class I Law Enforcement Officers in methods to de-escalate aggressive behavior in youth and to equip these officers with associated tools, to include convex/concave shields and OC/pepper spray. Until DJJ staff can be trained in these methods, we will continue to engage the assistance of our sister agencies located here on Broad River Road (SCDC and SLED), as needed.

The safety of our employees, contractors, and volunteers, as well as the safety of the youth placed under our care and supervision, remains my top priority. Please share with me, through your Executive Manager, any ideas you have that may assist in these efforts.

Thank you for your continued dedication to this agency and to our mission.

Sincerely,

Sylvia Murray  
Director

# ATTACHMENT 9



<b>Goal 2: Implement Effective Measures to Prevent serious Juvenile Behavioral Incidents</b>			
<b>Action Items</b>	<b>Lead Staff</b>	<b>Time line</b>	<b>Status</b>
<p><b>Step 1:</b> Prevent, Intervene and Suppress Juvenile Gang Activity at the BRRC</p> <ul style="list-style-type: none"> <li>a. Assign a Gang Intervention Specialist to the BRRC to coordinate gang prevention and suppression efforts</li> <li>b. Work with City of Columbia, Richland County, SLED and Local Law Enforcement experts to assess current levels of gang activity and trends at BRRC</li> <li>c. Develop and implement comprehensive gang response training plan including prevention, intervention and suppression tactics</li> </ul>	E. Sessions D. Council C. Wallace	9/25/15          2/22/16	<ul style="list-style-type: none"> <li>a. Completed</li> <li>b. Ongoing</li> <li>c. Coordination of training with SCCJA expected to begin on February 22, 2016.</li> </ul>
<p><b>Step 2:</b> Minimize Opportunities for Riots and Major Disturbances at Birchwood High School</p> <ul style="list-style-type: none"> <li>a. Limit number of juveniles at Birchwood High School imposing a Split School Schedule (A/B days)</li> <li>b. Develop and implement improved measures to control juvenile movement to and from School</li> <li>c. Develop and implement a plan to transition Educational Services to juvenile living units, where applicable.</li> </ul>	J. Quinn T. Williams	9/25/15          2/22/16	<ul style="list-style-type: none"> <li>a. Completed</li> <li>b. Split School Schedule/Completed</li> <li>c. Implementing self-education unit in Poplar Unit.</li> </ul>
<p><b>Step 3:</b> Contain and Stabilize Juveniles Posing Greatest Threat to Security at BRRC</p> <ul style="list-style-type: none"> <li>a. Relocate juveniles that pose the greatest threat to safety and security to the Resocialization or Crisis Management Unit (CMU); temporarily</li> <li>b. Provide intensive assessment and treatment services to help restore high risk juveniles to general population (aggressive replacement therapy)</li> <li>c. Explore possible transfers to SCDC or DMH as appropriate for high risk youth that cannot safely be returned to general population</li> </ul>	E. Sessions K. Speed T. Williams          Legal Staff	9/25/15 3/15/16          10/30/15	<ul style="list-style-type: none"> <li>a. Ongoing</li> <li>b. RFP done for Aggression Replacement Therapy/Bid Awarded. Waiting for training.</li> <li>c. Legal office exploring options/Ongoing.</li> </ul>



<b>GOAL 3: Improve Collaboration and Coordination with SCDC &amp; SLED</b>			
<b>Action Items</b>	<b>Lead Staff</b>	<b>Time line</b>	<b>Status</b>
<p><b>Step 1 :</b></p> <p>Utilize existing resources at SCDC and SLED relating to enhanced security at BRRC</p> <p>a. Develop a coordinated and comprehensive response to Riots, Disturbances, Disasters, Hostage Situations, and Escapes at BRRC</p> <p>b. Utilize SCDC and SLED training and expertise in developing DJJ's Rapid Response Team, Police Unit and Gang Prevention, Intervention and Suppression efforts</p>	<p>T. Williams Planning &amp; Programs Legal Office</p>	<p>10/30/15 1/20/16</p>	<p>a. Ongoing b. Interviews and Physical Fitness Test Scheduled January 20, 2016</p>

# ATTACHMENT 10

**From:** Sylvia L. Murray  
**Sent:** Tuesday, January 12, 2016 4:25 PM  
**To:** SCDJJ  
**Subject:** Memorandum From the Director  
**Attachments:** H-3.1, Control of Contraband 10-31-2011.doc

Dear Colleagues:

As you may be aware, it is both illegal and against policy for any person to furnish or attempt to furnish certain contraband items to juveniles at our secure facilities. Please see attached SCDJJ Policy H-3.1, Control of Contraband. This policy makes clear that employees are not to give certain items – including, but not limited to, weapons, drugs, alcohol, money, tobacco products, matches, and lighters – to juveniles.

Unfortunately, we have experienced some recent incidents of juveniles being found in possession of some of these items, particularly cigarettes and lighters. Based on our continued need to ensure the security and safety of juveniles, staff, and visitors at our secure facilities, I have instructed our Inspector General to update the Contraband policy to prohibit not only the furnishing of certain items to juveniles but also to prohibit the possession of certain items by any person within the fences of DJJ secure facilities.

This policy will be finalized and formally published in the coming weeks. But please be advised that, effective immediately, the following items are declared “Prohibited Property” and are not permitted to be in the possession of any person while within the fences of DJJ secure facilities. These items include:

- Weapons (includes firearms, knives, blades of any kind, clubs, batons, tasers, or mace)
- Illegal drugs and substances
- Alcoholic beverages
- Tobacco products, smoking products or any device intended to simulate tobacco
- Matches, lighters, and any type of igniting device
- Pornographic materials
- Gang-related materials
- Any other item as may be determined by the Agency Director upon notification

In light of this new policy concerning prohibited items, please be reminded that all persons are subject to search at DJJ secure facilities. Vehicles entering the security gate at the Broad River Road Complex are also subject to search. When entering the BRRC gate, you also may be stopped by the DJJ K-9 Team to conduct a drug and substance detection search of your vehicle or you may be asked by our police officers to supply your driver’s license, registration, and proof of insurance.

Finally, please be aware that having a SC Concealed Weapons Permit does not permit you to bring a gun onto DJJ secured properties. Guns must be secured in a DJJ-provided gun box outside the fence prior to entering the secured facility. Any prohibited items found during a search will be confiscated and destroyed, and the employee will be subject to disciplinary action. Any illegal items found during a search will be confiscated, and the person will be subject to criminal prosecution.

Thank you for your cooperation and compliance as we continue to implement measures to maintain the safety and security of our facilities.

Sincerely,

Director Sylvia Murray

# ATTACHMENT 11

**STATUS OFFENSE CASES  
IN SOUTH CAROLINA:**  
*A Review and  
Recommendations*

Children's Law Center

University of South Carolina School of Law

May 2015

Children's Law Center  
University of South Carolina School of Law  
1600 Hampton Street, Suite 502  
Columbia, SC 29208  
803.777.1646

May 2015

## STATUS OFFENSE CASES IN SOUTH CAROLINA: *A Review and Recommendations*

In 2014, the Children’s Law Center was awarded a Juvenile Justice Accountability Block Grant, distributed by the Department of Public Safety, to address the handling of status offense cases in South Carolina. The Statewide Initiative to Reduce the Institutionalization of Status Offenders sought to educate juvenile justice professionals and other stakeholders on the status offense system, the inappropriate use of detention for these youth, and best-practices for status offenders and their families. A major component of this grant was the formation of the Status Offense Task Force. The Children’s Law Center assembled this group of professionals who work with youth and youth-serving agencies throughout South Carolina to review policies, data, and best-practice information. Through this process, the Task Force was equipped with the necessary information to develop recommendations on how the current handling of status offenses could be improved in South Carolina. This report provides insight to the work of the Children’s Law Center through this initiative and the work of the Task Force.

### Overview

South Carolina, like many jurisdictions in the United States, has struggled to find ways to work effectively with status offenders and process these cases through the juvenile justice system. A status offender, which is “a juvenile charged with or adjudicated for conduct that would not, under the law of the jurisdiction in which the offense was committed, be a crime if committed by an adult,”<sup>1</sup> is a non-violent, non-criminal offender. In South Carolina, the most common status offenses a youth may be charged with are truancy, incorrigibility, and running away. Youth who commit these offenses are often living in dysfunctional family situations, which can have a direct impact on the youth’s behavior. These youth are also more likely to have experienced trauma, or be diagnosed with a mental health, substance abuse, or learning disorder.<sup>2</sup>

Despite these complex needs, many of these low-level offenders are held in secure confinement facilities. In a national study, nearly 10,400 youth spent time in secure confinement facilities due to status offenses in 2010.<sup>3</sup> During a one-year period in South Carolina, 207 youth spent time in secure confinement facilities due to status offenses. Research continues to show that placing status offenders in detention facilities can have long-lasting consequences. Status offenders are often housed with delinquent youth who have committed violent crimes, which may increase the likelihood of future delinquent and criminal

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<sup>1</sup> Coalition for Juvenile Justice: <http://www.juvjustice.org/federal-policy/juvenile-justice-and-delinquency-prevention-act>.

<sup>2</sup> Coalition for Juvenile Justice (2013). National Standards for the Care of Youth Charged with Status Offenses.

<sup>3</sup> Salsich, A. & Trone, J. (2013). *From Courts to Communities: The Right Response to Truancy, Running Away, and Other Status Offenses*. The Vera Institute of Justice’s Status Offense Reform Center.

behaviors. Increased chances of experiencing depression, self-harm, and negative peer involvement are additional risk factors that may occur as a result of secure confinement.<sup>4</sup>

In addition to employing best-practice measures, South Carolina would save a significant amount of money if community alternatives were utilized as opposed to pre-trial detention. It is estimated that the Department of Juvenile Justice (DJJ) spends \$308.00 per day for a youth to be in detention. A bed in a secure facility at a long-term institution costs approximately \$426.00 per day. However, maintaining a youth in the community through probation costs only \$5.90 per day and Intensive Supervision in the community costs only \$12.70 per day.<sup>5</sup>

The Juvenile Justice Delinquency Prevention Act (JJDP) of 1974 includes the deinstitutionalization of status offenders as one of its four core requirements. However, South Carolina law currently allows for the secure confinement of these youth. S.C. Code of Laws § 63-19-820 allows for youth to be held in detention for up to 24 hours for a status offense and 72 hours for a related violation of a valid court order. Section 63-19-1440 allows for the use of a determinate commitment for up to 90 days in a secure facility or residential facility, regardless of whether it is a status offense or a violation of a valid court order. While South Carolina statute allows for the secure confinement of status offenders, nearly 20 states across the country have revised their statutes and policies to follow JJDP and provide better outcomes for status offenders. Fellow southern states Georgia and Kentucky have also dramatically altered their systems for working with status offenders. Both states are using community approaches for working with status offenders and greatly limiting the use of confinement. Analyses that were conducted prior to the implementation of these new systems indicated that the states would save money by utilizing community-based services instead of secure confinement. Without a statewide effort to find more constructive alternatives to secure confinement, the safety and well-being of South Carolina's youth will continue to be jeopardized.

## Data Analysis

The Children's Law Center (the Center) analyzed 12 months of data (April 1, 2013 to March 31, 2014) provided by the Department of Juvenile Justice (DJJ) Office of Research and Statistics in conjunction with additional information from DJJ's Juvenile Justice Management System (JJMS). The Center also conducted six county visits to review case files of youth detained or committed for status offenses and conduct staff interviews regarding the dynamics, challenges, and solutions related to status offenders.

### ***12-Month Data Analysis***

DJJ's Office of Research and Statistics provided the Center with information on all juveniles held in pre-trial detention or committed for status offenses. The Center removed from the list all those youth with any criminal adjudication or who had been concurrently detained for a criminal offense in an effort to analyze data of youth who were purely status offenders. The

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<sup>4</sup> Coalition for Juvenile Justice (2013). National Standards for the Care of Youth Charged with Status Offenses.

<sup>5</sup> DJJ Fact Sheet.

Center determined there were 84 detentions and 123 commitments of status offenders during the identified 12-month period.

- Pre-adjudicatory Secure Detention

A significant number of youth were detained prior to any court hearing for truancy, running away, incorrigibility, or violation of a court order related to a status offense adjudication. Most detentions (76%) were for incorrigibility, runaway, or a violation of a court order for either or both of those two offenses. More than half of those detained for status offenses (64%) were adolescent females, and African American females accounted for over one-third (35%) of all status offense detentions. The average length of detention was 9 days. Seventeen counties detained at least one status offender during the identified time period, though 11 of the 17 detained only one or two. A majority of all detentions (76%) came from 4 counties: Charleston, Berkeley, Richland, and Greenville. Almost half of the youth (49%) returned home upon release from detention. The remaining were either placed in a residential therapeutic setting (21%), sent for a secure evaluation (19%), or committed to DJJ (9%).

- Commitment to DJJ

A significant number of youth were committed solely for the non-criminal offenses of truancy, runaway, incorrigibility, or a violation of court order related to a status offense adjudication, despite the non-violent nature of these offenses. Twenty-one counties committed at least one status offender during the identified time period, though 15 of the 21 counties detained only one or two. A majority of all commitments (65%) came from 3 counties: Richland, Lexington, and Horry. Most commitments (61%) were for a violation related to a truancy adjudication. A majority of those committed to DJJ (66%) were females, and African-American females accounted for almost one-third of all status offense commitments.

Most of the status offenders who were committed (55%) completed their sentence at DJJ's Orientation and Assessment (O&A) Center. The "O&A status offenders" had an average determinate sentence length of 6 days, and nearly all of them (81%) were committed for a violation of a court order related to a truancy adjudication.

### ***County Visits***

The Center identified six counties (Aiken, Berkeley, Greenville, Richland, Union, and Williamsburg), interviewed their DJJ staff, and reviewed the case files of youth detained or committed for status offenses. In four of the six counties (Aiken, Berkeley, Greenville, and Richland) a significant number of youth were detained or committed for status offenses, while none were in Union and Williamsburg Counties. In-depth case file reviews uncovered detailed information regarding the dynamics surrounding the detained and committed status offenders. Staff interviews focusing on county-specific challenges and solutions for dealing with status offenders were conducted in all six counties.

- Case file reviews

Center staff reviewed the case files of the 50 youth identified from the data analysis of detained and committed status offenders discussed above. Of these youth that were put on probation, most (87%) were given a probationary sentence of 12 months or greater, and one-third were placed on indefinite probation. Of the 57 evaluations ordered, most (65%) were secure (performed during confinement at a DJJ evaluation center), and 27% of the youth had two or more evaluations.

Eighty-two percent of the youth were involved with at least one agency in addition to DJJ, and over one-third were involved with two other agencies. The Department of Social Services (DSS) was the agency most commonly involved with these youth and their families; nearly half of the families with a child involved with a status offense case had a level of involvement with DSS. The Department of Mental Health and the local alcohol and drug treatment provider were respectively involved in 42% and 41% of the cases. Forty-one percent of these children had experienced direct childhood trauma in the form of neglect, physical abuse, or sexual abuse.

- Staff interviews

Center staff conducted interviews with one to three DJJ staff members from each of the six counties. The interviews focused on the resources currently being utilized with status offenders, the resources that are needed, and the barriers experienced when working with status offenders. Most of the dialogue centered on obstacles in communities (shortages of mentors, gender-specific treatment and family-centered services, as well as a lack of 24-hour crisis response); family court issues (waived detention hearings, no representation in initial truancy hearings, and ineligibility of status offenders for most diversion programs); and lack of multi-agency involvement for pre-court services.

Counties that have been successful in working with status offenders cited two primary factors as instrumental in preventing secure confinement of youth: cooperation with other agencies and a commitment by employees to take time during the intake process to work with the families. Regarding the use of detention, counties that were located farther from detention centers cited the distance as prohibitive to utilizing confinement. As a result, law enforcement may be more willing to try alternatives prior to driving a juvenile to a detention facility. The DJJ offices noted that this also encouraged their staff to be creative with interventions and work more with other agencies to ensure services are put into place as detention cannot be relied upon.

## **Status Offense Task Force**

The Children's Law Center created a Status Offense Task Force to review the current handling of status offense cases in South Carolina and develop recommendations for improvements. Membership included representatives from the Departments of Juvenile Justice, Mental Health,

Social Services, Health and Human Services, Education, and Alcohol and Other Drug Abuse Services; family court professionals, and private providers. The Task Force met between July and November 2014.

The Task Force identified barriers in South Carolina's current child-serving systems which are inhibiting effective responses to status offense cases and resources currently being used which have proven effective in dealing with this population. Information was gathered through individual interviews with Task Force members and other stakeholders and juvenile justice professionals. Those interviewed were asked to consider challenges faced by front-line workers; systemic issues that prevent youth and families from accessing services; and ways to replicate effective programs, services and responses throughout the state. When analyzing the handling of these offenses, the Task Force drew a distinction between youth who commit incorrigible or runaway behaviors and youth who commit truancy, as the needs, interventions, and outcomes for these youth can be different.

***Considerations for Youth Charged with Incorrigibility/Running Away and their Families***

A lack of sufficient community-based services and funding for them were cited as main obstacles to assisting status offenders and their families. Intensive, family-based services have been identified as an effective, evidence-based approach to working with families; however, these services are not readily available throughout the state.

The Department of Mental Health (DMH) is able to provide multi-systemic therapy (MST), which has proven to be effective with families and a less costly alternative to detention or alternative placement. It is estimated that MST services cost DMH approximately \$63.48 per day, with a limit of 6 months of service; it should be noted, however, that this service may be more costly when contracted through a private provider. The MST service, combined with Intensive Supervision in the community by DJJ, would still be significantly less than the cost of detention or a residential service. However, MST is currently only available in three DMH offices: Pee Dee Mental Health Center, Lexington County Community Mental Health Center (which also provides coverage to Aiken-Barnwell Mental Health Center), and Greenville Mental Health Center (which also provides coverage to Greer Mental Health Center and Piedmont Mental Health Center). If made more readily available, these family-based services could adequately address the needs of youth identified as incorrigible or who runaway and in most cases alleviate any need for involvement with the juvenile justice system.

An additional limitation in South Carolina is a lack of immediate services for families. Many agencies have significant wait periods for services, which does a disservice to these families who are often in crisis and need immediate assistance. Currently, there is no crisis-response system in place for youth and families in South Carolina. A family facing a crisis situation during non-business hours is left with few options other than contacting law enforcement, increasing the likelihood that the child will be removed from the home and placed in a secure detention facility.

However, the Palmetto Coordinated System of Care has plans to create a statewide mobile crisis response system partially funded through Medicaid. Although this service is currently in the design phase, plans include 24/7 mobile crisis teams, follow up, and treatment services for children and youth with behavioral health needs. The system is intended to serve children and youth who may otherwise become involved with law enforcement, taken to emergency rooms, or sent to inpatient psychiatric facilities, regardless of Medicaid eligibility.

Due to the lack of services identified by the Task Force, youth often become involved with the juvenile justice system before any services are put into place. This creates a reliance on judicial oversight for youth to receive adequate evaluations and treatment services.

### ***Considerations for Youth Charged with Truancy and their Families***

The lack of community options also extends to status offenders charged with truancy. The limitation of school-based interventions often prevents schools from effectively handling truant students at the school level. Resources available to schools vary across the state. Some school districts lack funding to hire school social workers or staff to implement special programming for students with attendance problems. As a result, a referral to family court is at times the only intervention available to the school. When school social workers or staff with a clinical understanding of truants are not available, students and families are less likely to receive an appropriate assessment to determine the underlying causes of the truant behavior. This often results in reliance on generic school intervention plans that can be ineffective in addressing the causes of and resulting truant behavior.

### ***Availability of Resources***

- ***Evaluations***

Status offenders would benefit from a thorough evaluation to assess for mental health/substance abuse diagnoses, trauma history, learning disabilities, and family needs, as many status offenders need interventions which target these areas that are often related to their status offense behaviors. However, many youth and families tend to “slip through the cracks” and not receive a full evaluation until coming into contact with the juvenile justice system and being ordered by a judge to comply with an evaluation with DJJ. This has resulted in a reliance on DJJ to provide evaluations, and may encourage professionals to make referrals to DJJ for the purpose of an evaluation. As noted previously, status offenders who are ordered to comply with evaluations are often ordered to a secure evaluation, which removes them from the community and exposes them to confinement. Additionally, they are placed in a general population which may include criminal and violent offenders. Youth and families in crisis would benefit from an alternative route for receiving a comprehensive evaluation that would identify needed services and prevent the need for DJJ involvement.

- ***Diversions Programs***

Once status offenders come in contact with the juvenile justice system, the resources available to them vary greatly throughout the state. Currently, most solicitors’ offices in South Carolina offer the Juvenile Arbitration Program, which utilizes volunteer

arbitrators, as a diversion for first time offenders. However, this program is not available to status offenders, as it has been determined that the components of the program do not work well with the complex needs of status offenders. As a result, some solicitors' offices have taken the initiative to create their own diversion programs for status offenders. The York County Solicitor's Office has developed several programs to work with status offenders prior to a formal court action. Project CARE works with youth who have difficulty behaving at home and may be identified as incorrigible. Referrals for this program may come from the parents or from law enforcement. The program manager then meets with the family and makes referrals to services, such as counseling, DJJ programs, or family-based interventions. If the juvenile refuses to cooperate with services, an incorrigibility petition may then be filed. York County has also implemented the Truancy Alternative Program. This program is designed for first-time truants and is implemented at the point of referral from the school. The juvenile will attend a "hearing" with representatives from the school district, DJJ, and the solicitor's office. Through this multi-agency approach, they determine what interventions and sanctions may be appropriate for the student. The school is also asked to provide options such as credit recovery or tutoring, which will help the student to feel successful in school. These cases are staffed weekly and a child will not go before a family court judge if they cooperate with the program.

Many offices within DJJ are using other options to divert status offenders, such as the utilization of intensive intake officers and behavioral contracts. However, some localities have a system where petitions for status offenses are filed directly from law enforcement to the solicitor's office, which limits the ability of DJJ to intervene and provide diversion options. This lack of diversion is concerning, as many status offenders who come into contact with family court are placed under lengthy court orders and subjected to court supervision which may result in further penetration into the juvenile justice system. A uniform system in all counties which allows for early intervention and diversion by DJJ would help ensure that similarly-situated youth throughout the state receive equal treatment.

Currently, DJJ utilizes short-term alternative placement (STAP) homes as an alternative to detention which may be utilized by status offenders. These homes provide an effective option for youth who cannot reside with their families. However, rural areas of the state often do not have easy access to these homes. Additionally, some homes are unable to receive youth after regular business hours.

### ***Review of Statewide Data***

- ***Detention***

The Task Force reviewed the data gathered by the Children's Law Center through the 12-month data analysis and the county visits. The data regarding the use of detention raises concerns due to the length of time, as status offenders were held in detention for periods of time similar to those youth who were charged with criminal offenses. Additionally, most of the youth were able to return home upon release, which calls into

question why it was necessary to hold these youth for an average of 9 days. Concerns were also raised by the Task Force as to the interpretation of the current South Carolina statute. The current statute states that a youth may only be held for 24 hours for a status offense; however, it does not specify if they may be held additionally after a 24-hour hearing.<sup>6</sup> This has caused confusion among professionals and may result in youth being held for longer periods of time than the statute intended.

As noted previously, the majority of detentions occurred in four counties: Charleston, Berkeley, Richland, and Greenville. Charleston, Richland, and Greenville have easy access to detention centers, which may lend itself to overuse of detention. Additionally, many of the counties who were able to work with status offenders in the community and thereby avoid the use of detention are located in rural, economically-challenged areas. This may indicate that these areas have been forced to search for alternatives and creative solutions due to not having as many resources.

The cost of detention for these youth was a specific concern, especially given that more affordable and effective options in the community are available. Based on a detention rate of \$308 per day (the current rate for the DJJ Detention Center), the cost of detaining pure status offenders during this 12-month period, including youth at the Alvin S. Glenn Detention Center, Greenville Detention Center, Charleston Detention Center, and DJJ Detention Center, was approximately \$288,596.

- Commitment

Although the current statute allows for a determinate sentence of up to 90 days, data collected revealed that most status offenders who receive a commitment are held for much shorter periods. The use of commitments for short periods, such as the 2-day sentences or “weekend commitments” that many juveniles receive, are concerning for several reasons. First, these commitments are often served in a secure facility, as the brief period does not allow for the use of an alternative placement in the community. Second, research has shown that this contact with a secure facility can be detrimental to the youth and increase the chance that they will come back in contact with the legal system, not deter future criminal behavior.<sup>7</sup> Lastly, status offenders and their families often have complex treatment needs. These commitments do not allow for treatment services to be initiated and do not address family issues in any way.

- County Visits

The Task Force was presented with the information gathered during the county visits and case file analysis. The level of involvement with the justice system for these youth through probation orders and the use of evaluations were raised as concerns from the file review. While it was agreed that these youth benefit from thorough evaluations, the Task Force was concerned with the use of secure evaluations for these youth. Once

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<sup>6</sup> S.C. Code of Laws § 63-19-820.

<sup>7</sup> Coalition for Juvenile Justice (2013). National Standards for the Care of Youth Charged with Status Offenses.

these youth were placed on probation, they were often given a long period of judicial oversight which would be expected of youth with more serious offenses. The majority of youth (87%) were given a probation order of 12 months or greater, with many also receiving an indefinite order of probation. This is unfortunate as a best practice for working with status offenders is to limit the amount of time the youth is involved with the juvenile justice system as much as possible. Regarding the use of evaluations, the high number of secure evaluations is concerning. The majority of these evaluations (65%) were ordered in a secure facility. It should be noted, however, that overall DJJ evaluations for all offenses tend to have lower rates of secure evaluations, at 58% secure to 42% community.

Many of the files analyzed included an evaluation report which revealed insight into the youth's family history, treatment history, and mitigating factors to the offense. Special attention was paid to the prevalence of trauma, as this has been an area of concern for status offenders. Through these case files, it was found that 41% reported a traumatic experience, which was defined as physical abuse, neglect, or sexual abuse. Other factors which would also be considered detrimental, such as illness or death of a caregiver, witnessing domestic violence, witnessing violence, were not included. It would be expected that the number of youth who experienced trauma would increase significantly if other factors were included and if the evaluations did not rely on self-report measures.

## Status Offense Task Force Recommendations

The following recommendations were adopted by the Task Force on March 30, 2015.

### 1. Continuation of the Status Offense Task Force

The Status Offense Task Force should continue to meet and work to develop and share ideas regarding efforts across the state for effectively responding to status offenses.

### 2. A coordinated, multi-agency approach should be used when responding to status offenders and their complex needs.

- Memorandums of Agreement (MOAs): Child-serving agencies and providers should use MOAs to clearly define roles and guide the coordination of services and sharing of treatment information for identified status offenders. Because status offenders often have complex needs that require the attention of multiple agencies simultaneously, interagency cooperation is critical for ensuring the best outcomes for these children and their families.

- Multi-disciplinary, Pre-Court Staffings: Multi-agency staffings should be a regular component of case management for youth who commit status offenses. A multi-disciplinary, pre-court staffing should be held on every child charged with a status offense. South Carolina professionals currently utilizing this model have reported that they are able to work with other professionals more efficiently, identify the needs of the youth and family more quickly, deliver appropriate services to resolve the issues in a more timely manner, and prevent future involvement with their respective agency.
- 3. School intervention plans should address the underlying causes of truancy, utilize a multi-agency approach, and rely on family court referrals only as a last resort.**
- Multi-Agency Response to Truancy: A multi-agency staffing should be required to take place at the level of “habitual truant” (following a failed school intervention plan). The staffing should be designed to ensure that every effort has been made to identify and address the underlying cause(s) of the truant behavior and that all treatment options and referral sources have been exhausted before involving the child in the juvenile justice system as a last resort. In truancy cases involving children younger than 12, DSS should be involved with the multi-agency staffing and treatment plans, as the focus should be on assisting the parents and family to improve school attendance.
  - Early Intervention and School Staff Training: Intervention efforts should take place at the elementary school level as well as the middle and high school levels. Educators and other child-serving professionals should receive training on the complexities of truancy and best practice approaches to working with truant children and their families.
  - Attendance Intervention Plan Oversight. All Attendance Intervention Plans (required by S.C. Code of Regs., R. 43-274) should be tailored to meet the needs of the individual student and family and should be reviewed and approved by a certified or licensed professional/school official with training on identifying the needs of and appropriate intervention services for these students. The plans should be designed to uncover and address contributors to attendance problems, such as family dynamics, parent-child conflict, parent or child mental health problems, parent or child substance abuse problems, or peer conflict.
- 4. Community-based services for status offenders should be expanded.**
- Coordinated Crisis Response: A system should be implemented and utilized across the state to assist families in crisis with nowhere to turn for help, other than law enforcement or emergency services, especially during weekends and nonbusiness hours. The use of crisis mobilization teams, as proposed by the Palmetto Coordinated System of Care, could assist with this effort. Crisis-response services should be available throughout the state.

- Use of Community-Based Alternatives to Detention and Secure Evaluations: Community-based options should always be exhausted before any type of secure confinement, research-proven to be detrimental to children, is even considered. The use of Short-Term Alternative Placement (STAP) homes, currently utilized by DJJ, should be expanded throughout the state to ensure that law enforcement in all parts of the state are able to access these homes when it is determined a child cannot return home. STAP homes should also be utilized to allow youth to remain in the community while receiving an evaluation instead of being placed in a residential (secure) evaluation center, when the court determines the child cannot return home for the evaluation period. Community evaluations should be the standard for status offenders. Staff of STAP homes across the state should receive training on the complexities of status offenders and tools for effectively working with them, to increase confidence in accepting these youth. Electronic or GPS monitoring is another cost-effective, readily available option that should be utilized more in an effort to keep status offending children out of secure confinement.
- Increased Use of Family-Based Services: Resources should be directed towards family-based, trauma-focused services to reduce the need for alternative placements. Although South Carolina has effective tools in some areas for working with status offenders in the community, such as Intensive Family Services and Multi-Systemic Therapy, these services are hard to access and are not available throughout the state. While these services can be costly, they are less expensive than keeping a youth in a detention facility or residential placement.
- Inclusion of Youth and Families as Partners: Families and youth should be included in the development of interventions and resources to ensure their true needs, along with the barriers (e.g., lack of transportation) that may prevent them from accessing services, are addressed.

**4. Family court referrals should be a last option for all status offenders.**

- County-Specific Needs and Resources Assessment: Community-based analyses should be conducted in counties with a high number of court referrals for status offenses to identify ways to improve their system through a multi-agency approach.
- Expand Status Offender Diversion Programs: All status offenders should be offered a diversion option before being processed through the juvenile justice system. As the resources and options vary throughout the state, individual counties should be charged with developing diversion programs for incorrigible, runaway, and truant youth, utilizing existing resources and strengths within their community. The diversion programs should utilize a multidisciplinary approach and focus on the family unit.

5. **Best Legal Practices should be developed to provide juvenile justice professionals guidance regarding the handling of status offense cases.**

- **Best Legal Practices Committee (BLP):** A Committee should be established to develop guidelines (similar to *Best Legal Practices for Child Abuse and Neglect Cases* developed by the S.C. Bench-Bar Committee) to be used in conjunction with state laws and regulations for handling the various aspects of status offense cases in the family court system. Committee members may include a family court judge, juvenile public defender, juvenile prosecutor, and representatives from the Departments of DJJ, DMH, DSS, DOE and a school district.
- **Task Force Recommendations for Best Legal Practices:**
  - o **Legal Representation at Truancy Hearings**
    - Children should have meaningful access to legal counsel at all truancy hearings, including informal hearings where multiple children charged with truancy are placed under a court order to attend school (which if violated could lead to the child being locked up in secure confinement).
    - Every child facing being placed under a school attendance order should have the opportunity, with assistance of counsel, to challenge whether they were in fact in willful violation of the state's truancy law and whether the school was in compliance with S.C. Code of Regs., R. 43-274. In addition, these children should be provided with a clear understanding of the implications of being placed under a court order before consenting to anything.
    - Defense attorneys who counsel and represent these children should receive specialized training on truancy and understand how to effectively represent youth throughout these hearings.
  - o **Time Limits for Probationary Sentences and School Attendance Orders**
    - Probationary sentences should be limited to the time necessary to ensure children adjudicated for status offenses and their families receive adequate services and treatment.
    - School attendance orders should be time limited with consideration given to the grade level and mitigating factors of the truant behavior.
    - Indefinite and extensive time periods are often unnecessary and set the child up for failure.
    - Judges should consider including language allowing the child to come off the order after a period of compliance (using positive reinforcement while giving the child the opportunity to make better decisions and become empowered by those good decisions) and/or upon recommendation from the school.
    - A work group should be established to develop a model school attendance order and make Best Legal Practices recommendations to the Task Force.
  - o **Information Provided to the Court**
    - Sufficient information must be provided to the court at the hearing to allow the judge to tailor the probationary terms to meet the specific needs of the child.

- Best Legal Practices should identify types of information that should be addressed and reported by DSS, and/or the child's attorney.
- ***Naming Parent as Party in the Case***
  - Parents should be named as parties in status offender cases so violations of orders not resulting from the child's "willful violation" can be addressed with the parent as appropriate.
- ***Community Evaluations***
  - Community evaluations should be the standard for all adjudicated status offenders in need of a pre-dispositional evaluation. An evaluation should only be ordered if necessary to determine the service needs of the child and family.
  - Orders for a secure evaluation should contain a finding that secure confinement is necessary or that reasonable efforts were made to place that child in the community (with a relative able to provide adequate supervision or in a STAP home) if alternative placement was determined necessary.
  - Secure evaluations should be reserved for high-level offenders or offenders who are a demonstrable flight risk and where other interventions (electronic monitoring, STAP homes, behavior contracts) cannot be used.

#### **6. Incurribility Petition Requirements**

- Parents and guardians should be required to demonstrate their own commitment to seeking assistance outside of family court and show that they have exhausted all possible resources prior to filing an incurribility petition. Documentation should be required which indicates that the family and child have made reasonable efforts to resolve the challenges confronting the family unit through participation in family counseling, pastoral counseling, parenting improvement classes, or other family therapy services.

#### **7. Training for Legal Professionals**

- Family court judges, attorneys, and DJJ staff involved with status offender cases should be trained on the current statutes, alternatives to detention, the complex needs of status offending youth and families, and tools for keeping status offenders in the community
- Other training topics should include trauma-informed courts, Best Legal Practices for first-time school rules/hearings, and how to handle bullying and its impact on truancy.

**8. State laws governing status offenses should be reviewed for possible revisions.**

- Expungement: S.C. Code of Laws § 63-19-2050 should be amended to allow for expungement of a juvenile's record pertaining to a status offense upon the juvenile reaching the age of 17 and successfully completing any dispositional sentence imposed, instead of at the age of 18. Automatic expungement, which is currently used in several states, should be an ideal standard for status offenders and the logistical application of this approach should be explored.
  
- Records/Confidentiality: State statutes should be reviewed regarding records and confidentiality to determine if statutory changes are required to ensure appropriate information-sharing among agencies working with these children. (See S.C. Code § 63-19-2020(B) & (C) for language allowing DJJ to share information.).
  
- Juvenile Delinquency Prevention Act Compliance: The JJDP Act should be monitored to ensure that South Carolina remains in compliance with the deinstitutionalization of status offenders requirement. If the "valid court order" exception is removed from the Act, consideration should be given to amending our state law to comply with federal law.

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## **Status Offense Task Force**

The Status Offense Task Force was coordinated by the Children’s Law Center as a component of the Juvenile Justice Accountability Block Grant (# 1JS11006 and #1JS10011) “Statewide Initiative to Reduce the Institutionalization of Status Offenders.” The Task Force was charged with reviewing and analyzing information related to status offense cases in South Carolina, including state and county data, state laws and regulations, comparable laws and policies in other states, and current practices. The Task Force identified recommendations to improve the current status offense system and provide better outcomes for youth charged with status offenses and their families.

### **Task Force Members**

**Laura Blanton**, *Assistant Director, Child, Adolescent, and Families (CAF), Greenville Mental Health Center; SC Department of Mental Health*

**Lori Chappelle**, *Conway Clinic Director/ Director of Child, Adolescent, and Families (CAF), Waccamaw Center for Mental Health; SC Department of Mental Health*

**Aveene Coleman**, *Education Associate, Office of Student Intervention Services; SC Department of Education*

**Nicole Deems**, *Director, Lexington County Treatment Services; Lexington & Richland Alcohol & Drug Abuse Council*

**Gwynne Goodlett**, *Project Director, Palmetto Coordinated System of Care; SC Department of Health and Human Services*

**Rhonda Greene**, *Coastal Regional Administrator; SC Department of Juvenile Justice*

**The Honorable David Guyton**, *Family Court Judge, Sixteenth Judicial Circuit*

**Terry Halupa**, *Interim County Director, Aiken County; Department of Juvenile Justice*

**Zina Harper**, *President; SC Association of School Resource Officers*

**Zeta Hastings**, *Social Worker; Richland County School District One*

**Elizabeth Hill**, *General Counsel; SC Department of Juvenile Justice*

**Christina Jackson**, *Executive Director; Sea Haven, Inc.*

**Toni Kelly-Campbell**, *Coordinator, Social Work Services & Attendance; Richland County School District One*

**Carmen Mulkey**, *Regional Clinical Specialist, Intensive Foster Care & Clinical Services; SC Department of Social Services*

**Joseph Oppermann**, *Assistant Public Defender, Lexington County Public Defender’s Office*

**Whitney Payne**, *Assistant Solicitor, York County Solicitor’s Office Juvenile Division*

**Angie Rita**, *Deputy Director, Division of Community Services; SC Department of Juvenile Justice*

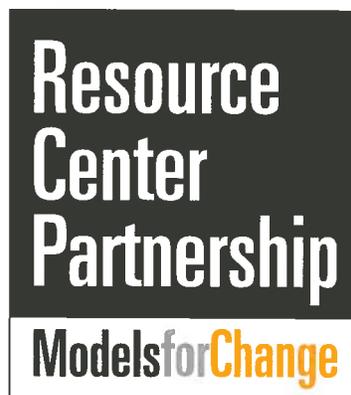
**Sandra Sturkie**, *Director, Child Welfare Services; SC Department of Social Services*

**Craig Wheatley**, *Director, Research and Statistics; SC Department of Juvenile Justice*

# From Courts to Communities: The Right Response to Truancy, Running Away, and Other Status Offenses

By Annie Salsich and Jennifer Trone

The Vera Institute of Justice's Status Offense Reform Center,  
a member of the Models for Change Resource Center Partnership  
December 2013



**W**hen Teresa was 14 years old, her mother died. Feeling overwhelmed by the loss and estranged from her father who was grieving in his own way, she began sneaking out at night to be with a 20-year-old man she considered her boyfriend. Teresa's father disciplined her harshly, which only made life at home even rockier. One morning, Teresa went to school and didn't come back.

Worried about his daughter, Teresa's father called the police. When the officers found her, they took her to a respite shelter where she would be safe, but would also have some time away from home. Almost immediately, a crisis counselor began working with Teresa and with her father, and after three days, Teresa was ready to go home and her father had some new ideas about how to talk to his daughter. The counselor also referred Teresa and her father to a therapist nearby who specializes in grief.

Teresa and her father live in Florida, where a statewide network of nonprofit organizations helps families in crisis. Florida developed the network years ago as part of a larger effort to keep troubled teens like Teresa out of the juvenile justice system. But what would the outcome be for Teresa if she lived in a state without the family crisis network?

The police officers in another state might have told her father to file a status offense complaint because his daughter had run away from home. Status offenses include a range of behaviors in addition to running away, such as skipping school, violating curfew, and flagrant disobedience, which are prohibited under law because of an individual's status as a minor. Once the officers found Teresa, she might have ended up in court where a judge would have had little to offer other than the court's authority to order Teresa to adhere to a curfew and perhaps also to stop seeing her boyfriend. If Teresa disobeyed the judge's orders she might have been sent to a corrections facility for juveniles, along with teenagers charged with serious criminal acts. All the while, it's unlikely that anyone would help Teresa deal with the grief that was fueling her rebellion.

The story with the happy ending and its opposite are playing out all across the country, sometimes in adjacent towns. This white paper, produced by the newly created Status Offense Reform Center at the Vera Institute of Justice (Vera), aims to help officials rethink their approach to working with young people like Teresa, so that good outcomes become the norm everywhere.

Youth who run away from home, routinely skip school, and engage in other risky behaviors that are prohibited precisely because of their young age are acting out in ways that should concern the adults in their lives. They need appropriate attention—but not from the juvenile justice system.

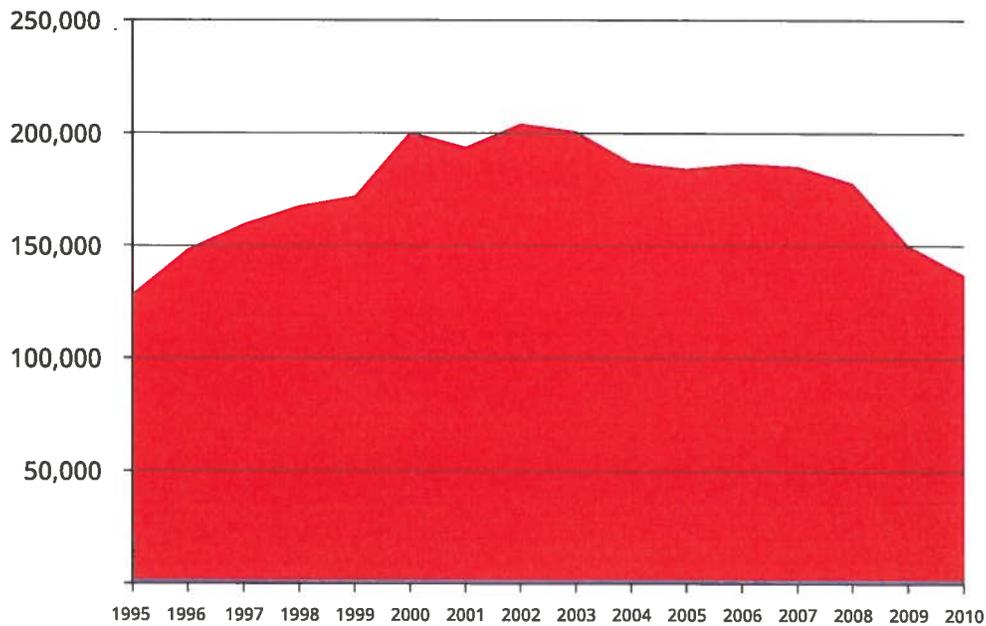
## What is the status of status offenses in America?

When confronted with a teenager whose behavior feels beyond their control, parents sometimes turn to law enforcement and the courts for help. More than a decade ago, in 2002, when staff at Vera began reviewing status offense cases in New York State, they discovered county systems that were broken: parents waiting weeks before receiving any kind of response, judges stymied by a lack of options, juvenile justice facilities bursting at the seams with status offenders, and millions of dollars spent annually on out-of-home placements. The situation in New York reflected grim trends nationally: between 1995 and 2002 the number of status offense cases processed in family and juvenile courts across the country increased 59 percent, from 128,700 cases to 204,200.<sup>1</sup> Over roughly the same period, the use of out-of-home placement increased at nearly the same rate.<sup>2</sup>

Then in the early 2000s, the tide began to turn. Officials who handled these cases saw how the system was failing young people and their parents—often with heartbreaking results—and began experimenting with alternatives. Within a few years, a new paradigm had emerged: connect families with services in their communities, instead of turning to courts. The shift in approach is grounded in the understanding that families can resolve the problems that led them to seek help; they just need some guidance and support. Between 2002 and 2010, juvenile and family courts nationally handled 33 percent fewer status offense cases, and a decline in the use of out-of-home placement, which began in the year 2000, was even greater.<sup>3</sup>

**A new paradigm has emerged:  
Connect families with social  
services in their communities  
instead of turning to courts.**

### Rise and Fall of Number of Status Offense Cases Handled in Court, 2002-2010



Charles Puzzanchera and Sarah Hockenberry, *Juvenile Court Statistics, 2010* (Pittsburgh, PA: National Center for Juvenile Justice, 2013) p. 66.

While the declines are encouraging, courts are still handling far too many status offense cases—roughly 137,000 in 2010.<sup>4</sup> That’s hundreds of cases every day on average. And, in more than 36 percent of status offense cases, the most serious allegation is truancy—that’s nearly 50,000 cases in which kids are taken to court for skipping school—followed by liquor law violations, what’s known as “ungovernability,” and curfew violations.<sup>5</sup> Moreover, despite the noncriminal nature of these behaviors, youth in approximately 10,400 cases spent time in detention, and in 6,100 cases the end result was a longer-term placement in a residential facility.<sup>6</sup>

### Common Status Offenses

Breakdown of status offense court cases in 2010 by most serious “allegation” (offense/behavior)



Charles Puzanchera and Sarah Hockenberry, *Juvenile Court Statistics, 2010* (Pittsburgh, PA: National Center for Juvenile Justice, 2013) p. 66.

### Why are courts poorly suited to handle status offense cases?

Courts almost everywhere are overburdened, confronted with more cases than they can handle. As a result, courts are slow to respond when time is of the essence—a delay of even a few days is enough time for a minor crisis to escalate, potentially putting young people at risk and making it much harder for parents and children to work together to resolve their issues—and lack the capacity to be discriminating in status offense cases. Consider a 15-year-old boy who skips school regularly. He might be responding to peer pressure, or merely displaying poor judgment. He could be avoiding a negative school environment and feeling anxious and depressed. Or his truancy might reflect serious problems at home. Courts are not equipped to assess the underlying circumstances that result in a status offense, and judges have very few options when confronted with a teenager who is acting out and parents who feel they can’t handle and safeguard their child. The outcome: every year, thousands of young people end up

**Despite the noncriminal nature of these behaviors, youth in approximately 10,400 cases spent time in detention**

in juvenile justice facilities where they encounter youth who have committed more serious offenses—exposure that can negatively affect their own outlook and behavior. Finally, courts are expensive to operate.

While there is limited research focused exclusively on status offenders who go through a traditional court process, there is a robust body of research on youth charged with low-level delinquency offenses from which to draw comparisons. Those studies show that diverting delinquent youth from court and responding with community-based programming is more effective in preventing future crime.<sup>7</sup> If community-based approaches are more effective in delinquency cases, it stands to reason that they are also a better option than court in cases involving young people who are acting out but haven't committed a crime.

Both research and practice repeatedly illustrate that responding to kids at home and in their communities is far more cost-effective, developmentally appropriate, and ethical than incarceration when a young person poses no risk to public safety.<sup>8</sup> In fact, spending time in a juvenile correctional facility is likely to exacerbate whatever problems a young person may have.

**Families require a faster response and a different kind of response than courts and the juvenile justice system as a whole can offer.**

Reflecting these facts, in 2002 the newly-reauthorized federal Juvenile Justice and Delinquency Prevention Act called yet again for a move away from confining status offenders in juvenile justice facilities.<sup>9</sup> In 2005, the Connecticut legislature took heed and expressly prohibited the use of secure detention for status offenders. That same year, the New York State legislature narrowed the circumstances under which status offenders can be placed in even non-secure detention facilities.

In sum, regardless of the issues underlying a status offense, families require a faster response and a different kind of response than courts and the juvenile justice system can offer. The shift to handle status offenses outside the juvenile justice system reflects a broader trend to shrink the system overall, reserving these costly resources and disruptive proceedings for young people who pose a significant risk to others. For jurisdictions just embarking on reform, focusing on young people who've committed no crime and serving them outside the justice system is a natural first step.

### **What are the hallmarks of an effective community-based response for young people charged with status offenses?**

A more effective response for these youth requires turning the traditional approach to status offenses on its head. Instead of funneling young people into a sluggish and rigid court process in the juvenile justice system, it's worth developing speedier and more cost-effective gateways to services in the community.

An effective community-based system features the following hallmarks:

- 1.** *Diversion from court.* Keeping kids out of court requires having mechanisms in place that actively steer families away from the juvenile justice system and toward community-based services.
- 2.** *An immediate response.* Families trying to cope with behaviors that are considered status offenses may need assistance right away from trained professionals who can work with them, often in their home, to de-escalate the situation. In some cases, families also benefit from a cool-down period in which the young person spends a few nights outside of the home in a respite center.
- 3.** *A triage process.* Through careful screening and assessment, effective systems identify needs and tailor services accordingly. Some families require only brief and minimal intervention—a caring adult to listen and help the family navigate the issues at hand. At the other end of the spectrum are families that need intensive and ongoing support and services to resolve problems.
- 4.** *Services that are accessible and effective.* Easy access is key. If services are far away, alienating, costly, or otherwise difficult to use, families may opt out before they can meaningfully address their needs. Equally important, local services must engage the entire family, not just the youth, and be proven to work based on objective evidence.
- 5.** *Internal assessment.* Regardless of how well new practices are designed and implemented, there are bound to be some that run more smoothly than others, at least at first. Monitoring outcomes and adjusting practices as needed are essential to be effective and also to sustain support for new practices.

### **Do community-based responses actually work?**

Yes, when done well.

In Florida, for example, where a statewide network of nonprofit organizations operates 24 hours a day, seven days a week to assist families in crisis, courts handle only a tiny fraction of status offenses (four percent in fiscal year 2013), and a cost-benefit analysis in 2011 estimated that the state avoided more than \$160 million dollars in juvenile justice out-of-home placement costs as a result of the network's preventive services.<sup>10</sup>



Similar efforts in New York State—such as Orange County’s move to contract with community-based nonprofit organizations for immediate crisis intervention—led to legislative reforms encouraging and supporting court diversion statewide. Between 2003 and 2012, the number of status offense cases that went to court across the state dropped by 70 percent—from 17,418 to 5,278.<sup>11</sup>



With support and technical assistance from the MacArthur Foundation’s Models for Change initiative, local practitioners and policy makers in Louisiana and Washington state have begun to witness the positive outcomes of changing how they respond to families in crisis.

In Calcasieu Parish, Louisiana, a Multi-Agency Resource Center (MARC) functions as a centralized point of intake for families. Since launching the MARC, the number of status offense cases petitioned in court has decreased to only one percent of all referrals, and the delay between seeking help and receiving help has dropped dramatically, from 50 days or more to roughly two hours.<sup>12</sup>



Because truancy is the top reason young people end up in court as status offenders, school-based interventions can be especially effective. In Rapides Parish, Louisiana, school officials are required to carry out and document a series of interventions before making a referral to the system for Families In Need of Services (FINS). And for those families that

do become involved in the FINS system, staff use a validated tool—the Massachusetts Youth Screening Instrument-2 (MAYSI-2)—coupled with in-depth interviews to match a family’s needs with appropriate services and prevent court involvement. The results: a 40 percent drop in the total number of FINS referrals parish-wide and a 50 percent decrease in the number of FINS cases handled in court.<sup>13</sup>

**...the delay between seeking help and receiving help has dropped dramatically, from 50 days or more to roughly 2 hours.**

Across the country in Clark County, Washington, students that skip school are required to attend a truancy workshop where they learn about the short- and long-term consequences of not attending school and sign a statement promising to improve their attendance. Those who fail or are deemed at high risk of failure are enrolled in the Truancy Project. They receive a mix of support and supervision, including home visits, designed to help them re-engage in school. Truancy Project staff also use the MAYSI-2 to carefully assess mental health needs. In the 2011-12 school year, just 10 percent of truant youth ended up involved in family court proceedings, compared to nearly 40 percent in the 2008-09 school year.<sup>14</sup>



As these few examples show, it is possible to effectively respond to status offenses without involving the juvenile justice system. Moreover, there is some evidence that taking this kind of approach works in the long run—decreasing the likelihood that a troubled young person will have subsequent involvement in the system. In Florida, 91 percent of status offenders who received services in the community, many of whom come from high-crime neighborhoods and are at risk for delinquency, remained crime-free during the following six months.<sup>15</sup> Similarly, youth who participated in Clark County’s Truancy Project were less likely to become involved in the juvenile justice system later on. The outcomes of projects like these merit further research to help practitioners and policy makers support the expansion and replication of effective approaches to status offenses.

## **How can the Status Offense Reform Center at the Vera Institute of Justice help me?**

The Status Offense Reform Center—to be launched in December 2013—will help states and localities develop effective community-based responses to young people who commit non-criminal status offenses—effectively repositioning juvenile courts as a last resort in these situations instead of the default response.

The Center will publish tools to help guide a reform process, host webinars, podcasts, and a blog that explores the latest research as well as lessons learned from the field, and run a helpdesk to provide additional information and assistance.

Consult the Status Offense Reform Center to...

- Successfully engage diverse stakeholders in a reform process
- Use data to assess current practices and design alternatives
- Develop a comprehensive plan for system change that is responsive to local needs and sustainable
- Monitor outcomes and modify practices to achieve desired results

For more information, please contact Vidhya Ananthakrishnan at [vananthakrishnan@vera.org](mailto:vananthakrishnan@vera.org), or visit the Center's website ([www.statusoffensereform.org](http://www.statusoffensereform.org)) after its anticipated mid-December launch.

## About the Vera Institute of Justice

For more than 50 years, the nonpartisan, nonprofit Vera Institute of Justice ([www.vera.org](http://www.vera.org)) has been helping leaders in government and civil society improve the systems people rely on for justice and safety. Vera operates several centers of expertise, including the Center on Youth Justice (CYJ), which developed the Status Offense Reform Center. CYJ works with policymakers and practitioners who want juvenile justice to be rooted in the community, more effective and smaller in scale, and touching the lives of fewer children.

Vera Institute of Justice  
233 Broadway, 12th Floor  
New York, NY 10279  
[www.vera.org](http://www.vera.org)

The Status Offense Reform Center is a project of the Vera Institute of Justice and is supported by the John D. and Catherine T. MacArthur Foundation, as part of its Models for Change Resource Center Partnership.

## About the Models For Change Resource Center Partnership

The Resource Center Partnership works to advance juvenile justice systems reform across the country by providing state and local leaders, practitioners, and policymakers with technical assistance, training, and the proven tools, resources, and lessons developed through the John D. and Catherine T. MacArthur Foundation's Models for Change: Systems Reform in Juvenile Justice initiative.

The Partnership is anchored by four complementary, connected Resource Centers that address four important issues in juvenile justice:

- Mental health: The Mental Health and Juvenile Justice Collaborative for Change, led by the National Center for Mental Health and Juvenile Justice. For more information, visit: [cfc.ncmhjj.com](http://cfc.ncmhjj.com)
- Stronger legal defense for indigent youth: National Juvenile Defender Center. For more information, visit: [njdc.info/resourcecenterpartnership.php](http://njdc.info/resourcecenterpartnership.php)
- Appropriate interventions for youth charged with non-delinquent—or status—offenses: The Status Offense Reform Center, led by the Vera Institute of Justice. For more information, visit: [www.statusoffensereform.org](http://www.statusoffensereform.org)
- Coordinated systems of care for young people involved in both the juvenile justice and child protective systems: The Robert F. Kennedy National Resource Center for Juvenile Justice, led by the RFK Children's Action Corps. For more information, visit: [www.rfknrcjj.org](http://www.rfknrcjj.org)

The Partnership also includes a strategic alliance of national experts and organizations representing state leaders, mayors, judges, law enforcement, prosecutors, corrections professionals, court personnel, and justice reform advocates. These partners further enrich the tools, best practices, and training offered by the Centers and provide direct connections to professionals working in juvenile justice.

For more information about the Models for Change Resource Center Partnership, visit: [modelsforchange.net/resourcecenters](http://modelsforchange.net/resourcecenters)

- 1 Includes status offense cases petitioned and disposed in family or juvenile court. Charles Puzzanchera and Sarah Hockenberry, *Juvenile Court Statistics, 2010*, (Pittsburgh, PA: National Center for Juvenile Justice, 2013) p. 66.
- 2 Cases resulting in out-of-home placement increased by 52 percent between 1995 and 2000, from 9,600 to 14,600. *Ibid.*, p. 80.
- 3 The use of out-of-home placement decreased by 58 percent between 2000 and 2010, from 14,600 to 6,100. *Ibid.*, pp. 66, 80.
- 4 Individual youth may account for more than one court petition, or case. *Ibid.*, p. 66.
- 5 Puzzanchera and Hockenberry, 2013, p. 66
- 6 *Ibid.*, p. 77, 80.
- 7 Amelie Petitclerc, Uberto Gatti, Frank Vitaro, and Richard E. Tremblay, "Effects of juvenile court exposure on crime in young adulthood," *Journal of Child Psychology and Psychiatry* 54, no. 3 (2013): 291–297. See also *Juvenile Diversion Guidebook*. (The Models for Change Juvenile Diversion Workgroup, 2011), accessed at <http://www.modelsforchange.net/publications/301>. See also Anthony Petrosino, Carolyn Turpin-Petrosino, and Sarah Guckenbug, "Formal system processing of juveniles: Effects on Delinquency," (Campbell System Review, 1, 2010) p. 1-88.
- 8 See a summary of the research in National Institutes of Health, "Preventing Violence and Related Health-Risking Social Behaviors in Adolescents," NIH State-of-the-Science Conference Statement, October 2004. See also Thomas A. Loughran, Edward P. Mulvey, Carol A. Schubert, Jeffrey Fagan, Alex R. Piquero, and Sandra H. Losoya, "Estimating A Dose-Response Relationship Between the Length of Stay and Future Recidivism in Serious Juvenile Offenders." *Criminology* (2009), 47: 699–740. doi: 10.1111/j.1745-9125.2009.00165. See also Christopher Lowenkamp and Edward J. Latessa, "Understanding the Risk Principle: How and Why Correctional Interventions Can Harm Low-Risk Offenders," *Topics in Community Corrections* (2004), 6-8. Edward J. Latessa and Christopher Lowenkamp, "What Works in Reducing Recidivism?," *University of St. Thomas Law Journal* 3, no. 3 (2006): p. 522-523. Theresa A. Hughes, "Juvenile Delinquent Rehabilitation: Placement of Juveniles Beyond Their Communities as a Detriment to Inner City Youths," *New England Law Review* 36, no. 1 (2008): 162, quoting *Panel on Juvenile Crime: Prevention, Treatment, and Control, Juvenile Crime Juvenile Justice*, edited by Joan McCord et al., 2001. See also Elizabeth K. Drake, Steve Aos, and Marna G. Miller, "Evidence-based Public Policy Options to Reduce Crime and Criminal Justice Costs: Implications in Washington State," *Victims and Offenders* 4 (2009): 170-196, p. 186. See also Holman and J. Ziedenberg, *The Dangers of Detention: The Impact of Incarcerating Youth in Detention and Other Secure Facilities* (Washington, DC: Justice Policy Institute, 2006).
- 9 While the original 1974 Juvenile Justice and Delinquency Prevention Act called for the elimination of incarceration of status offenders, in the 1980 re-authorization, the Act was amended to allow the incarceration of status offenders who had violated a "valid court order." Gordon A. Raley and John E. Dean, "The Juvenile Justice and Delinquency Prevention Act: Federal Leadership in State Reform," *Law & Policy* 8, no. 4 (1986): 397-417.
- 10 Court data provided by the Florida Network to the Vera Institute of Justice on November 13, 2013. Cost avoidance information drawn from Kristin Winokur Early, Gregory A. Hand, Julia L. Blankenship, Stephanie Bontrager Ryon, and Shannen Parrish Mohr, *2011 Florida Network Evaluation* (February, 2011).
- 11 Data provided to the Vera Institute of Justice on September 11, 2013 from the New York State Unified Court System Division of Court Research.
- 12 Court referral information provided in *Sustaining Juvenile Justice System Reform: A Report to the Louisiana Juvenile Justice Implementation Commission*, (The Louisiana State University's Institute for Public Health and Justice, 2013). Information on a decrease in the time to respond to referrals provided from the MARC to the Vera Institute of Justice on April 12, 2013.
- 13 K. Childs and P. Frick, *An Interim Summary of Louisiana Models for Change Data Deliverables*, 2012.
- 14 Data provided to the Vera Institute of Justice on June 18, 2013 from the Truancy Project.
- 15 *2012 Florida Network Annual Report*, accessed at <http://www.floridanetwork.org/PDFs/2012AnnualReport.pdf>.

# National Standards for the Care of Youth Charged with Status Offenses

Coalition for Juvenile Justice | SOS Project

Safety, Opportunity & Success (SOS): Standards of Care for Non-Delinquent Youth

## ABOUT CJJ AND THE SOS PROJECT

The Coalition for Juvenile Justice (CJJ) is a nationwide coalition of State Advisory Groups (SAGs) and allies dedicated to preventing children and youth from becoming involved in the courts and upholding the highest standards of care when youth are charged with wrongdoing and enter the justice system. CJJ envisions a nation where fewer children are at risk of delinquency; and if they are at risk or involved with the justice system, they and their families receive every possible opportunity to live safe, healthy, and fulfilling lives.

The CJJ “Safety, Opportunity & Success (SOS): Standards of Care for Non-Delinquent Youth,” (“SOS Project”) is a multi-year partnership that engages State Advisory Group (SAG) members, judicial leaders, practitioners, service providers, policymakers, and advocates. The SOS Project aims to guide states in implementing policy and practices that divert status offenders from the courts to family- and community-based systems of care that more effectively meet their needs. The SOS Project also seeks to eliminate the use of locked confinement for status offenders and other non-delinquent youth.

To accomplish this goal, the SOS Project develops tools, resources, and peer leadership to help key stakeholders reform the treatment of youth at risk for, and charged with, status offenses in their juvenile justice systems. The project builds on more than two decades of CJJ leadership to advance detention reform and promote detention alternatives that better serve court-involved youth, including youth charged with status offenses.

The SOS Project is made possible with the generous support of CJJ's 1,800 members nationwide and the Public Welfare Foundation ([www.publicwelfare.org](http://www.publicwelfare.org)). For more information about CJJ, visit our website at [www.juvjustice.org](http://www.juvjustice.org).

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## **Review Leaders and Partners**

**Nicholas D. Alexander, J.D.**  
*Fight Crime, Invest in Kids*

**Tara Andrews, J.D.**  
*Consultant (formerly of Coalition for Juvenile Justice)*

**Patricia Arthur, Esq.**  
*Consultant*

**Dane Bolin**  
*Calcasieu Parish Office of Juvenile Justice Services, Lake Charles, LA*

**Patricia Campie, Ph.D.**  
*American Institutes for Research*

**The Honorable Tim Connors**  
*Washtenaw County Trial Court, Ann Arbor, MI*

**Howard Davidson, J.D.**  
*ABA Center on Children and the Law*

**Nancy Gannon Hornberger**  
*SAY San Diego (formerly of Coalition for Juvenile Justice)*

**Sharon Harrigfeld**  
*Idaho Department of Juvenile Corrections*

**The Honorable Jerrauld Jones**  
*4<sup>th</sup> Judicial Circuit of Virginia*

**Jessica Kendall, J.D.**  
*Child & Family Policy Associates*

**Richard Lindahl**  
*Richard Lindahl Consulting*

**Shawn C. Marsh, Ph.D.**  
*National Council of Juvenile and Family Court Judges*

**The Honorable Melody McCray-Miller**  
*Former Kansas State Representative*

**Lisa Pilnik, J.D., M.S.**  
*Child & Family Policy Associates*

**Lawanda Ravoira, Ph.D.**  
*Delores Barr Weaver Policy Center*

**Annie Salsich**  
*Vera Institute of Justice*

**Robert Schwartz, Esq.**  
*Juvenile Law Center*

**Kim Selvaggi**  
*TaylorLane Consulting*

**Casey Trupin, Esq.**  
*Children & Youth Project, Columbia Legal Services, Seattle WA*

**Marie N. Williams, Esq.**  
*Coalition for Juvenile Justice*

**Geoff Wood**  
*Consultant*

## **Other Expert Readers**

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**Bernadette E. Brown, J.D.**  
*National Council on Crime and Delinquency*

**Angela Irvine, Ph.D.**  
*National Council on Crime and Delinquency*

**The Honorable Chandlee Johnson Kuhn**  
*Family Court of the State of Delaware*

**Shannon Price Minter, Esq.**  
*National Center for Lesbian Rights*

**Lisa H. Thureau, J.D.**  
*MA Strategies for Youth*

**Kelly Wells, M.P.A.**  
*American Institutes for Research*

## INTRODUCTION

Since the 1970s, local and state courts, as well as state and federal policymakers, have sought to distinguish youth who commit delinquent offenses from youth who commit status offenses. Status offenses are non-delinquent/non-criminal infractions that would not be offenses but for the youth's status as a minor. This includes running away, failing to attend school (truancy), alcohol or tobacco possession, curfew violations, and circumstances where youth are found to be beyond the control of their parent/guardian(s), which some jurisdictions call "ungovernability" or "incorrigibility."

Status offenses are often symptomatic of underlying personal, familial, community, and systemic issues, as well as other, often complex, unmet, and unaddressed needs. Issues that underlie status offense allegations are especially acute for minority youth and adolescent girls.<sup>1</sup> Minority youth identified as status offenders are more likely to have their cases formally petitioned to court than similarly-situated white youth.<sup>2</sup> Research also shows that girls accused of status offenses are petitioned to court more often, and detained twice as long, as boys.<sup>3</sup>

Until the mid-1970s, it was common for the juvenile delinquency system to handle status offense cases. Therefore, children were subject to all dispositional or probationary options applied to delinquent youth, including incarceration. Concerned about the short and long-term effects of detaining and institutionalizing non-delinquent youth, many states began implementing different social service responses. A handful of states altered their definitions of child neglect or dependency to include status offenses.

In 1974, Congress affirmed and further encouraged state trends toward decriminalizing status offenses by enacting the Juvenile Justice and Delinquency Prevention Act (JJDP A) which, among other things, established the Deinstitutionalization of Status Offenders (DSO) core requirement. In keeping with the DSO core requirement, states receiving federal grants under the JJDP A agreed to prohibit the locked placement of youth charged with status offenses and reform their systems so that youth at risk for, or charged with, status offenses and their families would receive family- and community-based services. In the early years of the JJDP A, between 1974 and 1980, the number of court

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<sup>1</sup> Arthur, P.J. & Waugh, R. (2009). "Status Offenses and the Juvenile Justice and Delinquency Prevention Act: The Exception Swallowed the Rule." *Seattle Journal for Social Justice: Homeless Youth and the Law*. Vol. 7, Issue 2.

<sup>2</sup> Puzanhera, C., Adams, B., & Sarah Hockenberry (2012). *Juvenile Court Statistics 2009*. Pittsburgh, PA: National Center for Juvenile Justice.

<sup>3</sup> *Id.*

referrals for status offenses decreased 21 percent and status offender detentions decreased 50 percent.<sup>4</sup>

The lines, however, between the delinquency system and the status offense system remained blurred, and judges and court services professionals expressed concerns that apart from locked confinement there were few dispositional options for youth who commit status offenses. Thus, in 1980, a valid court order (VCO) exception was added to the JJDP, giving judges the authority to “bootstrap” status offenders into the delinquency system and place them in secure confinement if they violated a valid order of the court, i.e., attend school regularly or be home by a certain time.<sup>5</sup>

Today, according to the federal Office of Juvenile Justice and Delinquency Prevention (OJJDP), the vast majority of the 56 U.S. states and territories are in compliance with the DSO core requirement, and current detention numbers are drastically fewer than the hundreds of thousands of youth who were detained annually before implementation of the JJDP.<sup>6</sup> Yet, every year, state and local policies and practice result in the locked detention of thousands of youth charged only with status offenses. In addition, more than half of U.S. states continue to allow use of the VCO exception to detain youth charged with status offenses.<sup>7</sup> OJJDP currently reports approximately 12,000 annual uses of the VCO exception.<sup>8</sup>

Research and evidence-based approaches have proven that secure detention of status offenders is ineffective and frequently dangerous. Specifically, research has shown that:

- Detention facilities are often ill-equipped to address the underlying causes of status offenses.
- Detention does not serve as a deterrent to subsequent status-offending and/or delinquent behavior.
- Detained youth are often held in overcrowded, understaffed facilities—environments that can breed violence and exacerbate unmet needs.<sup>9</sup>

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<sup>4</sup> Office of Juvenile Justice and Delinquency Prevention. (Fall/Winter 1995). “Deinstitutionalizing Status Offenders: A Record of Progress.” *Juvenile Justice, II (2)*. Washington, DC: U.S. Department of Justice.

<sup>5</sup> Bootstrapping is a practice whereby courts re-label status offenses as delinquent offenses or punish status offending behaviors with punishments otherwise reserved for delinquent youth.

<sup>6</sup> Unofficial data provided by the Office of Juvenile Justice and Delinquency Prevention.

<sup>7</sup> Hornberger, N. G., (Summer 2010). “Improving Outcomes for Status Offenders in the JJDP Reauthorization.” *Juvenile and Family Justice Today*. Reno, NV: National Council of Juvenile and Family Court Judges. Available at:

[http://www.jujustice.org/media/announcements/announcement\\_link\\_156.pdf](http://www.jujustice.org/media/announcements/announcement_link_156.pdf).

<sup>8</sup> *Id.*

<sup>9</sup> Holman, B. & Ziedenberg, J. (2006). *The Dangers of Detention*. Washington, DC: Justice Policy Institute.

- Almost 20 percent of detained status offenders and other non-offenders (e.g., youth involved with the child welfare system) are placed in living quarters with youth who have committed murder or manslaughter and 25 percent are placed in units with felony sex offenders.<sup>10</sup>
- Placing youth who commit status offenses in locked detention facilities jeopardizes their safety and well-being, and may increase the likelihood of delinquent or criminal behavior.
- Removing youth from their families and communities prohibits them from developing the strong social networks and support systems necessary to transition successfully from adolescence to adulthood.<sup>11</sup>

Given that states and localities are primarily responsible for achieving the goals of the DSO core requirement, and that there is a well-supported movement to better respond to the unmet and complex needs of children and youth without court involvement or detention, the Coalition for Juvenile Justice (CJJ) joined forces with several national organizations and experts to develop the *National Standards for the Care of Youth Charged with Status Offenses* (“*National Status Offense Standards*,” “*National Standards*,” or “*Standards*”). The *Standards* aim to promote best practices, based in research and social service approaches, to better engage and support youth and families in need of assistance. Given what we know, the *National Standards* call for an absolute prohibition on the detention of status offenders and seek to divert them entirely from the delinquency system by promoting the most appropriate services for families and the least restrictive placement options for status offending youth. The *Standards* also promote uniform practice and policy across the states, as well as high quality and equitable services and representation for status offending youth and their families.

The *National Standards* build on the original intent of the JJDP A DSO core requirement, recent efforts to eliminate the VCO exception in Congress,<sup>12</sup> and the “safety, permanency and well-being” framework set forth in the Adoption and Safe Families Act of 1997 (ASFA).<sup>13</sup> Like ASFA’s focus on the child’s best interest, the *Standards* call for system responses that keep youth and their families’ best interests at the center of the intervention. Individually and collectively, the *Standards* promote system reforms and changes in system

<sup>10</sup> Sedlak, A. J., & McPherson, K. S. (May 2010). “Conditions of Confinement: Findings from the Survey of Youth in Residential Placement.” Washington, DC: Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice.

<sup>11</sup> Nelson, D. (2008). “A Road Map for Juvenile Justice Reform.” *2008 National KIDS COUNT Data Book*. Baltimore, MD: Annie E. Casey Foundation.

<sup>12</sup> S. 3155, The Juvenile Justice and Delinquency Prevention Reauthorization Act of 2008. Available at <http://www.gpo.gov/fdsys/pkg/BILLS-110s3155rs/pdf/BILLS-110s3155rs.pdf>. S. 678, The Juvenile Justice and Delinquency Prevention Reauthorization Act of 2009. Available at: <http://www.gpo.gov/fdsys/pkg/BILLS-111s678rs/pdf/BILLS-111s678rs.pdf>.

<sup>13</sup> Adoption and Safe Families Act, 42 U.S.C. Section 1305, et. seq. (1997).

culture, as well as the workforce needed to ensure adoption and implementation of empirically-supported policies, programs, and practices that effectively meet the needs of youth, their families, and the community.

To capitalize on the value of peer expertise, the *National Standards* were developed by CJJ in partnership with the National Council of Juvenile and Family Court Judges (NCJFCJ) and a team of experts from various jurisdictions, disciplines, and perspectives, including juvenile and family court judges, child welfare and juvenile defense attorneys, juvenile corrections and detention administrators, community-based service providers, and practitioners with expertise in responding to gender-specific needs (see Acknowledgements for list). Many hours were devoted to discussing, debating, and constructing a set of ambitious yet implementable standards that are portable, easily understood, and designed to spur and inform state and local policy and practice reforms. Once drafted, CJJ invited review and input into the initial draft from additional key stakeholders, and secured several partnerships for the purpose of promoting and supporting the *Standards'* broad dissemination and implementation plan. (See <http://juvjustice.org/sos> for complete list of involved leaders and organizations).

The *National Standards* aim to inspire and assist individuals responsible for how local and state systems respond on a macro- and micro-level to the needs of youth at risk for, or charged with, status offenses and their families. The *Standards'* key audiences include policymakers, legislators, and systems design professionals, as well as day-to-day decision makers and practitioners working with youth who commit status offenses and their families. These audiences include the following, among others:

- Juvenile and family court judges and magistrates;
- State and local court administrators and court personnel;
- Case workers and supervisors, case intake workers, and probation staff;
- Prosecutors;
- Attorneys representing status offenders and guardians ad litem;
- Juvenile justice and child welfare administrators;
- Administrators of public and private residential facilities where status offenders are held;
- Public and private nonresidential community-based service providers;
- Mental health administrators and professionals;
- Educators, school administrators, school boards, and guidance counselors;
- Runaway and homeless youth program staff;

- Law enforcement officers, including school resource officers; and
- Policymakers, state and local government officials, legislators, and state advisory boards.

To help each reader chart a path to implementation of each standard, the *National Standards* are organized to maximize understanding as follows:

- The Standard to be adopted is articulated in full – “the black letter.”
- The need and underlying argument for the Standard is presented.
- One or more concrete practice or policy action items are recommended that readers can take to advance and implement the Standard.

## KEY PRINCIPLES

### Section 1. Principles for Responding to Status Offenses

***Judicial, legal, law enforcement, justice, social service, and school professionals working with youth alleged to have committed status offenses and their families should:***

1. Apply a child and family-centric approach to status offense cases by prioritizing child and family safety, well-being, and permanency for the child.
2. Understand and apply current and emerging scientific knowledge about adolescent development, particularly as it relates to court-involved youth.
3. Understand positive youth development principles and how they can be used to achieve better outcomes for court-involved youth.
4. Ensure that past trauma and other experiences, which may underlie or lead to status-offending behaviors, are identified and responded to with appropriate screening, assessment, treatment, services, and supports.
5. Implement a status offense system framework that promotes shared leadership and responsibility by encouraging youth engagement in court, agency, and other meetings affecting their case, safety, well-being, treatment services, and/or placement.
6. Utilize alternative dispute resolution strategies to resolve youth and family conflicts outside of the court system.
7. Employ family engagement strategies that identify and emphasize a family's strengths, and empower families to find and implement solutions outside of the court system.
8. Eliminate racial and ethnic disparities by being culturally aware and ensuring impartial and equal access to culturally-competent prevention and intervention services and treatment for youth charged with status offenses and their families.
9. Understand the developmental, behavioral, and social differences between boys and girls and how their service needs are accordingly different. Make gender-responsive choices regarding interventions, treatment, and services before, during, and following court involvement.
10. Ensure that lesbian, gay, bisexual, transgender, or questioning (LGBTQ) youth who are charged with status offenses receive fair treatment, equal access to services, and respect and sensitivity from all professionals and other youth in court, agency, service, school, and placement.
11. Ensure children do not enter the status offense system because of learning, mental health, sensory, speech/language, or co-occurring disabilities. Ensure that children with disabilities who do enter the status

offense system are treated fairly and given access to needed evaluations, treatments, and services.

12. Coordinate with other relevant formal and informal systems of care to better serve children and families.

## **Section 2. Efforts to Avoid Court Involvement**

***Education, social service, community-based, child welfare, runaway and homeless youth, mental health, law enforcement, and juvenile justice systems should:***

1. Aim to resolve all status offense matters through the provision of voluntary diversion services.
2. Determine the proper course of action by identifying the family circumstances, unmet needs, or other factors that led to contact with the status offense system.
3. Train professionals who first respond to alleged status offenses about family and community dynamics and other factors that can cause status behaviors, as well as the availability and role of screenings, assessments, and services.

***Law enforcement systems should:***

4. Focus on prevention and intervention by connecting children and families to needed services in lieu of charging or detaining children alleged to have committed status offenses.

***Education systems should:***

5. Implement responses to truancy that match the reasons youth are absent from school and that aim to avoid court involvement, school suspension, or expulsion.

***Child welfare, juvenile justice, and runaway and homeless youth systems should:***

6. Implement responses to alleged status behaviors that aim to avoid court involvement and are tailored to the reasons the youth and family have been referred to the child welfare, juvenile justice, or runaway and homeless youth system.

***Court intake personnel should:***

7. Not accept jurisdiction over any status offense case until it has been determined that the applicable statutory requirements were met and that

the agency that first responded to the claim made reasonable efforts to avoid court involvement by exhausting all available culturally appropriate pre-court assessments, services, entitlements, and treatments.

### **Section 3. Efforts to Limit Court Involvement**

#### ***Judicial officers should:***

1. Dismiss or, alternatively, stay proceedings when community-based services or other formal or informal systems approaches would circumvent the need for continued court jurisdiction.
2. Assess early whether the Indian Child Welfare Act (ICWA) applies.
3. Ensure youth charged with status offenses have independent, qualified, and effective representation throughout status offense proceedings.
4. Not allow children in status offense cases to waive counsel or, alternatively, only allow waiver if: (1) the waiver is on the record, (2) the court has fully inquired into the child's understanding and capacity, and (3) the waiver occurs in the presence of and in consultation with an attorney.
5. Exercise their statutory and inherent authorities to determine, prior to adjudication, whether youth and families received, in a timely manner, appropriate interventions that could have limited their court involvement.
6. Exercise their statutory and inherent authorities throughout the child and family's court involvement to ensure that service delivery systems are providing the appropriate assessments, treatments, and services to children and families in status offense cases.
7. Assess alternatives to out-of-home placement or secure confinement.
8. Not securely detain or confine youth at any point in the status offense process.

#### ***Lawyers for alleged and adjudicated status offenders should:***

9. Advocate for voluntary and community-based assistance to limit and/or avoid continued court involvement and secure confinement.
10. Advocate for child clients to be treated fairly throughout the court process and for their due process rights to be protected.
11. Ensure that child clients' rights and entitlements under relevant federal and state laws are protected.

#### ***Judicial officers and entities providing case management services should:***

12. Effectively manage and close court and agency cases in a timely manner.

#### **Section 4. Recommendations for Policy and Legislative Implementation**

##### ***State and local policymakers and advocates should:***

1. Eliminate juvenile court penalties and sanctions for behaviors labeled status offenses and ensure that systems are accurately responding to behaviors as either episodes of normal adolescent behavior or critical unmet youth and family needs that are best resolved through non-judicial interventions and supports.
2. Support an infrastructure of community-based and child- and family-serving programs and systems to ensure direct youth and family access to a seamless, comprehensive and non-judicial continuum of care that is empowered and resourced to respond to behaviors that might otherwise be labeled as status offenses.
3. In those limited circumstances where court involvement is necessary, ensure court mechanisms are in place that allow the appropriate court division to effectively serve the needs of the youth and family without inappropriate use or risk of more punitive outcomes for the child and family.
4. Prohibit schools from referring youth who engage in status offense behaviors to court, unless and until the school has made all reasonable efforts to avoid court involvement.
5. Prohibit parents/caregivers from referring youth who engage in status offense behaviors to the juvenile court until the family has first sought and meaningfully engaged in non-judicial interventions.
6. Promote coordinated, blended, or braided public funding streams that create a seamless, comprehensive, community-based continuum of care for youth and families.
7. Enact laws that ensure the right to counsel for youth who come into contact with the juvenile court for a status offense by not allowing youth to waive their right to counsel or only allowing waiver if: (1) it is on the record, (2) the court has fully inquired into the child's understanding and capacity, and (3) the waiver occurs in the presence of and in consultation with an attorney.
8. Prohibit the use of locked confinement for youth petitioned to court for a status offense.
9. Mandate meaningful efforts to engage youth and families in all aspects of case planning, service delivery, court proceedings, and disposition strategies.

***Federal policymakers and advocates should:***

10. Amend the JJDPa to prohibit the use of the valid court order (VCO) exception to securely confine youth adjudicated for status offenses.
11. Strengthen relevant federal agencies to provide research, training, and technical assistance to state and local authorities to better assist state status offense system reform efforts.
12. Create coordinated approaches between federal government agencies and programs that serve youth and families that will help states coordinate, blend, or braid federal funding streams to create a seamless, comprehensive, and, to the greatest extent possible, non-judicial continuum of care for youth and families.

## SECTION 1. PRINCIPLES FOR RESPONDING TO STATUS OFFENSES

This section of the *National Standards* provides a frame and foundation from which professionals working day-to-day with families and youth alleged to have committed status offenses can operate to achieve positive outcomes for everyone. In doing so, this section highlights 12 key principles to which professionals should adhere to protect youth and family safety, promote family connections and permanence, and ensure youth and family well-being. Collectively and individually, these 12 principles acknowledge and address the individual, familial, and community contexts in which status offenses may occur and underlie all subsequent *Standards* articulated herein.

***Judicial, legal, law enforcement, justice, social service, and school professionals working with youth alleged to have committed status offenses and their families should:***

### **1.1 Apply a child- and family-centric approach to status offense cases by prioritizing child and family safety, well-being, and permanency for the child.**

Youth who come into contact with the court system because of an alleged status offense have often experienced poverty, trauma, abuse, and neglect, as well as other physical and emotional injuries and disadvantages. When investigating such cases, it is not uncommon for a first responder to discover that the youth could be referred to and better served by the child welfare system instead of the delinquency system. Recognizing the significant need for child- and family-centered responses, several states have empowered their child welfare systems to respond to status offense cases.<sup>14</sup> Yet, despite the fact that youth charged with status offenses have not been accused of a criminal or delinquent offense, more than half the states (and their local jurisdictions) vest the authority to respond to status offenses with their respective delinquency systems rather than their child welfare systems. In many cases, whether a child enters one system over the other is simply a function of the child's age.

The *National Standards* propose a different construct, one that mirrors the "safety, permanency, and well-being" framework of the child welfare system's Adoption and Safe Families Act of 1997 (ASFA).<sup>15</sup> Like ASFA's focus on the child's best interests, the *National Standards* advocate that states and local jurisdictions configure their systems to quickly identify the root cause of a youth's alleged charge and consistently keep youth and their families' interests at the

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<sup>14</sup> See, e.g., 42 Pennsylvania Consolidated Statutes Annotated Judiciary and Judicial Procedures § 6302; 31 Delaware Code Annotated § 301; Minnesota Statutes Annotated § 260C.007.

<sup>15</sup> Adoption and Safe Families Act, 42 § 1305, *et. seq.* (1997).

center of any response or intervention. Pursuing these and other reforms in systems and system culture will ensure implementation of policies, programs, and practices that can most effectively meet the needs of youth and their families with little or no court intervention.

Important principles adapted from ASFA that can and should be considered when responding to families and youth alleged to have committed a status offense include:<sup>16</sup>

- Efforts to identify the cause of the status offense should begin well before court involvement and be expedited, where appropriate, with the provision of services to the youth and family. It is critical that relevant stakeholders, where appropriate, provide services or supports as quickly as possible to enable youth and/or families in crisis to address and resolve problems. When timely and intensive services are provided, agencies and courts can make informed decisions about the youth's/family's ability to function without deeper system assistance. It is also important that those same stakeholders not widen the justice system net by providing diversion or intervention services where no action is needed or if even nominal justice system involvement could have a negative effect on the youth or family, particularly in low-risk, first time cases.<sup>17</sup>
- Involvement in the court system for a status offense can lead to deeper justice system involvement. Research shows that the longer youth are court-involved, the greater the likelihood that they may enter and become embroiled in the justice system. Thus, system responses should prioritize diversion approaches and other responses that prevent or limit youths' court involvement.<sup>18</sup>
- Responses to status offense behaviors should focus on system accountability and positive outcomes for youth and their families. There are a number of tools that jurisdictions, organizations, and practitioners can use to focus on system accountability and quality service delivery for families in crisis, including annual reports of performance with statistics on cases diverted from court, cases petitioned to court, and cases that re-enter the system. State and local jurisdictions should also assess additional ways to create performance-based incentives for agencies that manage and contribute to the response. Section 4 of the *National Standards* specifies that policymakers should work toward and expect positive results in status offense cases.

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<sup>16</sup> Principles discussion adapted from: U.S. Department of Health and Human Services, Administration for Children and Families. (1998). "Program Instruction, Log No. ACYF-CB-PI-98-02." Available at: <http://www.acf.hhs.gov/programs/cb/resource/pi9802>.

<sup>17</sup> See, The Center on Juvenile and Criminal Justice. (September 1999). *Diversion Programs, An Overview*. Available at: <https://www.ncjrs.gov/html/ojjdp/9909-3/div.html>.

<sup>18</sup> See, e.g., Petrosino, A, Turpin-Petrosino, C. & Sarah Guckenburg. (January 2010). "Formal System Processing of Juveniles: Effects on Delinquency." *Campbell Systematic Reviews*, 2010:1.

- Effective responses to status offense behaviors should do no harm. Given the nature and underlying causes of status offense behaviors, jurisdictions should make any and all reasonable efforts to not further traumatize youth who may already be suffering from physical, mental, and emotional injury. “Do no harm” approaches will avoid court involvement in the first instance and prevent youth from being securely confined at any point in the process.

## **1.2 Understand and apply current and emerging scientific knowledge about adolescent development, particularly as it relates to court-involved youth.**

Advances in brain science and technology are helping us better understand how the adolescent brain functions. We now know that young people’s brains continue to mature until their early- to mid-20s, and adolescents’ brains are different from adults’ both structurally and in how they are influenced by chemicals produced by the body, such as dopamine.<sup>19</sup> Adolescents are more likely to be influenced by peers, engage in risky and impulsive behaviors, experience mood swings, or have reactions that are stronger or weaker than a situation warrants.<sup>20</sup> These differences do not mean that youth behavior that is harmful to themselves or others should be ignored. Rather, it means that courts, agencies, and practitioners should use this knowledge to inform and perhaps modify their practices and policies.

The U.S. Supreme Court has acknowledged the differences in youth brain development and culpability in several recent decisions that strike down extreme sentencing for court-involved youth.<sup>21</sup> Still, many juvenile and family courts are not entirely familiar with the relevant science and research that underlie the Court’s conclusions. Consequently, these juvenile and family courts are not yet fully using available research to guide decision-making. Professionals and systems need to educate themselves about the inherently different ways youth understand and react to the world around them, and use such knowledge to inform system responses to youth in need and youth alleged to have committed status offenses. Potential changes include providing guidance and structure to youth and their families, and recognizing that adolescents will still sometimes make poor decisions and it is the adult caregiver’s and system’s role to help them recover from mistakes and make better decisions. Some ways that stakeholders can achieve these goals include:<sup>22</sup>

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<sup>19</sup> These recommendations are adapted from Coalition for Juvenile Justice. (2006). “Applying Research to Practice Brief: What Are the Implications of Adolescent Brain Development for Juvenile Justice?” Available at [http://www.jujustice.org/sites/default/files/resource-files/resource\\_138\\_0.pdf](http://www.jujustice.org/sites/default/files/resource-files/resource_138_0.pdf).

<sup>20</sup> *Id.*

<sup>21</sup> See *Roper v. Simmons*, 542 U.S. 551. (2005). (regarding the juvenile death penalty) and *Graham v. Florida*, 560 U.S. 48. (2010). (regarding life without parole for juveniles).

<sup>22</sup> See Coalition for Juvenile Justice. (2006). “Emerging Concepts Brief: What Are the Implications of Adolescent Brain Development for Juvenile Justice?” (pgs. 4-8). Available at: [http://www.jujustice.org/sites/default/files/resource-files/resource\\_134.pdf](http://www.jujustice.org/sites/default/files/resource-files/resource_134.pdf).

- Support and participate in education and awareness raising activities. Numerous publications and resources provide more detail on adolescent development, as well as developmental needs and differences, and connect these understandings with youth misconduct and court involvement.<sup>23</sup> Professionals should work to educate themselves and their colleagues about these issues, as well as help adolescents understand how their own brain functions and how it impacts their behavior and reactions.
- Ensure that courts and other decision makers who impact the lives of adolescents take into account general information about youth development and maturity, but also look at the specific circumstances of each young person's past and present life circumstances (e.g., prior offenses, past and current trauma, family relationships).
- Use available scientific knowledge to evaluate and inform decisions about competence, culpability, disposition, and defenses.
- Focus on adolescents' ability to contribute to their families and society, and work to build on their existing interests and strengths. This includes supporting healthy bonds between adults and young people, and allowing adolescents to make their own decisions and develop their own judgment in safe environments.
- Encourage and work with government and philanthropic organizations to fund promising or proven approaches that use scientific knowledge to craft and implement responses to youth alleged to have committed status offenses, as well as support the evaluation and reform of state laws on these issues.

### 1.3 Understand positive youth development principles and how they can be used to achieve better outcomes for court-involved youth.

Positive Youth Development (PYD) focuses on assets and skills, rather than risks and problems, and allows youth to develop decision-making abilities, work as part of a team, and help others. Research has shown that approaches that focus on youth's strengths and assets, and that help youth build resiliency, are more effective than approaches that only address their needs or weaknesses.<sup>24</sup> Experts suggest the following ways that PYD may be applied to respond to and prevent youth offenses:<sup>25</sup>

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<sup>23</sup> *Id.* (Includes a list of additional resources.)

<sup>24</sup> Some experts have suggested that increasing youth resiliency involves: 1) increasing *connectedness*, or relationships with one or more supportive adult(s); 2) developing *mastery* or focusing on a youth's particular skill or talent, such as painting; or soccer and 3) helping youth learn to control their own emotions (called *affect regulation*).

<sup>25</sup> Adapted from the suggestions of Jeffrey Butts, Ph.D. in Coalition for Juvenile Justice. (2006). "Applying Research to Practice Brief: What Are the Implications of Adolescent Brain Development for Juvenile Justice?" Available at [http://www.juvjustice.org/sites/default/files/resource-files/resource\\_138\\_0.pdf](http://www.juvjustice.org/sites/default/files/resource-files/resource_138_0.pdf).

- Support honest discussions between adolescents and their parents that address and resolve conflict while encouraging development and recognizing strengths and accomplishments.
- Encourage youth relationships with adults other than parents who can serve as positive role models and advisors.
- Promote safe and healthy relationships with peers, based on shared interests and support.
- Encourage healthy lifestyle choices, including exercise and nutrition.
- Support positive organized activities, such as sports, the arts, or faith-based leagues or groups that give youth a sense of belonging.
- Allow youth to participate in activities that enable them to be engaged in and feel attached to their community and local events.
- Place youth in situations where they are able to make good decisions, use good judgment, come to understand the risks and consequences of their own decisions, set goals, and envision a future where their goals are achieved.

Work or service-based alternatives to formal court involvement may also integrate aspects of PYD, especially when youth participation is based on individual interests and strengths. Numerous programs around the country have used PYD principles to help youth who have committed delinquent offenses to recognize and build on their own strengths while contributing to their communities, such as by using artistic talents to turn graffiti covered walls into murals, or by using athletics (including coaching and mentoring) to build self-esteem and promote achievement.<sup>26</sup>

**1.4 Ensure that past trauma and other experiences, which may underlie or lead to status-offending behaviors, are identified and responded to with appropriate screening, assessment, treatment, services, and supports.**

Many youth alleged to have committed status offenses have been victims of child abuse or neglect and/or have witnessed family or community violence. These experiences may be traumatic and in some cases will lead to short- or long-term traumatic stress symptoms. A recent survey of children and adolescents in the general population found that half had experienced two or more types of victimization (being the target of or witnessing violence) and eight percent had experienced seven or more types of victimization.<sup>27</sup> Studies estimate that past

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<sup>26</sup> Butts, J. et al. (2010). "Positive Youth Justice: Framing Justice Interventions Using the Concepts of Positive Youth Development." Washington, DC: Coalition for Juvenile Justice. Available at: <http://www.jujustice.org/sites/default/files/resource-files/Positive%20Youth%20Justice.pdf>.

<sup>27</sup> Finkelhor, D., Turner, H., Hamby, S., & Richard Ormrod. (2011). "Polyvictimization: Children's Exposure to Multiple Types of Violence, Crime, and Abuse." *Juvenile Justice Bulletin – NCJ 235504*. Washington, DC:

traumatic experiences and Post Traumatic Stress Disorder are twice as common among juvenile justice-involved youth.<sup>28</sup> Children who are abused or who experience other types of violence are more likely to commit crimes (as minors or adults), have mental health and substance abuse issues, and commit suicide. Youth who witness family or community violence are also more likely to have social and academic problems, and experience anxiety, depression, and/or aggression.<sup>29</sup> Traumatic stress can manifest as anxiety, depression, concentration issues (post-traumatic stress is frequently misdiagnosed as ADHD), impulsivity, emotional numbing, lack of affect, and conduct problems, among other issues.<sup>30</sup>

Juvenile justice and social service agencies and courts can take steps to recognize and respond to the impact of trauma on the children they serve:<sup>31</sup>

- Implement universal screening using trauma-specific instruments with proven reliability and validity, such as the UCLA PTSD index,<sup>32</sup> the Traumatic Events Screening Inventory,<sup>33</sup> or the MAYSI-2.<sup>34</sup>
- Provide youth with evidence-based or empirically-supported interventions to address the effects of trauma. Information about different evidence-based practices including Trauma-Focused Cognitive Behavioral Therapy and Trauma Affect Regulation: Guide for Education and Therapy, is

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U.S. Government Printing Office. Available at:

<http://www.unh.edu/ccrc/pdf/jvq/Polyvictimization%20JJD%20bulletin.pdf>.

<sup>28</sup> Ford, J. D., Steinberg, K., Hawke, J., Levine, J., & Zhang, W. (2012). "Randomized Trial Comparison of Emotion Regulation and Relational Psychotherapies for PTSD with Girls Involved in Delinquency." *Journal of Clinical Child and Adolescent Psychology*, 41, 27-37; Ford, J. D., J Hartman, K., Hawke, J. & John F. Chapman. (2008). "Traumatic Victimization, Posttraumatic Stress Disorder, Suicidal Ideation, and Substance Abuse Risk Among Juvenile Justice-Involved Youth" *Journal of Child & Adolescent Trauma*. 1(1).

<sup>29</sup> Siegfried, C.B., Ko, S.J., & Kelly, A. (2004). "Victimization and Juvenile Offending." Pg. 5, Los Angeles, CA and Durham, NC: *National Child Traumatic Stress Network: Juvenile Justice Working Group*.

<sup>30</sup> National Child Traumatic Stress Network Child Welfare Committee. *Child Welfare Trauma Training Toolkit*. (2008). Available at: <http://www.nctsn.org/products/child-welfare-trauma-training-toolkit-2008>.

<sup>31</sup> These tips are based on efforts currently underway in jurisdictions across the country, as described in: Pilnik, L., & Kendall, J. R. (2012). "Victimization and Trauma Experienced by Children and Youth: Implications for Legal Advocates." Moving From Evidence to Action: The Safe Start Series on Children Exposed to Violence, Issue Brief #7. North Bethesda, MD: Safe Start Center, Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice. Available at: <http://www.safestartcenter.org/publications/issue-brief-7-victimization-and-trauma-experienced-children-and-youth-implications>.

<sup>32</sup> A self-report questionnaire to screen for exposure to traumatic events and assess PTSD symptoms in school-age children and adolescents. More information available at: <http://www.nctsn.org/content/ucla-posttraumatic-stress-disorder-reaction-index-dsm-iv>.

<sup>33</sup> A 15 to 24-item clinician-administered interview that assesses a child's experience of a variety of potentially traumatic events including current and previous injuries, hospitalizations, domestic violence, community violence, disasters, accidents, physical abuse, and sexual abuse. More information available at: <http://www.ptsd.va.gov/professional/assessment/overview/index.asp>.

<sup>34</sup> A paper-and-pencil self-report inventory of 52 questions designed to assist juvenile justice facilities in identifying youths 12 to 17 years old who may have special mental health needs. More information available at: <http://nysap.us/MAYSI2.html>.

available from the Substance Abuse and Mental Health Services Administration.<sup>35</sup>

- Raise awareness among court staff, agency personnel, and the community about the impact of trauma, including multi-disciplinary training for judges, social workers, and others about how trauma impacts brain development, symptoms of traumatic stress, and other trauma-related topics.
- Provide intensive training for detention facility staff so that certain youth behaviors are recognized as symptoms of traumatic stress, rather than simple disobedience or acting out, and responded to appropriately.
- Front-load and expedite dispositions and provide court orientations to youth in order to connect them to services faster and reduce the likelihood of system-induced trauma.
- Educate attorneys on how to interview clients using trauma-informed strategies.

Youth in the court system may require screening for past trauma and should receive necessary services. Professionals working with these youth must understand how past trauma affects their system involvement and futures. Youth should also be protected from self-incrimination while being screened for trauma or other behavioral health conditions. Screening forms or assessments used at various stages may ask about potentially illegal acts, such as substance abuse or violent reactions to feelings of anxiety or stress, and disclosures may not be protected by confidentiality rules when asked in a court, rather than a clinical context.<sup>36</sup> Youth should be told how information in these tools will be used and shared, and that they can skip any questions they do not wish to answer.

System-induced trauma should be minimized by avoiding court involvement and secure confinement, minimizing out-of-home placement and placement changes, and choosing therapeutic, rather than punitive, settings if out-of-home placement is necessary. Involving and educating parents and other family members about the impact of trauma is also essential, both because this information will help them be a resource for their children, and because many parents of youth in the court system have also experienced (and are still impacted by) traumatic events.<sup>37</sup>

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<sup>35</sup> The Substance Abuse and Mental Health Services Administration's National Registry of Evidence-based Programs and Practices (NREPP), a "searchable online database of mental health and substance abuse interventions," is available at <http://nrepp.samhsa.gov>.

<sup>36</sup> Rosado, L.M. & Riya Shah. (2007). *Protecting Youth from Self-Incrimination when Undergoing Screening, Assessment and Treatment within the Juvenile Justice System*. Available at: [http://www.jlc.org/sites/default/files/publication\\_pdfs/protectingyouth.pdf](http://www.jlc.org/sites/default/files/publication_pdfs/protectingyouth.pdf).

<sup>37</sup> National Child Traumatic Stress Network, Child Welfare Committee. (2011). "Birth Parents with Trauma Histories and the Child Welfare System: A Guide for Judges and Attorneys." Los Angeles, CA, and Durham,

Everyone reacts to exposure to violence differently, so how traumatic experiences will manifest in emotions and behavior varies from one youth to another. For this reason, professionals should consider past victimization and other types of experiences that may have led to a status offense charge, even in youth who do not seem to be suffering from traumatic stress symptoms. For example, lack of accommodation for a student who is not fluent in English, or who has a learning disability, may or may not appear to be traumatic, but should certainly be addressed if a youth is involved in a truancy case. Professionals should also be aware that gender differences exist both in the types of trauma youth commonly experience (e.g., girls are more likely to be sexually abused, and/or abused in relationships, while boys are more likely to be physically assaulted and to witness death or injuries) and effects of trauma (girls are more likely to meet PTSD diagnostic criteria, and experience depression and anxiety).<sup>38</sup> Understanding a young person's past (possibly traumatic) experiences can help professionals better serve them in many ways, from an attorney advocating that traumatic experiences should be considered as a mitigating factor at disposition to a caseworker, probation officer, or detention staff member ensuring that an adolescent is screened and receives necessary treatment for PTSD.

**1.5 Implement a status offense system framework that promotes shared leadership and responsibility by encouraging youth engagement in court, agency, and other meetings affecting their case, safety, well-being, treatment services and/or placement.**

It is critically important that youth have a voice in their status offense cases, where others are making critical decisions about their lives. Youth involvement can range from gaining their input about the services in which they participate to where they may live or when and how they interact with their parents. In some instances, the petitioning party is a parent/guardian or the youth is in conflict with a parent. Here, too, ensuring that the youth's voice is heard separately and apart from the parents', is essential to negotiate a successful resolution of the matter and to assure fairness. Youth engagement must begin when professional service systems first respond to an alleged status offense matter and continue throughout diversion and court processes. Youth should be given the opportunity to participate in all agency meetings, alternative dispute resolution sessions, and court hearings affecting their case. Youth engagement should also be undertaken consistent with the principles on trauma discussed in Section 1.4.

Implementing a framework that promotes youth engagement at all stages will greatly benefit youth, youth-serving agencies, and courts. By being present in court and meetings, youth can offer important insights into their lives and the

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NC: National Center for Child Traumatic Stress. Available at:

[http://nctsn.org/sites/default/files/assets/pdfs/birth\\_parents\\_trauma\\_guide\\_judges\\_final.pdf](http://nctsn.org/sites/default/files/assets/pdfs/birth_parents_trauma_guide_judges_final.pdf).

<sup>38</sup> NCCD Center for Girls and Young Women. (nd) *Understanding Trauma through a Gender Lens*. Available at: [http://www.nccdglobal.org/sites/default/files/publication\\_pdf/understanding-trauma.pdf](http://www.nccdglobal.org/sites/default/files/publication_pdf/understanding-trauma.pdf).

causes of the alleged behavior, and gain a better understanding of the agency and court processes. Empowering youth early to understand the status offense process and its repercussions can also serve as an important tool to encourage shared responsibility in resolving problems and limiting court involvement. Likewise, youth presence in court and meetings also benefits judges and professionals who will be able to make more informed decisions for youth and their families.

There is a growing body of knowledge and guidance about youth empowerment, voice, and engagement in child welfare and foster care. Although there is little guidance available about youth involvement in status offense proceedings, many of the reforms being applied in child welfare are also applicable to youth charged with non-delinquent behaviors. Recommendations for courts to enhance youth voice and participation include:<sup>39</sup>

- Having a fair, impartial, and orderly system to support youth voice and involvement.
- Reaching a consensus among all stakeholders regarding youth participation in court and agency meetings.
- Requiring and facilitating youth attendance in their court hearings and agency meetings.
- Recognizing that youth gain a sense of control through involvement in their court proceedings.

There is also applicable child welfare literature on addressing logistical and other concerns when implementing a system that supports youth engagement and empowerment. Recommendations for youth-serving agencies and youth lawyers include:<sup>40</sup>

- To the fullest extent possible, schedule meetings and hearings before or after school hours for school-aged youth. When a youth is not able to attend in person, consider allowing him/her to participate via alternative means, such as video-conferencing or conference calls.
- Explain your role to the youth and what issues you can and cannot address.

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<sup>39</sup> Adapted from: Children's Bureau Express. (2009). *Spotlight on Encouraging Youth Involvement in Dependency Hearings*. Washington, DC: U.S. Department of Health and Human Services, Vol. 10, No. 10. (referencing Pitchal, E. (Winter 2008). "Where Are All the Children? Increasing Youth Participation in Dependency Proceedings," *UC Davis Journal of Juvenile Law & Policy*, Vol. 12).

<sup>40</sup> Khoury, A. (2007). "With Me, not Without Me: How to Involve Children in Court." in *Child Law Practice* Vol. 26, No. 9; Washington DC: American Bar Association Center on Children and the Law. Available at: [http://www.americanbar.org/content/dam/aba/publications/center\\_on\\_children\\_and\\_the\\_law/empowerment/withme\\_notwithoutme.authcheckdam.pdf](http://www.americanbar.org/content/dam/aba/publications/center_on_children_and_the_law/empowerment/withme_notwithoutme.authcheckdam.pdf); Khoury, A. (2008). "Establishing Policies for Youth in Court—Overcoming Common Concerns." Washington, DC: American Bar Association Center on Children and the Law. Available at: <http://www.isc.idaho.gov/cp/docs/Establishing%20Policies%20for%20Youth%20in%20Court-Common%20Concerns.pdf>.

- Avoid using acronyms or legal jargon that may make it difficult for the youth to understand what is happening during the meeting or hearing.
- Prepare the youth for upcoming meetings or court hearings by telling the youth who will be present, what their roles will be, what is expected to happen, and what the youth's involvement will entail.
- If the youth is expected to speak or testify, provide guidance about how to do so most effectively. Advise the youth if other participants will ask him/her questions and what the nature of those questions may be.
- Provide age-appropriate reading materials to the youth to describe the court or agency process.

**1.6 Utilize alternative dispute resolution strategies to resolve youth and family conflicts outside of the court system.**

Youth charged with status offenses may enter the system as a result of significant family conflict where disputes may result, for example, in a youth running away or being charged as “incorrigible.” In many instances, the court system is not well suited to resolve these high conflict situations, utilizing an adversarial process that may only worsen the fragile parent-child relationship. Introducing alternative dispute resolution (ADR) strategies, like mediation, before court involvement and/or before an adjudicatory hearing can empower families to resolve conflicts internally with professional guidance and may limit child and family exposure to court and deeper justice system involvement. ADR strategies seek to reach an agreement between the youth and his/her family in ways that encourage harmony, rather than punish the youth for actions that are often rooted in family dysfunction. ADR also helps to alleviate congested family or juvenile court dockets and can reduce the number of youth who are removed from their family's care.

Parent-child mediation offers the family and youth an opportunity to mutually identify and agree to resolve family problems. Many jurisdictions have begun to use this practice with success in status offense cases. It is incumbent upon professionals working with families to assess whether ADR approaches are appropriate and to ensure that the youth is willing to participate. In instances where there is evidence of violence between the youth and parent, professionals should determine how ADR processes could be altered to assure youth safety and well-being, recognizing that in some circumstances, ADR approaches may not be appropriate.

**1.7 Employ family engagement strategies that identify and emphasize a family's strengths, and empower families to find and implement solutions outside of the court system.**

Similar to youth engagement strategies, family engagement strategies focus on strengths the family unit can bring to the process, not just the family's deficits, and seek to access and leverage a family's willingness to solve problems with professional guidance. Similar to ADR, family engagement strategies may limit child and family exposure to court and deeper justice system involvement, help alleviate congested family or juvenile court dockets, and can reduce the number of youth who are removed from their family's care. They also provide a less formal setting for families to ask questions and better understand the status offense process, while giving professionals an opportunity to consult families in a meaningful way about what they want for their child and what the family needs to move forward.

For example, Family Group Decision Making (FGDM)<sup>41</sup> is an engagement strategy that recognizes the importance of involving families in making decisions about children who need assistance and care. The process can be initiated by the agency serving the alleged status offender and implemented at critical stages of the status offense case, such as before court petitioning, adjudication, or at disposition. A key aspect of FGDM is to allow the family to lead the decision-making, encouraging them to actively participate in identifying viable solutions to the problems they face.<sup>42</sup>

It is incumbent upon the professionals working with the family to assess whether FGDM is appropriate and ensure that the youth is willing to participate. In instances where there is evidence of violence between the youth and parent, professionals should determine how FGDM should be altered to assure the youth is safe and comfortable participating in the process. In limited circumstances, the approach may not be appropriate.

### **1.8 Eliminate racial and ethnic disparities by being culturally aware and ensuring impartial and equal access to culturally-competent prevention and intervention services and treatment for youth charged with status offenses and their families.**

Disproportionate minority contact (DMC) refers to the disproportionate representation of ethnic, racial, and linguistic minority youth in the juvenile court system. The Juvenile Justice and Delinquency Prevention Act (JJDP) was broadened in scope in 2002 to require that states<sup>43</sup> address "disproportionate minority *contact*" (emphasis added) instead of only being required to address the disproportionality of minority youth in confinement. Under the JJDP, the federal government can withhold some of a state's future grant allocation for the

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<sup>41</sup> Also may be called Family Group Conferences or Family Team Meetings.

<sup>42</sup> Description of FGDM is adapted from American Humane. *About Family Group Decision-Making* (website). Available at: <http://www.americanhumane.org/children/programs/family-group-decision-making/about-family-group-decision.html>.

<sup>43</sup> In this context, "states" refers to all U.S. states, territories and the District of Columbia.

subsequent year if they fail to address disproportionality at all stages of justice system involvement.<sup>44</sup>

Minority youth are overrepresented in every aspect of the justice system. African American youth represent 16 percent of the adolescents in this country, but comprise 40 percent of the youth incarcerated in local detention and state correctional facilities, and Latino youth are incarcerated in local detention and state correctional facilities nearly twice as often as white youth. Research shows that youth of color are treated more harshly than white youth when charged with the same category of offense, including status offenses.<sup>45</sup> In 2009, the runaway case rate for African American youth was more than three times the rate for white youth, and the ungovernability case rate for African American youth was more than twice the rate of white youth.<sup>46</sup> That same year the liquor law violation case rate for American Indian juveniles was more than three times the white rate.<sup>47</sup>

To alter the overrepresentation of minority youth in the system requires an understanding of and action plan to address the underlying disparities that bring minority youth in contact with the system.<sup>48</sup> Effective responses to youth charged with status offenses and their families must have the intent and the effect of reducing the disparate treatment of minority youth at all points along the continuum, from prevention to identification to intervention.

There are many things system professionals, from law enforcement to social service providers and courts, can do to reduce racial and ethnic disparities, including:<sup>49</sup>

- Collect and analyze data at all decision points so intentional strategies can be developed to reduce racial and ethnic disparities.

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<sup>44</sup> Soler, M. & Lisa Garry. (2009). *Reducing Disproportionate Minority Contact: Preparation at the Local Level*. Washington, DC: Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

<sup>45</sup> Although some status offense charges, such as liquor or curfew violations originate from police interaction or arrest, many referrals to the status offense system come from schools, home, or other service providers.

<sup>46</sup> Puzanhera, C. Adams, B. & Sarah Hockenberry. (2012). *Juvenile Court Statistics 2009*. Pittsburgh, PA: National Center for Juvenile Justice.

<sup>47</sup> *Id.*

<sup>48</sup> Chapin Hall Center for Children. (2008). *Understanding Racial and Ethnic Disparity in Child Welfare and Juvenile Justice*. Chicago: Chapin Hall Center for Children at the University of Chicago. Available at: [http://cjjr.georgetown.edu/pdfs/cjir\\_ch\\_final.pdf](http://cjjr.georgetown.edu/pdfs/cjir_ch_final.pdf).

<sup>49</sup> For more suggestions on what local governments can do to reduce DMC, see: *Disproportionate Minority Contact Technical Assistance Manual*. (2009). Washington, DC: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention. Available at: [http://www.ojdp.gov/compliance/dmc\\_ta\\_manual.pdf](http://www.ojdp.gov/compliance/dmc_ta_manual.pdf); see also Annie E. Casey (Website). Juvenile Detention Alternatives Initiative: <http://www.aecf.org/MajorInitiatives/JuvenileDetentionAlternativesInitiative.aspx>.

- Use culturally competent screening and assessment tools at appropriate points and throughout a status offense case.
- Implement family engagement and alternative dispute resolution strategies during status offense cases.
- Provide access to family-connected and community-based services in youths' home communities, especially where a community may have disproportionately high involvement in the status offense system.

Systems can also look to a variety of initiatives for guidance on how to reduce racial and ethnic disparities. For example, the Juvenile Detention Alternatives Initiative (JDAI) has developed risk assessment instruments to be used at detention admissions, created effective alternatives to detention and supported expedited case processing. By making DMC reduction a key element in detention reform, JDAI sites, among other reforms, have lowered the number of minority youth detained and provided youth better opportunities to avoid justice system involvement through community-based services.<sup>50</sup>

Another important way professionals can work to prevent and reduce racial and ethnic disparities in status offense cases is by implementing practices that are culturally and linguistically competent. Cultural competency refers to the ability to effectively engage and interact with individuals from other cultures. Linguistic competency refers to the ability to effectively communicate with those whose first language is not English. While the status offense system can be complicated for any young person, it is even more difficult to navigate when the youth and family hold different cultural norms and values, and when English is not the child's or the family's first language. System professionals can be more culturally competent by implementing policies and practices and delivering services in a way that take into account cultural factors and by ensuring use of cultural knowledge in training, screening and assessment, and policy administration.<sup>51</sup> System professionals can be more linguistically competent by ensuring that the information they convey, whether written or oral, is easily understood by a diverse audience, including those who are not fluent in English or who may have low or no literacy skills, as well as children and adults with disabilities. Translating key documents, reports and court orders will be essential, as well as ensuring that an interpreter is present during hearings and meetings. In addition, a significant number of lesbian, gay, bisexual, or transgender youth in the justice system are

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<sup>50</sup> Armour, J. & Sara Hammond. (2009). *Minority Youth in the Juvenile Justice System: Disproportionate Minority Contact*. Washington, DC: National Conference of State Legislatures; *Detention Reform Brief 3: An Effective Approach to Reduce Racial and Ethnic Disparities in Juvenile Justice*. (2009). Baltimore, MD: Annie E. Casey Foundation.

<sup>51</sup> *A Fair Juvenile Justice System: The Importance of Linguistic and Cultural Competency*. (2007). Washington, DC: National Council of La Raza. Available at: <http://www.modelsforchange.net/publications/400>.

also youth of color. Programs should also be culturally fluent with regard to sexual orientation, gender identity, and gender expression.<sup>52</sup>

**1.9 Understand the developmental, behavioral, and social differences between boys and girls and how their service needs are accordingly different. Make gender-responsive choices regarding interventions, treatments, and services before, during, and following court involvement.**

Research shows that boys are more likely than girls to be arrested and prosecuted in juvenile delinquency court and that girls are more likely to be arrested for status offenses.<sup>53</sup> Boys represent 83 percent of arrests for violent crimes and, in general, serve longer terms in detention facilities than girls. Girls make up 61 percent of all runaway cases and spend twice as long in detention facilities for status offenses as boys.<sup>54</sup> Boys and girls may be charged with status offenses for different reasons and react differently to system involvement and related interventions because of physiological, sociological, and developmental differences.

While girls and boys in the juvenile justice system come from all different family types and socioeconomic backgrounds, girls are more likely to enter the delinquency system if they:

- Are living in poverty;
- Have been exposed to domestic violence and/or substance abuse;
- Have a history of running away;
- Have experienced sexual, physical, and/or emotional abuse;
- Feel disconnected from school or have experienced academic failure; or
- Have mental health and substance abuse issues.<sup>55</sup>

Factors that may make boys more likely to enter the delinquency system include child maltreatment, negative peer influences, substance abuse, dropping out of school, and living in violent communities.<sup>56</sup>

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<sup>52</sup> See, e.g., Irvine, A. (2010). "We've had Three of Them: Addressing the Invisibility of Lesbian, Gay, Bisexual and Gender Nonconforming Youths in the Juvenile Justice System." *Columbia Journal of Gender and Law*, Vol. 19:3, pgs. 675-701.

<sup>53</sup> U.S. Department of Health and Human Services' Office of the Assistant Secretary for Planning and Evaluation. (2008). "Fact Sheet: Juvenile Delinquency" from "What Challenges Are Boys Facing, and What Opportunities Exist To Address Those Challenges?" Available at: <http://aspe.hhs.gov/hsp/08/boys/FactSheets/jd/report.pdf>.

<sup>54</sup> Coalition for Juvenile Justice. (nd) Deinstitutionalization of Status Offenders (DSO) Facts and Resources. Available at: <http://www.jujustice.org/sites/default/files/ckfinder/files/dso%20fact%20sheet.pdf>.

<sup>55</sup> Zahn, M, et al. (2010). "Causes and Correlates of Girls' Delinquency." *Girls Study Group*. Washington, DC: US Department of Justice, Office of Justice Programs. Available at: <https://www.ncjrs.gov/pdffiles1/ojdp/226358.pdf>.

Research has shown that there are specific protective factors that may make girls less likely to commit offenses, including support from a caring adult, succeeding and/or feeling connected to someone in school, and religiosity.<sup>57</sup> School connectedness, family support, and positive social activities have been found to be protective factors for both boys and girls.<sup>58</sup>

There are many ways agencies and courts who work with status offenders can be gender-responsive:

- Professionals who select and administer assessment instruments, or rely on the results of these instruments, should ensure that these tools are evidence-based or empirically-supported and have been designed for and tested with girls *and* boys (or the specific gender of the client group).<sup>59</sup> Even where there is a shortage of validated instruments for girls, practitioners should endeavor to continuously research the best possible options.
- Be aware that while evaluation research on programs for girls is lagging behind the research on effective programming for boys, programs that are gender-responsive for girls rely on a theoretical framework that dictates research-based principles for effective female programming. Boys may also benefit from many of these program qualities. These include:
  - Being strength-based, trauma-informed, and relational;
  - Ensuring clients' physical, psychological, and emotional safety;
  - Employing staff who are sensitive to trauma and understand girls' socialization; and
  - Providing ongoing staff training and support.<sup>60</sup>
- Ensure that elements of gender-responsive practice are present throughout, from first contact with the system through service and treatment provision. To the extent gender-specific programming is offered, youth should participate according to their gender-identity rather than their biological gender, if they are not the same.

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<sup>56</sup> U.S. Department of Health and Human Services' Office of the Assistant Secretary for Planning and Evaluation. (2008). "Fact Sheet: Juvenile Delinquency" from "What Challenges Are Boys Facing, and What Opportunities Exist To Address Those Challenges?" Available at: <http://aspe.hhs.gov/hsp/08/boys/FactSheets/jd/report.pdf>.

<sup>57</sup> Hawkins S.R., et al. (2009). "Resilient Girls—Factors That Protect Against Delinquency." *Girls Study Group*. Available at: <https://www.ncjrs.gov/pdffiles1/ojdp/220124.pdf>. (for this study "delinquent behavior" was defined to include status offenses (truancy and unruliness), gang membership, selling drugs, serious property offenses and assault).

<sup>58</sup> *Id.*

<sup>59</sup> See Brumbaugh S., et al. (2010). "Suitability of Assessment Instruments for Delinquent Girls." *Girls Study Group*. Available at: <https://www.ncjrs.gov/pdffiles1/ojdp/226531.pdf>.

<sup>60</sup> Adapted from Selvaggi, Kimberly. "Ideas for Building a Female Responsive System for Girls" (unpublished; on file with Coalition for Juvenile Justice).

- Strive to make programs culturally-competent and family-focused, and encourage youth to partner with staff in the development of their treatment plans.

Finally, professionals working with youth should keep in mind that trends or characteristics that may be generally true for boys or girls will not apply to all youth of that gender and that all young people should be treated as individuals. For instance, when working with youth who are lesbian, gay, bisexual, transgender, or questioning, it is particularly important to make decisions on an individual basis and to respect gender identity and expression. (See Section 1.10 for a more detailed discussion of considerations relevant to LGBTQ youth.)

**1.10 Ensure that lesbian, gay, bisexual, transgender, or questioning<sup>61</sup> (LGBTQ) youth who are charged with status offenses receive fair treatment, equal access to services, and respect and sensitivity from all professionals and other youth in court, agency, service, school, and placement.**

LGBTQ youth are over-represented in the juvenile justice system, more likely to be seriously maltreated by other youth in the system, and may receive excessive punishments, including secure confinement due to court biases or misguided attempts to keep these youth “safe.”<sup>62</sup> LGBTQ youth face increased risks of being rejected by their families and bullied and harassed at school, which can lead to running away and truancy.<sup>63</sup>

Families should be treated as potential allies in supporting LGBTQ youth.<sup>64</sup> Targeted interventions can work to change the behavior of families that are not initially accepting of LGBTQ children and research shows that even small improvements in family acceptance of LGBTQ youth can lead to better physical and mental health outcomes.<sup>65</sup> For this reason, it is essential that LGBTQ youth and their families are offered support services and that every effort is made to keep youth in their homes whenever it is safe to do so. Youth and their families must also receive necessary supports and services to avoid court involvement

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<sup>61</sup> Youth may also identify themselves as intersex, two-spirit (which refers to a belief in the existence of cross-gender roles with Native American traditions, based in a teaching that some people are gifted because they carry two spirits, one male and one female) or in other ways. Although the principles in this section may still apply, the term LGBTQ is used throughout because the research discussed has focused on lesbian, gay, bisexual, and in some cases transgender or questioning youth.

<sup>62</sup> Minter, S. & Jeff Krehely. (2011). “Families Matter: New Research Calls for a Revolution in Public Policy for LGBT Children and Youth.” Washington DC: *Center for American Progress*. Available at: <http://www.americanprogress.org/issues/lgbt/report/2011/02/07/9117/families-matter/>;

Majd, K., Marksamer, J. & Carolyn Reyes. (2009). “Hidden Injustice: Lesbian, Gay, Bisexual, and Transgender Youth in Juvenile Courts.” Available at: [http://equityproject.org/pdfs/hidden\\_injustice.pdf](http://equityproject.org/pdfs/hidden_injustice.pdf).

<sup>63</sup> *Id.*

<sup>64</sup> Minter, S., & Jeff Krehely (2011). “Families Matter: New Research Calls for a Revolution in Public Policy for LGBT Children and Youth.” Washington DC: *Center for American Progress*. Available at: <http://www.americanprogress.org/issues/lgbt/report/2011/02/07/9117/families-matter/>.

<sup>65</sup> *Id.*

altogether. Detention facilities and residential placements must be made LGBTQ-affirming to reduce victimization among youth who may need to be placed out of their homes.

System professionals can ensure fair treatment of LGBTQ youth by taking the following steps:

- Identify when youth are entering the system due to alienation, exclusion, or persecution at home, in foster care or group homes, in the community, or at school, due to their sexual orientation or gender identity. Ensure steps are taken to preserve youth safety and well-being, which includes protecting confidentiality, rather than forcing them back into a hostile environment, keeping in mind that youth generally do better in their own homes when safe, and that some targeted intervention strategies have been shown to increase acceptance and improve behavior of parents and guardians and support in families who initially reject their LGBTQ children.<sup>66</sup>
- Ensure that LGBTQ youth receive appropriate services, such as connecting youth to affirming social, recreational, and spiritual opportunities, and that confidentiality is respected.
- Ensure that LGBTQ youth have access to care consistent with best practices for these populations.<sup>67</sup>
- In situations where family rejection is an issue because parents/caregivers reject the youth based on their sexual orientation or gender identity, ensure that counseling and other services are offered to the whole family, that every effort is made to keep children with their families, and that alternative supportive residential arrangements are made when caregivers are unwilling to re-engage despite being offered, or participating in, appropriate interventions.
- Review nationally available best practice standards, such as those available from the Child Welfare League of America and the National Center for Lesbian Rights/Legal Services for Children<sup>68</sup> to ensure that your organization is doing all it can to meet LGBTQ youths' needs, ensuring that schools, homes and, if necessary, residential placements are safe environments, and that attempts to ensure safety are not isolating, stigmatizing or punitive, e.g., placing an LGBTQ youth in seclusion to "protect" him/her.

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<sup>66</sup> *Id.*

<sup>67</sup> For more on medical and other issues relevant to LGBT youth, see Majd, K., Marksamer, J. & Carolyn Reyes. (2009). "Hidden Injustice: Lesbian, Gay, Bisexual, and Transgender Youth in Juvenile Courts." Available at: [http://equityproject.org/pdfs/hidden\\_injustice.pdf](http://equityproject.org/pdfs/hidden_injustice.pdf).

<sup>68</sup> Available at: <http://equityproject.org/pdfs/CWLA%20-%20bestpracticeslgbtyouth.pdf> and [http://equityproject.org/pdfs/defending\\_lgbt\\_youth.pdf](http://equityproject.org/pdfs/defending_lgbt_youth.pdf).

- Recognize and acknowledge that experiences at home, in placement, in school, in the community, and in the juvenile justice system may have been traumatic, and that LGBTQ youth may need support, intervention, or treatment for trauma.
- On an individual level, professionals must treat all youth, including those who identify as LGBTQ or non-gender conforming, with respect and fairness. Youth should be allowed to express their identity through choice of clothing, hairstyle, and nicknames without encountering pressure or judgment.

It is also essential to have a written nondiscrimination and anti-harassment policy.<sup>69</sup> These policies can address issues such as prohibiting harassment of youth or staff who are LGBTQ or gender non-conforming, requiring the use of respectful and inclusive language, and determining how gender rules (e.g., usage of “male or “female” bathrooms, gender-based room assignments) will be addressed for transgender and gender non-conforming youth. Programs should also provide clients and staff with training and helpful written materials.<sup>70</sup>

**1.11 Ensure children do not enter the status offense system because of learning, mental health, sensory, speech/language, or co-occurring disabilities. Ensure that children with disabilities who do enter the status offense system are treated fairly and given access to needed evaluations, treatments, and services.**

Often the conduct that leads to status offense system involvement relates to an unknown, under-diagnosed, or mistreated disability. For example, unmet special education needs can lead to truancy; untreated mental health issues can lead to conflicts at home and/or running away. In addition, research shows that youth with learning and other disabilities are more likely to enter the justice system. Some estimate that as many as 70 percent of youth who enter the justice system have a mental health, sensory, or learning disability, and anywhere between 28 percent and 43 percent of detained or incarcerated youth have special education needs.<sup>71</sup> Minority youth may be disproportionately affected by learning disabilities, in particular, because of risk factors relating to poverty and family functioning. African American youth are 43 percent more likely to have a learning disability than youth in the general population and American Indian youth are 80 percent more likely.<sup>72</sup> Implementing and coordinating early

<sup>69</sup> Several model policies can be found at: <http://equityproject.org/resources.html>.

<sup>70</sup> For links to resources for professionals and LGBTQ youth see “The Equity Project” at <http://equityproject.org/resources.html>.

<sup>71</sup> National Disability Rights Network, *Juvenile Justice*, Available at: <http://www.ndrn.org/en/issues/juvenile-justice.html>; Mallett C. (2011). “Seven Things Juvenile Courts Should Know about Learning Disabilities.” Reno, NV: *National Council of Juvenile and Family Court Judges* (citing numerous references); Quinn, M., et al. (2005). “Youth with Disabilities in Juvenile Corrections: A National Survey.” *Exceptional Children*, Vol. 71, No. 3. pp. 339-345.

<sup>72</sup> Altarac, M. & Saroha, E. (2007). “Lifetime Prevalence of Learning Disability among U.S. Children.” *Pediatrics*, 119, 577-584).

screening, assessment, and intervention strategies before court involvement is key to providing needed supports to children and families and limiting or avoiding unnecessary court involvement.

There are many federal laws that protect the rights of children and youth with disabilities. Section 504 of the Rehabilitation Act entitles all children who have disabilities to an educational experience that is comparable to children who do not have disabilities. The Individuals with Disabilities Education Act (IDEA) requires that children with certain learning-related disabilities have a free, appropriate public educational experience in the least restrictive environment possible.<sup>73</sup> IDEA also supports the notion that juvenile court intake personnel investigate pre-court efforts to identify and address a child's special education needs and ensure that referring systems provide information on accommodations offered.<sup>74</sup>

Before school, mental health, or other social service system professionals refer children with identified or suspected disabilities to the status offense system, they must assess whether the conduct at issue relates to or is caused by the disability. System professionals should use the resources at their disposal through IDEA, Section 504, and/or Medicaid-EPSDT<sup>75</sup> to identify the extent of the disability and provide relevant services to avoid status offense system involvement that may only exacerbate the problems the child and family are experiencing.

In addition to the above, there are many things law enforcement, education, mental health, and other child and family-serving systems can do to steer youth with disabilities away from the status offense court system:

- Use standardized screening tools or questionnaires that have proven reliability and validity to identify disabilities early.
- Require general staff training generally on the link between disabilities and justice system involvement and identifying disabilities early, as well as the use of these screening and assessment tools.
- Establish mandatory procedures to review the adequacy and scope of accommodations offered before any child is referred to the status offense court system.

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<sup>73</sup> Tulman, J. (2010). "Using Special Education Advocacy to Avoid or Resolve Status Offense Charges" in *Representing Juvenile Status Offenders*. Washington, DC: American Bar Association Center on Children and the Law, Chapter 6. Available at: [http://www.americanbar.org/content/dam/aba/migrated/child/PublicDocuments/RJSO\\_FINAL\\_authcheck\\_dam.pdf](http://www.americanbar.org/content/dam/aba/migrated/child/PublicDocuments/RJSO_FINAL_authcheck_dam.pdf).

<sup>74</sup> See, e.g., 20 U.S.C. § 1415(k) (6).

<sup>75</sup> For more information on what Medicaid/EPSDT is see Standard III(11).

- Educate, engage, and support families and youth in plans for services, supports, and interventions.
- Develop a holistic approach to addressing the child’s disability both during and outside of school hours through increased involvement with mentors, coaches, and youth development approaches (See Section 1.3).

When children with disabilities enter the status offense court system, it is critical that court intake officers, judges, and the child’s lawyer obtain information relating to the child’s disability and what services and treatments have already been offered. Children’s attorneys and courts should closely assess whether the status offense referral relates to the child’s disability, analyze whether the referring system made reasonable efforts to address the disability, and avoid court involvement. Children’s attorneys may consider requesting that the court hold a child’s case in abeyance pending the delivery of appropriate services or request dismissal if pre-court accommodations were insufficient.<sup>76</sup>

In those limited instances where court involvement is unavoidable, courts must also assure that disabled children are given a meaningful opportunity to understand and participate in status offense proceedings. For example, the court should have an interpreter for a child who is hearing impaired or appoint a guardian *ad litem* attorney for a child who has a diminished capacity to understand or participate in proceedings. Courts may also consider appointing special advocates to help children navigate the system who have learning disabilities, enter the system because of truancy, or have certain mental health conditions. Having a system advocate who understands the child’s disability is critical to ensuring the child understands the proceedings and what is expected of him or her. It also helps the court and parties better understand the child’s disability and how it may affect his or her ability to meaningfully participate in proceedings and comply with court mandates, and his or her treatment plan.

### **1.12 Coordinate with other relevant formal and informal systems of care to better serve children and families.**

Children and families often come to the status offense system with numerous needs that require the assistance of more than one agency. When many services are needed, how effective one service is may relate to the availability and effectiveness of other services required by the child or family.<sup>77</sup> Many

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<sup>76</sup> Tulman, J. (2010). “Using Special Education Advocacy to Avoid or Resolve Status Offense Charges” in *Representing Juvenile Status Offenders*. Washington, DC: American Bar Association Center on Children and the Law, Chapter 6. Available at: [http://www.americanbar.org/content/dam/aba/migrated/child/PublicDocuments/RJSO\\_FINAL.authcheckdam.pdf](http://www.americanbar.org/content/dam/aba/migrated/child/PublicDocuments/RJSO_FINAL.authcheckdam.pdf).

<sup>77</sup> *Guiding Principles of Systems of Care—Interagency Collaboration*. Washington, DC: Child Welfare Information Gateway. Available at: <http://www.childwelfare.gov/management/reform/soc/history/interagency.cfm>.

benefits can be derived from developing relationships with other organizations serving the same populations of families, such as: (1) reducing duplication of services, (2) having a fuller understanding among partners of each other's funding, policy, and practice issues, and (3) maximizing resources, particularly during difficult economic times or in communities that are under-resourced. In addition, using a coordinated approach early on can ultimately help families limit or avoid deeper involvement with the court and justice system by creating a complete system of community-based care upon which the family can rely. Extending that system to include community faith partners and extended family networks through engagement strategies, such as Family Group Decision-Making and alternative dispute resolution (discussed in Sections 1.6 and 1.7) will increase the likelihood that the family will not re-enter a formal court processing system—status offense, juvenile justice, or child welfare.

Interagency collaborations should engage public, private, and faith-based organizations working with youth charged with status offenses and their families, such as juvenile justice, child welfare, mental health, education, substance abuse, courts, tribes, and law enforcement. Working together to address the complex needs of these youth and their families not only creates important connections between systems, but also provides better services to families in a more cost-effective and efficient way.

Although each community will develop its system of care or service continuum differently, some organizational and governance structure must emerge to best coordinate partner agencies. Partners will need to agree on common goals and values; strategic planning will help develop these long term relationships that welcome diverse perspectives. Interagency collaborations will not only involve management and administrative coordination, but frontline practitioner collaboration, which can be achieved, in part, through cross-training opportunities, the development of formal agreements, communication plans, and interagency protocols for case coordination and information sharing.<sup>78</sup>

An important collaboration for status offense system stakeholders to establish is with their child welfare system counterparts. Often when children are referred to the status offense system, the misconduct for which they have been referred is caused by, or related to, instances of abuse or neglect. For example, a child who has run away from home may be running from a neglectful situation; a child who is labeled 'ungovernable' may have experienced abuse at home.

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<sup>78</sup> *A Closer Look: Interagency Collaboration*. (2008). Washington, DC: Child Welfare Information Gateway. Available at: <http://www.childwelfare.gov/pubs/acloserlook/interagency/interagency.pdf>.

The first responder to the status offense allegation must conduct a thorough investigation to assess whether a referral to another system, such as child welfare, mental health, or substance abuse, is appropriate in lieu of moving forward with the status offense case. Developing policies and procedures to do so between agencies will help ensure children's safety and make certain that the needs of children and families do not slip through the cracks.

Law enforcement systems also play a critical role in forming partnerships with social service, education, mental health, and other child-serving systems. Often the first responder to alleged status offenses, it is critical that police departments have strong working relationships with community service providers to ensure the youth and families that are first referred to them get the assistance they need. In fact, the International Association of Chiefs of Police directs officers to choose the least restrictive option for youth and suggests departments make "informal referrals" to community service agencies when the problems exhibited appear to be influenced by substance abuse and/or personal or family crises.<sup>79</sup>

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<sup>79</sup> IACP National Law Enforcement Policy Center. (May 1994). *Juvenile Enforcement and Custody: Concepts and Issues Paper*.

## SECTION 2. EFFORTS TO AVOID COURT INVOLVEMENT

This section of the *National Standards* discusses key principles and practices that shape how education, social service, community-based, child welfare, runaway and homeless youth, mental health, law enforcement, and juvenile justice systems should first respond to youth and families at risk and in need of immediate assistance. They offer guidance to professionals on how to identify the reason(s) the child and family have been referred to them and select and deliver the best early intervention services that will help the child and family avoid court involvement.

***Education, social service, community-based, child welfare, runaway and homeless youth, mental health, law enforcement, and juvenile justice systems should:***

### **2.1 Aim to resolve all status offense matters through the provision of voluntary diversion services.**

Status offense behaviors are low-level “offenses” that would not be an offense but for the child’s age. They are often symptomatic of larger issues the child faces in the home, school, or community and may be less a reflection of the child’s risky behavior and more an indication of his or her unmet health, mental health, educational, or family needs. Youth alleged to have committed status offenses who are formally processed through the court system may be more likely to re-enter the justice system and experience other negative individual and family outcomes, such as increased tension between family members, or negative educational or mental health outcomes.

Research has also shown that formal justice system processing in and of itself can have a negative impact on youth, increasing the likelihood of future justice system involvement.<sup>80</sup> Moreover, entering the formal court system can have many damaging effects on a child and family that may cause them more harm and/or amplify the issues that brought them into the system. For example, in “incorrigibility” or runaway cases, formal court processing may make the dynamic between parent and child worse and more adversarial. In any case where the parent is an adverse party, court involvement may cause the child to feel resentment towards his or her parents or to feel abandoned. If the child has entered the system because of a systemic failure in identifying, for example, a disability or abuse/neglect, being treated as an “offender” may never adequately address the child’s or families’ needs while pinning a stigmatizing label – one with collateral consequences – on a youth.

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<sup>80</sup> Boutillier, A. & Marcia Cohen. (2009). *Diversion Literature Review*. Washington, DC: US Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

Studies also indicate that for low-level delinquency offenders diversion programs have a more positive effect than formal court involvement and are more cost-effective.<sup>81</sup> The same studies indicate that the best outcomes for public safety occur when the least restrictive interventions are offered.<sup>82</sup> When implemented well, voluntary diversion approaches, such as those discussed in Sections 1.6 and 1.7 better help families resolve conflicts, increase services to children in need, cost less, and ultimately reduce the likelihood of re-entering the status offense or delinquency court system.

All stakeholders must recognize and commit to the premise that assessments or evaluations of youth, and statements made by youth in the course or conduct of diversionary informal proceedings, should not later be used against them in any dependency, delinquency, or criminal proceedings. This is particularly important where such evaluations are conducted, or statements are made, prior to the appointment of counsel. As discussed in Section 1.2, youth may not developmentally be able to understand the concept of possible self-incrimination when answering questions posed by an adult or when participating in treatment, therapy, or other informal proceedings. Thus, prior to crafting alternatives to the formal justice system, there should be consensus and agreement reached on the limits of the use of such information.

## **2.2 Determine the proper course of action by identifying the family circumstances, unmet needs, or other factors that led to contact with the status offense system.**

The status offense process is typically not the best way to serve youth and families with unmet needs. Other informal or formal systems, or processes that could address the youth's issues, include mental health, social service or community-based services, family court (custody), special education, child welfare, emancipation, or civil commitment proceedings.

While youth charged with status offenses become involved with the justice system because of behaviors that pose little risk to society, they often come from chaotic and even dangerous homes and communities, and may have witnessed or been victims of violence.<sup>83</sup> They or their families may be struggling with

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<sup>81</sup>*The Truth about Consequences—Studies Point towards Sparing Use of Formal Juvenile Justice System Processing and Incarceration.* (January 2012). Washington, DC: National Juvenile Justice Network. Available at: [http://www.njjn.org/uploads/digital-library/NJJN-Truth-about-Consequences\\_Fact-Sheet-FINAL\\_Jan23-2012.pdf](http://www.njjn.org/uploads/digital-library/NJJN-Truth-about-Consequences_Fact-Sheet-FINAL_Jan23-2012.pdf).

<sup>82</sup> *Id.* (citing Petrosino, A., Turpin-Petrosino, C. & Sarah Guckenbug, "Formal System Processing of Juveniles: Effects on Delinquency." *Campbell Systematic Reviews*, 2010:1, pp. 32-38 (January 29, 2010)); see also Uberto Gatti et al. (2009). "Iatrogenic Effects of Juvenile Justice," *50 Child Psychology and Psychiatry* 991, 994.

<sup>83</sup> Finkelhor, D., Turner, H., Hamby, S., & Richard Ormrod. (2011). "Polyvictimization: Children's Exposure to Multiple Types of Violence, Crime, and Abuse." *Juvenile Justice Bulletin - NCJ 235504*. Washington, DC:

trauma or other mental health issues, substance abuse, or other challenges. These youth may also enter the status offense system because of the failure of other systems (e.g., schools, child welfare) to appropriately identify and address their needs. For this reason, it is essential that youth who have allegedly committed status offenses receive appropriate screening to identify physical, mental health (including trauma), and special education needs, as well as any substance abuse issues. Their physical and emotional safety should also be addressed and steps should be taken to protect them from victimization at home, in school, or in their communities. Children's needs and strengths should be taken into account and used to develop a plan for addressing the alleged status offense, making referrals to and working with other systems, and, if necessary, providing services through the court system.

It is imperative that juvenile justice, child welfare, and community-based services use evidence-based or empirically-supported screening tools to triage institutional responses and assessment tools to identify areas in which a youth may need assistance.<sup>84</sup> The term "screening tool" usually refers to a short instrument that may identify youth who need further evaluation and may be administered to all children entering a system. The term "assessment" is often used for a more detailed instrument which looks at more types of information (e.g., risks, needs, strengths). Assessments may require more training and education than screening tools to be administered properly.<sup>85</sup> These instruments should be valid and reliable<sup>86</sup> and should be appropriate for the population with which they are being used (e.g., designed for and tested with youth of the same age group, gender, ethnicity, etc.).

Title IV-E of the Social Security Act, also known as the Federal Foster Care Act, states that before ordering removal or accepting a recommendation that a child be removed from his or her home, courts must determine whether the agency made "reasonable efforts" to prevent removal by providing supportive services to the child and family.<sup>87</sup> Similarly, youth-serving systems must be accountable for making reasonable efforts to provide services and supports for children in their own homes and schools before a child is charged with a status offense. For example, in truancy cases one must consider whether the school is failing to

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U.S. Government Printing Office. Available at:

<http://www.unh.edu/ccrc/pdf/jvq/Polvictimization%20JJDP%20bulletin.pdf>.

<sup>84</sup> Screenings and assessments commonly used in the juvenile justice and child welfare system include the UCLA PTSD index and the MAYSI-2.

<sup>85</sup> AOC Center for Families, Children & the Court. (2011). *Screenings and Assessments Used in the Juvenile Justice System: Evaluating Risks and Needs of Youth in the Juvenile Justice System*. Available at: [http://www.courts.ca.gov/documents/AOCBrief\\_AssessOnline.pdf](http://www.courts.ca.gov/documents/AOCBrief_AssessOnline.pdf). Conradi, L., Kisiel, C., & Wherry, J. (2012). "Linking Child Welfare and Mental Health Using Trauma-Informed Screening and Assessment Practices." *Child Welfare*, 90(6), 129-147.

<sup>86</sup> "Reliability" refers to a measure's consistency when outcomes over numerous and varied administrations are looked at and "validity" refers to an instrument's accuracy at measuring what it is intended to.

<sup>87</sup> Title IV-E, Section 472 (a)(2)(A)(ii) of the Social Security Act.

protect the child from bullying or failing to meet special education needs. In a runaway case, it must be determined whether the child is running from an abusive parent, or being pushed out due to family conflict, because of his or her sexuality or gender identity.

Due to high caseloads, probation officers often don't have the time to provide the intensive services youth and families likely need. Unfortunately, when probation officers' interventions fail to meaningfully address the child's responses to the family or school, many youth end up pushed more deeply into the justice system. When deciding whether another formal or informal system or services would be more appropriate, professionals should consider:<sup>88</sup>

- What circumstances at home, at school, or in the community is the youth responding or reacting to with the behavior at issue?
- Which services or systems does the youth prefer to work with?
- What resources or services does the youth need and what course of action will most likely provide what is needed?
- What is the youth's relationship with his or her parents and how willing are the parents to work with the different systems or service providers? (e.g., does the child need to be protected through a child welfare case; would the parents be willing advocates for the child in a special education hearing?)
- What are the legal consequences of system involvement? (e.g., a juvenile court record)
- Which system or community-based provider has the ability to move the child into the best possible placement, if necessary? (e.g., if conflict with a parent is an issue, would a change of custody to a noncustodial parent or relative be more appropriate; if the child needs inpatient mental health services, could those be provided through the mental health system?)

Professionals should also remain mindful of their ongoing involvement with the youth and family. Even in situations where it initially seems there are no better alternatives to the status offense system, professionals must be careful to avoid increasing youth and family contact with the system solely or primarily for the purpose of accessing services. As they get to know the child and family better, new information may come to light that shows that another system or community-based alternative may be better able to respond to the family's or child's needs. In those cases, decision makers, like the court or social service provider, may consider conducting combined agency and family meetings to determine the best course of action and to make recommendations to the court.

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<sup>88</sup> Adapted from Benton, H. et al., *Representing Juvenile Status Offenders*.

To achieve the best possible outcomes, when youth are working with more than one system provider or have their case transferred from one system to another, professionals should share and use information effectively, without violating the youth's due process and privacy rights. This may be achieved by entering into Memorandums of Understanding with other relevant systems; see Section 4.12 for more information.

### **2.3 Train professionals who first respond to alleged status offenses about family and community dynamics and other factors that can cause status behaviors, as well as the availability and role of screenings, assessments, and services.**

Training is critical for first responders in the child welfare, education, juvenile justice, law enforcement,<sup>89</sup> social service, mental health, and runaway and homeless youth systems. Educating responders on the various home, community, and school factors that contribute to or cause status behaviors will equip them to contribute to and implement a system that tailors approaches to the specific needs of each child and family. Elements of the training should give first responders the ability to recognize signs of trauma, disability, and mental health issues, as well as put behavior in the proper cultural and socioeconomic contexts. Aspects of any training curriculum should be taught by appropriate experts such as child and adolescent development experts, juvenile attorneys, and services providers. Training components may include the following:

- What research shows about the effect court involvement may have on youth (See commentary for Section 2.1).
- What research shows about the effect detention may have on youth (See commentary for Section 3.3).
- What research shows regarding the factors associated with each type of status offense, including discussions of risk factors in the home, community, and school.
- How systemic failures may lead to status offense system involvement.
- Adolescent development (See commentary for Section 1.2).
- Being trauma-informed and understanding the effects that exposure to violence and victimization can have on youth (See commentary for Section 1.4).
- Being culturally competent and sensitive to gender and LGBTQ issues (See commentary for Section 1.10).

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<sup>89</sup> A survey of police chiefs by the International Association of Chiefs of Police found that departments had not provided juvenile justice in-service training to officers and that half of the agencies responding did not mandate in-service juvenile justice training after the academy. International Association of Chiefs of Police. (2011). *Juvenile Justice Training Needs Assessment: A Survey of Law Enforcement*. Washington, DC: Office of Juvenile Justice and Delinquency Prevention. Available at: <http://www.theiacp.org/portals/0/pdfs/2011JuvenileJusticeTrainingNeedsAssessmentofLawEnforcement.pdf>.

- Accommodating and understanding issues relating to youth with disabilities (See commentary for Section 1.11).
- School system policies, including discipline practices, and the role of bullying in truant behavior.

Professionals who are the first to respond to alleged status offenses should also receive ongoing training on screening and assessment instruments and services available in their communities, including information on how to access them. Training should focus on the whole child and family by ensuring first responders are aware of services in a variety of areas that often affect families who enter the status offense system. As a result, providers will be able to identify more quickly where the family or child needs help and link them to the proper assistance without involving the court system. This will decrease the likelihood of the child becoming further disengaged from home, school, and community. Training components along these lines may include topics like:

- How to use available, reliable, and valid screenings and assessments.
- Accessing housing programs and services.
- Accessing education or vocational programs and services.
- Utilizing available evidence-based or empirically-supported mental health, health, or other services appropriate for different types of status offenses.

Whenever possible, cross-training of professionals from different systems and service providers should be offered. This allows professionals in different agencies to address issues in consistent and complementary ways, while reducing costs (e.g., by using each other's staff as expert presenters, and reducing the number of events that need to be planned and paid for). Types of training that could be offered on responding to truancy, for example, could include:

- Professionals from a local mental health agency educating school officials, law enforcement, and juvenile justice professionals on identifying anxiety and other psychological issues and how and where to make referrals for mental health issues before these issues result in too much missed school.
- A social service or juvenile justice agency representative educating attorneys and judges, probation and truancy officers, school personnel, and others about pre-court diversion programs and the dangers of juvenile justice system involvement.
- A training given by and for law enforcement and school professionals on bullying and gang involvement and how these lead to truancy.

***Law enforcement systems should:***

**2.4 Focus on prevention and intervention by connecting children and families to needed services in lieu of charging or detaining children alleged to have committed status offenses.**

Juvenile court involvement should be the choice of *last resort* for law enforcement and used only after available alternatives have been exhausted. In recognition of the limited effectiveness of court-based intervention for youth charged with status offenses, officers should manage their arrest and custody authority in ways that trigger court involvement only in limited cases where pre-court diversion efforts have been unsuccessful. Where safety appears to be a central issue, officers should strongly consider whether another system or community-based provider would provide better protections and services. Likewise, officers should not detain youth who have allegedly committed a status offense. (See Section 3.8 for a discussion of the dangers of detention). Pre-court detention can be avoided when officers critically assess whether the child can return home (which may include contacting another first responder, such as a social service agency, to help make this determination) or identify temporary kinship or respite care options for the child pending the implementation of services or assistance that would allow the child to safely return home.

Often, a youth's behavior is a function of their perceived options. When dealing with youth engaged in status behaviors, officers should investigate why the youth chose a particular course of action and how his or her environment—school, home, or community—played a role in that choice. Officers should then contact the appropriate informal support system, community-based service provider, or formal service system to further assist the child and family. For juvenile offenders, the Commission on Accreditation of Law Enforcement Agencies requires law enforcement systems to make an effort to understand the cause of the behavior, stating: "Beyond enforcing the law with respect to juvenile offenders, agencies should make a firm commitment to implement procedures directed toward addressing the causes of the behavior and to develop programs designed to prevent juvenile delinquency."<sup>90</sup> Just as an officer should not arrest a person accused of committing an offense without some level of probable cause or reasonable suspicion, an officer should not refer a youth for investigation as a status offender without some level of investigation as to the institutional dynamics that may be causing the conduct in question. Using problem-solving techniques, officers should seek to understand the cause of the youth's behavior and the role of adults in the youth's choices and identify the best responders to it. This requires distinct police strategies for specific categories of status behaviors.

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<sup>90</sup> Commission on Accreditation of Law Enforcement Agencies. (2007). *Standard 44 Juvenile Treatment and Custody*.

Most American police departments use the community policing model to problem-solve, collaborate with other government and community entities, and gather information and community input. Community policing requires recognition of “policing as a broad function, not a narrow law enforcement or crime fighting role.”<sup>91</sup> As applied to truancy, for example, this approach would require law enforcement to first determine whether the youth is out of school because of a school decision (i.e. suspension), an action by the parent (i.e. failing to provide transportation, requiring youth to stay home for caretaking or other reasons), or another reason (i.e. bullying, school failure due to learning disability, depression). In a runaway case, it would require the officer to consider what situation the youth is running from and the frequency of the running. Key to officers’ responses in each situation is the understanding that the youth’s behavior is the manifestation of situations caused by adults as well as a call for help.

***Education systems should:***

**2.5 Implement responses to truancy that match the reasons youth are absent from school and that aim to avoid court involvement, school suspension, or expulsion.**

Chronic truancy has been shown to be a risk factor for drug use, delinquency, adult criminality, suicide attempts, and employment problems.<sup>92</sup> Contributors to truancy are found in youth’s schools, families, and communities, as well as individual factors.<sup>93</sup> School factors can include poor identification of special education needs, unsafe environments, inadequate record keeping, and attendance policies.<sup>94</sup> Risk factors in the family or community include child abuse or neglect, financial or medical needs that require youth to assist the family, violence near school or home, or culture-based attitudes towards education.<sup>95</sup> Factors specific to youth that may lead to truancy include being held back, low academic achievement, low self-esteem, and gang involvement.<sup>96</sup> Minority youth may be more likely to be petitioned to the court for truancy, and

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<sup>91</sup> U.S. Department of Justice, Community Oriented Policing Services, defines the key elements of community policing as problem solving and community partnerships with government agencies, community members and groups, nonprofit service providers, and businesses. Gordner, G. *Community Policing: Principles and Elements*. National Center on Domestic and Sexual Violence. Available at: <http://www.ncdsv.org/images/CommunityPolicingPrinciplesElements.pdf>.

<sup>92</sup> Office of Juvenile Justice and Delinquency Prevention, Model Programs Guide (nd). *Truancy Prevention*. Available at: <http://www.ojjdp.gov/mpg/progTypesTruancy.aspx>. (citing to Chang and Romero 2008; Henry and Huizinga 2005, as reported in Heilbrunn 2007; Henry and Huizinga 2007; Kelley et al. 1997; Loeber and Farrington 2000; Seeley 2008, Walker 2007, Dryfoos 1990; Catalano et al. 1998; Robins and Ratcliff 1978; Snyder and Sickmund 1995).

<sup>93</sup> Office of Juvenile Justice and Delinquency Prevention, Model Programs Guide (nd). *Truancy Prevention*. Available at: <http://www.ojjdp.gov/mpg/progTypesTruancy.aspx>.

<sup>94</sup> Office of Juvenile Justice and Delinquency Prevention Model Programs Guide (nd). *Truancy Prevention* (citing to Baker, Sigmon, and Nugent 2001; Heilbrunn 2007; Hammond, Smink, and Drew 2007; OJJDP and USED, nd.).

<sup>95</sup> *Id.*

<sup>96</sup> *Id.*

although there is no good national data on the prevalence of truancy, dropout rates (often used as a proxy for truancy) are clearly higher for minority youth.<sup>97</sup> Professionals working with truant youth need to understand these contributors to truancy to effectively identify and address the reasons a particular youth is missing school.

According to the National Center for Mental Health Promotion and Youth Violence Prevention, “research indicates that truancy can be reduced by programs and activities designed to improve the overall school environment (and its safety), attach children and their families to the school, and enable schools to respond to the different learning styles and cultures of children.” Other research has looked at characteristics of successful truancy reduction programs and found that important commonalities include:

- Implementation of effective and relevant consequences for truancy.
- Motivational strategies used to bolster attendance.
- Truancy reduction services offered in the school and accessible community locations.
- Schools partnering with other social service providers and systems to implement truancy reduction initiatives.
- Families being meaningfully engaged in meetings, services, and other interventions.<sup>98</sup>

There are many ways school districts can address truancy following these principles while avoiding court involvement, such as providing home visits by truancy officers who can work with the families and make service referrals,<sup>99</sup> or the use of truancy review boards. School-based truancy or youth courts<sup>100</sup> may also help address truancy while avoiding court involvement, as can alternative learning environments/programs such as independent study or night school classes.

Responding to truancy should always involve working with the youth and family to identify and address the underlying reasons for school absence. The steps that

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<sup>97</sup> Walls, Charles. (2003). *New Approaches to Truancy Prevention in Urban Schools*. ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education. Available at: <http://www.ericdigests.org/2004-2/truancy.html>.

<sup>98</sup> Baker, S. & Nugent. (2001). cited in Office of Juvenile Justice and Delinquency Prevention Model Programs Guide (nd). *Truancy Prevention*. Available at: <http://www.ojjdp.gov/mpg/progTypesTruancy.aspx>.

<sup>99</sup> Some school districts have used cost-benefit analyses using Average Daily Attendance figures and data on the relationship between attendance and standardized test scores to support hiring or retaining truancy officers.

<sup>100</sup> For more information see Office of Juvenile Justice and Delinquency Prevention, Model Programs Guide (nd). *Teen/Youth Courts*. Available at: <http://www.ojjdp.gov/mpg/programTypesDescriptions.aspx?ptype=2,35>.

school system professionals should take when presented with truancy charges may vary by the size and resource level of the school district. In general, schools should start by contacting the family and following up with a home visit or in-school meeting with the youth and family to identify reasons why the child may be truant. Once the issues underlying the truancy are identified, the truancy officer or other school professional should make appropriate referrals or identify community or other system partners who can help address identified needs, and develop a plan with the youth and family to resolve the issues. Monitoring and follow up, including additional referrals if identified services are not helping or new issues arise, should occur as appropriate to meet the family's and child's needs. If no progress is made the family and truancy officer or school official should re-review the plan and consider involving the school principal, a truancy review board, or a school-based truancy or youth court, if available.

In addition, memoranda of understanding or other types of information sharing agreements are critical for systems to be able to work together to help youth, since schools and other entities may be wary of discussing particular students without them. These types of agreements can also lay out the specifics of inter-agency partnerships, such as processes for making referrals between agencies and the sharing or contribution of resources, information, space, or staff time. One example of a potentially beneficial collaboration is locating services in the schools (e.g., providing space for community mental health providers who can provide services and bill Medicaid, rather than the school).<sup>101</sup> Cross-training of professionals in different systems is also essential; see Section 2.3 for more information on cross-training and specific truancy examples.

***Child welfare, juvenile justice, and runaway and homeless youth systems should:***

**2.6 Implement responses to alleged status behaviors that aim to avoid court involvement and are tailored to the reasons the youth and family have been referred to the child welfare, juvenile justice, or runaway and homeless youth system.**

One of the most important things a professional can do when first responding to an alleged status offense is make reasonable efforts to learn the cause for the youth's contact with the agency. These responders may often come into contact with youth who are alleged to have run away from home or to be out of their parent's control or "ungovernable." Using valid and reliable screening instruments and understanding the key risk factors correlated to these behaviors is critical to helping identify and respond to the behaviors appropriately.

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<sup>101</sup> Locating services in schools also decreases missed visits and avoids stigmatization of youth.

For example, research has shown that running away from home is predicted by greater depression symptoms than peers, lack of parental support, school disengagement, and heavier substance use.<sup>102</sup> Research on the contributing factors of ungovernable behavior has focused largely on the dynamics between a child and his or her family. Parental behavior, discipline practices, and the presence of supportive, caring adults all affect whether a child may exhibit behaviors that may be deemed ungovernable. While most children exhibit some emotional or social problems as they enter adolescence, the majority of these behaviors are normal developmental milestones. In some cases, however, poor relational dynamics with parents or mental or physical health problems predict unruly behavior. Alcohol or drug use can be the cause of a child's 'out of control' behavior, as can untreated (or improperly treated) personality or other mental health disorders that often first appear in adolescence.<sup>103</sup>

Based on these research findings, agencies' first responses must be tailored to the reason the youth and family have been referred to them to adequately respond to the youth's and family's needs. If school disengagement, for example, is the reason the child has run away, addressing the child's academic needs is paramount to avoiding repeat running episodes. If a youth is beyond his or her parents' control because of a substance abuse problem, conducting an assessment and implementing substance abuse services will be the only way to start to resolve the problem.

How child welfare, juvenile justice, and runaway/homeless youth agencies first respond to youth will vary from community to community depending on state laws, agency policies, and available resources. However, all professionals providing an initial response to an alleged status offense should:

- Seek to identify the reason the youth and family has been referred to the agency, which may include the use of valid and reliable screening or assessment tools.
- Consider whether any status offense system involvement is needed or (particularly in first-time, low risk cases) the family and youth would be better served if the system took no action and simply provided the family with a list of community resources.
- Develop a safety and service plan with the child and family that they can implement voluntarily and with which they can reasonably comply.

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<sup>102</sup> Tucker, Joan et al. (2011). "A Longitudinal Study of Adolescent Risk Factors and Young Adult Outcomes." *Journal of Youth and Adolescence* 40 (5), p. 507-518.

<sup>103</sup> Development Services Group. (2009). *Ungovernable/Incorrigible Youth Literature Review*. Developed for the Department of Justice, Office of Juvenile Justice and Delinquency Prevention. Available at: <http://www2.dsgonline.com/dso/Ungovernable%20Youth%20Literature%20Review.pdf>.

- Utilize the least restrictive alternatives when considering appropriate service or placement referrals, such as in-home services, limited respite care, or a cooling off period, where appropriate.
- Keep in mind what the long term goal is for the youth and family when making service referrals or implementing a service or safety plan.

First responder agencies should be particularly cognizant of instances where adolescents are referred to them because of status behaviors, when in fact the youth is a victim of abuse or neglect. Utilizing intake procedures that take sufficient time to assess the reason behind the referral will help identify abuse or neglect. Too often it is difficult for older youth to access child welfare services, and some confidentiality and service delivery policies and practices are not favorable to older youth who report abuse or neglect. Incentivizing youth to participate in the intake process and providing age appropriate assessments and services will help professionals identify the adolescent's true needs and access the proper assistance without improperly labeling and treating him or her as an offender.

***Court intake personnel should:***

**2.7 Not accept jurisdiction over any status offense case until it has been determined that the applicable statutory requirements were met and that the agency that first responded to the claim made reasonable efforts to avoid court involvement by exhausting all available, culturally appropriate, pre-court assessments, services, entitlements, and treatments.**

The juvenile justice system is based on the assumption that courts are capable of responding to youths' needs with resources. This assumption is increasingly unfounded. As the U.S. Supreme Court noted in *McKiever v. Pennsylvania*, 403 U.S. 528, 547 (1971), the "juvenile concept" holds promise but, "[s]o much depends on the availability of resources, on the interest and commitment of the public, on willingness to learn, and on understanding as to the cause and effect and cure." Overloaded case dockets and the paucity of services available argue for diverting youth away from the courts and redirecting them to other parts of social service systems' safety nets.

In light of this and recent research showing the deleterious effects court processing can have on youth and families (as discussed in Section 2.1), court systems should make every effort to avoid petitioned status offense cases. An important way for courts to do this is to critically assess what efforts first responders made to identify the reason the youth was referred to them and to implement a proper course of action that exhausts all available resources to help the child and family resolve their problems outside of court. In many instances,

the courts' ideal role is to coordinate responses and warn parents of the consequences of failure to address the circumstances and causes of their children's behavior while directing cases into other appropriate systems.

Courts should develop clear protocols for intake officers to follow for each type of status offense to assure that no case is petitioned before the intake officer has determined that every reasonable effort was made to avoid court involvement. The phrase "reasonable efforts" has long been a benchmark in child welfare cases for courts to critically analyze agency efforts to preserve and reunify families. Laws in every state require the provision of services that will help families in the child welfare system remedy the conditions that brought them into the system. Generally, agency efforts must include "accessible, available, and culturally appropriate services that are designed to improve the capacity of the family to provide safe and stable homes for their children."<sup>104</sup> The types of services that may be offered to comply with the reasonable efforts mandate include services like respite care, family therapy, home visiting programs, parenting classes, or parent and family support groups.

For all status offense referrals, intake officers should similarly review pre-court efforts with an emphasis on diversion services and assessments and treatments that identify the cause of the case referral, enhance the family's capacity to address its own problems, and provide a safe environment for the child. They should also ensure that the child and family were able to reap the benefits of any applicable federal or state entitlement programs that would make formal court processing unnecessary. (See Section 3.11 and commentary.)

Intake officers must also assess whether the behaviors alleged meet the statutory definition of the status offense charged and that all statutory pre-requisites to court involvement were followed. For example, many state statutes use terms like "habitual," "without good cause," or "intentional" to describe status behaviors. They may also require education or juvenile justice systems to provide certain services or assistance before they can petition cases to court. Yet, petitioners often fail to show how the alleged behaviors meet these criteria, or courts fail to fully assess whether the statutory definitions or pre-requisites were met. As part of the intake officer's reasonable efforts mandate to avoid court, he or she should screen out cases that do not meet statutory criteria.<sup>105</sup>

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<sup>104</sup> Child Welfare Information Gateway. (2006). *Reasonable Efforts to Preserve or Reunify Families and Achieve Permanency for Children*. Washington, DC: Department of Health and Human Services, ACYF/Children's Bureau.

<sup>105</sup> For a more in-depth discussion of meeting statutory criteria before petitioning a status offense case, see Smith, T. (2010). "Pre-adjudication Strategies for Defending Juveniles in Status Offense Proceedings" in *Representing Juvenile Status Offenders*. Washington, DC: American Bar Association Center on Children and the Law, 62-66. Available at: [http://www.americanbar.org/content/dam/aba/migrated/child/PublicDocuments/RJSO\\_FINAL\\_authcheck\\_dam.pdf](http://www.americanbar.org/content/dam/aba/migrated/child/PublicDocuments/RJSO_FINAL_authcheck_dam.pdf).

Efforts first responders must make will vary, depending on the alleged status behavior charged, the services available in the jurisdiction, and state law or policy requirements. However, as discussed in more detail in Sections 2.7 and 3.11, best practices suggest that intake officers should not accept jurisdiction over an alleged status case without minimally reviewing the extent of pre-court diversion efforts, whether statutory criteria for the alleged offense are met and whether other laws or entitlements preclude petitioning a status offense court case.

## SECTION 3. EFFORTS TO LIMIT COURT INVOLVEMENT

This section of the *National Standards* focuses on what efforts court system stakeholders should make to limit court involvement when pre-court diversion efforts have not produced desired outcomes. The following *Standards* offer guidance to judicial, legal, and other professionals working within the court system on how they can use the court's powers to ensure the proper services are implemented while avoiding deeper court involvement. They also provide specific guidance at various stages of the case to ensure best outcomes for youth and families, highlighting key principles and practices court system stakeholders should utilize along the way.

### ***Judicial officers should:***

#### **3.1 Dismiss or, alternatively, stay proceedings when community-based services or other formal or informal systems approaches would circumvent the need for continued court jurisdiction.**

As was discussed in Section 2.1, research shows that formal court system processing, in and of itself, can have a negative impact on youth, increasing the likelihood of future justice system involvement. Diversion programs have a more positive effect for low-level delinquency offenders and youth charged with status offenses than formal court involvement and are more cost-effective. In addition, the best outcomes for public safety occur when the least restrictive interventions are offered.<sup>106</sup> For these reasons, at the beginning of a status offense case the judge should critically assess whether court involvement will help the child and family resolve the issues that bring them before the court. To do so, the judge must ensure first responders, pre-court service providers, and petitioning parties have made reasonable efforts to provide services and supports to children and families before petitioning a case. This may include educating petitioners from the bench and through guides or brochures about what the court process is and what it can, and cannot, offer the child and family. This is particularly important in jurisdictions where parents can file status offense petitions directly, but may have little or no knowledge about the negative consequences for the child and family if court involvement is pursued.

When making a “reasonable efforts” determination, the judge should decide whether it is appropriate to continue jurisdiction, dismiss the case, or stay proceedings pending the implementation of community-based assistance that

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<sup>106</sup> *The Truth about Consequences—Studies Point towards Sparing Use of Formal Juvenile Justice System Processing and Incarceration.* (January 2012). Washington, DC: National Juvenile Justice Network (citing Petrosino, A., Turpin-Petrosino, C. & Sarah Guckenburg, “Formal System Processing of Juveniles: Effects on Delinquency.” *Campbell Systematic Reviews*, 2010:1, pp. 32-38 (January 29, 2010)); see also Uberto Gatti et al. (2009). “Iatrogenic Effects of Juvenile Justice,” *50 Child Psychology and Psychiatry* 991, 994.

may help the child and family resolve their problems outside of court involvement. The judge should not accept jurisdiction over an alleged status offender when the cause of the child's alleged behavior is rooted in abuse, neglect, victimization, or disability. He or she should also not accept jurisdiction when pre-court diversion efforts were insufficient or inappropriate to the family's needs, when state statutory criteria for assuming jurisdiction are not met, or when state or federal entitlements preclude status offense jurisdiction. At a minimum, judges should ask:

- What efforts were made prior to a court petition being filed to determine the cause of the alleged status behavior? This may include questioning the relevant parties about the extent to which service providers interviewed the family and child to understand the reason behind the referral. It may also include questions about the extent to which the child was screened or assessed, depending on the facts that brought the case to the court, as well as a determination of whether some systemic failure, as opposed to the child's behavior, brought the case before the court.
- What assistance was offered to the child and family to avoid formal court processing? This may include questions about whether the child and/or family were offered services, whether a treatment or service plan was developed, and how often service providers met with the child or family to assess progress and overcome barriers. It may also include a determination of whether the services offered met the child and family's needs and whether assistance not offered or available may have been more suitable.
- Were statutory pre-requisites met to assume jurisdiction over the case? This may include a review of the facts in the petition and any other available documents to assess whether the behaviors alleged in fact meet the statutory definition of the status offense charged. It may also include an inquiry into whether statutory pre-requisites to court involvement were followed, such as whether education or justice system responders engaged in statutorily required processes before petitioning cases to court.
- Was the child entitled to certain protections under state or federal law that would circumvent the need for formal court processing? For example, the child may be eligible for certain services, assistance, and protections under Medicaid, the Indian Child Welfare Act, federal right to education laws, or the state constitution in lieu of court involvement. See Sections 3.2 and 3.11 for more information.

Determining whether to dismiss or stay proceedings will require a case-by-case assessment of the facts that brought the case to the court, the level of effort made by pre-court service providers to engage the family in services, and the extent of the child's and family's needs and willingness to engage in voluntary services.

### 3.2 Assess early whether the Indian Child Welfare Act (ICWA) applies.

The Indian Child Welfare Act (ICWA) is a federal law that established minimum standards relating to the treatment and placement of Indian children. Congress passed ICWA after finding “that an alarmingly high percentage of Indian families are broken up by the removal, often unwarranted, of their children from them by nontribal public and private agencies, and that an alarmingly high percentage of such children are placed in non-Indian foster and adoptive homes and institutions.”<sup>107</sup> ICWA protects Indian children’s interests by, among other things, ensuring that when an out of home placement is deemed necessary, the setting chosen reflects Indian values and culture.<sup>108</sup>

Although ICWA does not cover most juvenile delinquency proceedings, ICWA does apply to status offense cases.<sup>109</sup> There are several critical junctures during a status offense case when courts should consider ICWA and its provisions, such as at the beginning of the case, when the child is placed out of the home, and when the child and family are offered services. If an Indian child is petitioned to court as an alleged status offender, the court should notify the tribe of the proceedings. This will allow the tribe to help identify culturally appropriate services and assistance for the child and family. If the child is detained, ICWA’s placement preference standards must apply, unless the placement qualifies as an “emergency removal,” in which case the placement must end as soon as the emergency subsides.<sup>110</sup>

Many of ICWA’s most relevant provisions for status offense cases relate to when a youth is placed out of his or her home. ICWA gives tribes exclusive jurisdiction over custody proceedings involving Indian children living within their reservation or who are wards of the tribal court. For all other covered proceedings, the state should transfer jurisdiction to the tribe at the request of a parent, the tribe, or the child’s custodian, absent good cause or objection by a parent or child of a certain age.<sup>111</sup> ICWA requires that any Indian child placed in foster care must be placed in “the least restrictive setting which most approximates a family and in which his special needs, if any, may be met.”<sup>112</sup> The child should be placed reasonably close to his home and the law enumerates a series of placement preferences

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<sup>107</sup> 25 U.S.C. § 1901.

<sup>108</sup> 25 U.S.C. § 1904; see also *The Indian Child Welfare Act and Advocacy for Status Offenders*. (2010). Washington, DC: American Bar Association Center on Children and the Law. Available at: [http://www.americanbar.org/content/dam/aba/migrated/child/PublicDocuments/ICWA\\_factsheet.authcheckdam.pdf](http://www.americanbar.org/content/dam/aba/migrated/child/PublicDocuments/ICWA_factsheet.authcheckdam.pdf).

<sup>109</sup> Bureau of Indian Affairs. (1979). *Guidelines for State Courts; Indian Child Custody Proceedings*. Department of Interior, Guideline B-3. Available at: [http://www.nicwa.org/administrative\\_regulations/icwa/ICWA\\_guidelines.pdf](http://www.nicwa.org/administrative_regulations/icwa/ICWA_guidelines.pdf).

<sup>110</sup> *Indian Child Welfare Act of 1978: A Court Resource Guide*. (July 2012). ICWA Special Committee, Michigan Court Administrative Office. Available at <http://courts.mi.gov/Administration/SCAO/Resources/Documents/Publications/Manuals/cws/ICWACResourceGuide.pdf>.

<sup>111</sup> 25 U.S.C.A. § 1911.

<sup>112</sup> 25 U.S.C. § 1915.

that must be followed unless the child's tribe establishes a different order of preference. Prior to a foster care placement, the placing agency must prove that efforts were made to provide "remedial services and rehabilitative programs designed to prevent the breakup of the Indian family" and that those efforts were unsuccessful.<sup>113</sup> If, however, an Indian child is held in contempt of court for a probation violation, ICWA does not apply if the contempt order results in an out-of-home placement, as ICWA does not consider contempt to be part of the original status offense case.<sup>114</sup> Still, courts should refrain from placing Indian youth in secure confinement for a status offense. For more information on the damaging effects of detention and the need to eliminate the valid court order exception, see Sections 3.8 and 4.10 respectively.

### **3.3 Ensure youth charged with status offenses have independent, qualified, and effective representation throughout status offense proceedings.**

Judges must ensure that all children who appear before them because of alleged status offenses receive independent, qualified, and effective legal representation from the initial hearing to case closure. Status offense cases can have significant consequences for youth, and an attorney can help ensure they are not unnecessarily removed from their homes or held in secure detention, deprived of entitlements and services, or pushed deeper into the juvenile justice system. A qualified attorney will also help the child present evidence in his or her defense and challenge the petitioner's case. If the child is adjudicated as a status offender, he or she needs counsel to help assure the disposition plan is fair and appropriate to the child's needs.<sup>115</sup> Moreover, counsel will help the child understand the court process, what is expected of him or her, and what the consequences are for failing to comply with court mandates.

The child's legal representative must be independent and qualified to ensure the child receives effective assistance of counsel. To be independent, the attorney must only represent the child's expressed interests. In some status offense cases, especially "incorrigibility" or runaway cases, the parents' expressed interests may conflict with the child's. In addition, abuse, neglect, or high family conflict may be significant contributing factors to the status offense charges, requiring that the child have his or her own legal representative separate from his or her parents.

Representing children in status offense cases also requires specialized training. As discussed in Section 2.3, professionals working with, and on behalf of, alleged

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<sup>113</sup> 25 U.S.C. §§ 1912 -1915; 44 Fed. Reg. 67584.

<sup>114</sup> *Indian Child Welfare Act of 1978: A Court Resource Guide*. (March 2011). ICWA Special Committee, Michigan Court Administrative Office. Available at: <http://courts.michigan.gov/scao/resources/publications/manuals/cws/ICWACTResourceGuide.pdf>.

<sup>115</sup> *A Call For Justice: An Assessment of Access to Counsel and Quality of Representation in Delinquency Proceedings*. (2002). Washington, DC: ABA Juvenile Justice Center, Youth Law Center and the Juvenile Law Center. Available at: <http://www.njdc.info/pdf/cfifull.pdf>.

status offenders should receive ongoing training on a variety of issues to understand the causes of status offense behaviors and the best ways to resolve status offense cases. To ensure legal advocates understand how to effectively represent their client's interests, they should receive training on topics such as:

- What research shows about the effect court involvement and detention may have on youth (See commentary for Sections 2.1 and 3.8).
- What research shows regarding the factors associated with each type of status offense, including discussions of risk factors in the home, community, and school.
- How systemic failures may lead to status offense system involvement.
- Adolescent development (See commentary for Section 1.2).
- Trauma-informed advocacy, including understanding the effects exposure to violence and victimization can have on youth (See commentary for Section 1.4).
- Being culturally competent and sensitive to gender, race, and LGBTQ issues (See commentary for Section 1.8-1.10).
- Accommodating and understanding issues relating to youth with disabilities (See commentary for Section 1.11).
- Available screening tools, assessments, and services that are appropriate for youth charged with status offenses, and how to protect youth from self-incrimination when receiving screening, assessment, and services.
- State and federal entitlements and rights that may preclude the need for court involvement.

Effective assistance of counsel, in addition to training, also requires that the child have legal representation at all stages of the status offense process and preferably before the initial hearing so counsel has time to meet and prepare with his or her client. The lawyer must also have the resources to conduct a proper investigation and prepare for evidentiary and disposition hearings. Effective representation also requires that compensation for appointed counsel is fair and that caseloads are not excessively high.<sup>116</sup>

**3.4 Not allow children in status offense cases to waive counsel or alternatively only allow waiver if: (1) the waiver is on the record, (2) the court has fully inquired into the child's understanding and capacity and (3) the waiver occurs in the presence of and in consultation with an attorney.**

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<sup>116</sup> See *Juvenile Delinquency Guidelines: Improving Court Practice in Juvenile Delinquency Cases*. (2005). Reno, NV: National Council of Juvenile and Family Court Judges, Chapter 3, pg. 78-79.

Children should have legal representation at all stages of status offense cases. If a child waives his or her right to counsel, he or she loses the benefit of an important advocate throughout the court process. Lawyers serve many critical functions when representing youth who have been accused of status offenses:<sup>117</sup>

- Lawyers help ensure that children’s rights are protected and that they are treated fairly, which includes giving them an opportunity to be heard through their counsel.
- Lawyers work to limit children’s exposure to the formal court system and avoid detention, making sure children are not adjudicated for offenses they did not commit.
- Lawyers help ensure children are in safe placements and that services and treatments provided meet children’s specific needs.

Despite the many benefits associated with having counsel during status offense proceedings, many youth waive this right when it is first offered, whether at the beginning of the case or later. They often do so without having consulted an attorney, without colloquy with the court, and with no assessment of their capacity to understand the rights they are waiving. For example, the Ohio Public Defender reports that two-thirds of the children who were the subject of status offense or delinquency complaints resolved in 2004 faced those proceedings without a lawyer.<sup>118</sup> In addition, a report from the Ohio Department of Youth Services found that 20 percent of children placed at correction facilities were not represented by a lawyer during their delinquency cases.<sup>119</sup>

Although the U.S. Supreme Court case, *In re Gault*,<sup>120</sup> mandated a right to counsel for children in delinquency proceeding, it did not necessarily do so for status offense cases. So, while many states appoint counsel for youth for all or most stages of a status offense case, others do not do so until the child faces the threat of incarceration.<sup>121</sup> Likewise, although many best practice standards call for states to pass laws that make counsel an un-waivable right, many states allow children to too easily waive the right in both delinquency and status offense cases.<sup>122</sup>

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<sup>117</sup> Interbranch Commission on Juvenile Justice. (2010). Testimony of Robert Schwartz, Executive Director, Juvenile Law Center. Pennsylvania Models for Change.

<sup>118</sup> See [http://www.opd.ohio.gov/Juvenile/Jv\\_Right\\_to\\_Counsel.htm](http://www.opd.ohio.gov/Juvenile/Jv_Right_to_Counsel.htm).

<sup>119</sup> Ohio Office of the Public Defender. *Protecting a Juvenile’s Right to be Represented by Counsel* (Website). Available at: [http://www.opd.ohio.gov/Juvenile/Jv\\_Right\\_to\\_Counsel.htm](http://www.opd.ohio.gov/Juvenile/Jv_Right_to_Counsel.htm).

<sup>120</sup> 387 U.S. 1 (1967).

<sup>121</sup> *Fact Sheet: The Right to Counsel in Status Offense Cases*. (2010). Washington, DC: American Bar Association Center on Children and the Law. Available at: [http://www.americanbar.org/content/dam/aba/migrated/child/PublicDocuments/right\\_to\\_counsel\\_factsheet.authcheckdam.pdf](http://www.americanbar.org/content/dam/aba/migrated/child/PublicDocuments/right_to_counsel_factsheet.authcheckdam.pdf).

<sup>122</sup> See IJA-ABA Juvenile Justice Standards. *Standards Relating to Counsel for Private Parties*, Standard 2.3, which says that children should have counsel in delinquency and in need of supervision cases.

Research on adolescent development, however, has found that a youth's capacity to understand consequences changes and matures as he or she ages. Youth are less likely to make informed decisions or consider future consequences for their present actions. (See Section 1.2 for more information on adolescent development). Hence a child's waiver of counsel should not be accepted by the court or only done so if it is done knowingly and with the fair and unbiased assistance of an attorney.

The National Juvenile Defender Center (NJDC) proposes model waiver legislation that includes numerous safeguards for children to ensure that any waiver of counsel is made knowingly and intelligently. NJDC advocates that states enact laws that do not allow children to waive counsel unless the waiver is executed (1) in the presence of, and after consultation, with a lawyer, (2) on the record in open court and in writing, (3) in a language regularly spoken by the child, and (4) after the court fully inquires into the youth's comprehension and capacity.<sup>123</sup> The model legislation also advocates that standby counsel be appointed if the child waives counsel and that the court renew the offer of counsel at later court proceedings.<sup>124</sup>

**3.5 Exercise their statutory and inherent authorities to determine, prior to adjudication, whether youth and families received, in a timely manner, appropriate interventions that could have limited their court involvement.**

Although all efforts should be made to avoid court involvement for status offense behaviors, in some cases youth alleged to have committed a status offense will end up in court. Prior to adjudication, judicial officers should take deliberate steps to determine whether pre-court diversion efforts were made and, if so, why they failed to produce the desired outcome. If the court determines that pre-court diversion efforts were inadequate, judicial officers should, whenever possible, dismiss the case or stay proceedings until such interventions are pursued. (See commentary for Section 3.1 for more information on questions judicial officers should ask about the adequacy of pre-court efforts).

**3.6 Exercise their statutory and inherent authorities throughout the child and family's court involvement to ensure that service delivery systems are providing the appropriate assessments, treatments, and services to children and families in status offense cases.**

Once a status offense case enters the disposition phase, the probability of the youth and his/her family being drawn deeper into the juvenile justice system increases and accelerates. To avoid this, it is imperative and beneficial that courts take on an oversight role. Judicial officers are uniquely positioned to help

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<sup>123</sup> National Juvenile Defender Center and Center for Policy Alternatives. (2006). *Child Waiver of Counsel Prohibition Act*. Available at: [http://www.njdc.info/pdf/waiver\\_model\\_legislation.pdf](http://www.njdc.info/pdf/waiver_model_legislation.pdf).

<sup>124</sup> *Id.*

ensure that children and families receive timely and appropriate services and assistance that can meet the family's needs and limit their involvement. As overseer, the court's role is not to evaluate the quality of any given service, but to ensure that the service-delivery system is functioning in the youth and family's best interest.

There are many ways courts can provide oversight and help ensure that service providers are adequately responding to families' needs in status offense cases. Keeping in mind that states may have different ethical, confidentiality, and other jurisdictional policy or law requirements or limitations, courts can consider:<sup>125</sup>

- Contacting providers in writing or by phone to request a report or ongoing reports on what the providers' objectives are and how they plan to achieve them, focusing also on the timeliness and appropriateness of services.
- Subpoenaing entities responsible for providing the child or family services, assessments, treatments, or other services either by requiring their presence in court or requiring that they submit documentation to the court that shows their efforts to support the child or family.
- Joining entities responsible for providing the child or family services, assessments, treatments, or other services as parties to the status offense case. In doing so, the court can fully oversee when and how assistance is offered to the child and family and the service providers will have a fuller understanding of what is happening in the court process and how it affects their work. This may be particularly useful for the court, child, and family if the entity responsible for providing services has failed to meet their legal responsibility to provide assistance.

In addition, whenever services are offered through or supervised by the court, judicial officers should ensure that they:

- Can be started immediately and without long waitlists or time-consuming prerequisites.
- Are community-based and offered in locations and at times that make it easy for youth (and their families, when appropriate) to attend.
- Are offered in the least restrictive setting possible (e.g., outpatient, in a comfortable, non-punitive setting), and incarceration is avoided.

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<sup>125</sup> Many state laws allow courts to oversee aspects of the service delivery system used for children in the child welfare and juvenile justice system. For example, California law allows "the court, at any time after a petition has been filed, to join in a juvenile court proceeding any governmental agency, private service provider, or individual...that the court determines has failed to meet a legal obligation to provide services to a child who is the subject of a dependency proceeding...[or] delinquency proceeding." CA SB 1048 (2012). In Idaho, a judge of any court can order the Department of Health to submit appropriate mental health assessments and treatment plans for the court's approval at any stage of court proceedings. ID. Stat. § 20-511A.

- Are offered by qualified providers with the necessary training and experience, who frequently work with at risk or court-involved youth.
- Are evidence-based, empirically-supported, or otherwise shown to benefit youth of similar age, gender, and ethnicity and in similar circumstances to the child in question, and are provided by professionals with appropriate training, education, and/or experience.

While courts should seek to ensure the child and family receive necessary treatment and services, the court should never assume or maintain jurisdiction over a child and family solely to provide, oversee, or ensure that treatment or services are offered. The court should also be mindful of the purpose for requesting the service, treatment, or assessment and ensure that information gained through the providers' reports is never used to harm the child or used against him or her.

### **3.7 Assess alternatives to out-of-home placement or secure confinement.**

Research has shown that secure confinement leads to poorer outcomes and future delinquent and criminal behavior (See Section 3.8). Similarly, out-of-home placements deprive youth of the opportunity to resolve their issues in a familiar and supportive environment. When considering a request or recommendation for out-of-home placement, judicial officers must ensure that service providers have made reasonable efforts to avoid out-of-home placements or secure confinement for youth in status offense cases. In making this assessment the court should ask:

- If the child is Indian, and if so, if the Indian Child Welfare Act's guidance regarding placements has been complied with (e.g., placement in the least restrictive setting possible and in Indian homes). See Section 3.2 for more information.
- If the agency or service provider understands and is working to overcome the cause of the status offense referral.
- Whether systemic issues or other failures to provide appropriate services have kept the case in court unnecessarily.
- If all appropriate systems that should be involved have been (e.g. child welfare, mental health, education).
- If all community-based alternatives have been explored and attempted, if appropriate, and whether the child has received individualized treatment/service plans before contemplating out-of-home placement.

If all non-residential options have been exhausted and the court is considering out-of-home placement, the judge should assess whether respite care or simply approving certain locations (e.g., the home of a relative or friend agreed to by the

youth and his or her parents) as respite care options would provide the family and child resolution to the issues they face. Allowing the youth and family to take needed breaks without designating the youth as running away or violating court orders may supplant the need for a longer out-of-home placement arrangement.<sup>126</sup> In rare cases, youth may require temporary, specialized residential treatment programs to address complex trauma, severe mental health needs, and substance use disorders. When they are needed, residential treatment programs should be short-term placements that provide gender-specific, trauma-informed services and that include the youth's family and other caregivers in their treatment, recovery, and prompt re-integration into an appropriate family-like setting.

A young person should never be placed in a residential treatment facility as a default when more appropriate placement options are not readily available. Prior to any approval of a residential placement, there should be a multi-disciplinary team meeting to consult with the young person, their family and other caregivers, and as appropriate their case workers, and any other relevant mental health or other treatment specialists. Once approved, the continuing need for residential treatment should be re-evaluated frequently and appropriate supports provided to ensure the youth's successful re-integration into family and community settings.

When a longer term out-of home placement is required, youth charged with non-criminal status offenses should be able to stay in home-like settings that ensure safety and provide appropriate services and supports to address their unique needs. Child welfare systems use many types of alternatives to congregate and group care settings that may be appropriate for youth charged with status offenses including kinship care (placement with relatives), family foster care provided by non-relatives, treatment foster care (by families with special training on youth's medical or mental health needs), or shared family care (a placement where both parent and child live with a supportive family who can provide mentoring and support).<sup>127</sup>

All measures must be taken by the court to avoid out-of home placement and particularly secure confinement in status offense cases. Even when all of the above options have been exhausted, there are still many proven alternatives to

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<sup>126</sup> Smith, T.J. "Post-Adjudication Strategies for Defending Juveniles in Status Offense Proceedings." In *Representing Juvenile Status Offenders*. Washington, DC: American Bar Association Center on Children and the Law, 86. Available at: [http://www.americanbar.org/content/dam/aba/migrated/child/PublicDocuments/RJSO\\_FINAL\\_authcheck\\_dam.pdf](http://www.americanbar.org/content/dam/aba/migrated/child/PublicDocuments/RJSO_FINAL_authcheck_dam.pdf). Also see Mogulescu, S., et al. (2008). *Making Court the Last Resort: A New Focus for Supporting Families in Crisis*. New York, New York: Vera Institute of Justice (discussing the use of respite care in several jurisdictions).

<sup>127</sup> See Child Welfare Information Gateway, "Types of Out-of-Home Care." Available at: <https://www.childwelfare.gov/outofhome/> for more information on each of these placement options.

confinement for youth charged with low level or status offenses. These include reporting centers, which are nonresidential treatment facilities where youth report at set frequencies, either at night or during the day, and “intensive supervision programs,” which also require regular in person check-ins and offer youth needed services, but have stricter monitoring.<sup>128</sup> Foster care placements, ideally with foster families that have specifically been recruited and trained to work with youth offenders, can also provide an alternative to secure confinement.

### **3.8 Not securely detain or confine youth at any point in the status offense process.**

Research has shown the damaging effects detention or secure confinement can have on children, whether as a detention method pre-court or as a form of punishment after adjudication. Children who are securely detained are more likely to become more deeply involved in the juvenile or criminal justice system and are more likely to re-enter the criminal justice system than children who participate in community-based programs. Detention also has a negative and significant impact on many facets of the child’s life. A child who has been securely detained has a higher likelihood of suffering from physical or mental health problems, struggling in or not completing school, and having difficulty in the labor market later in life.<sup>129</sup> In addition, placing a child charged with a non-criminal status offense in secure confinement with children who have been accused of serious criminal offenses may expose the child to negative influences and behaviors that could lead to re-entry into the status offense system or entry into the delinquency system.<sup>130</sup>

Moreover, research on adolescent development shows that young people’s brains continue to mature well into their twenties.<sup>131</sup> As a result, adolescents are more likely than adults to be influenced by peers, engage in risky and impulsive behaviors, experience mood swings, or have reactions that are stronger or weaker than situations warrant<sup>132</sup> (See Section 1.2). Courts and other stakeholders in the status offense system must acknowledge these

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<sup>128</sup> “Community-Based Alternatives to Secure Detention and Incarceration” from *OJJDP Deinstitutionalization of Status Offenders Best Practices Database*. Available at: [http://www2.dsgonline.com/dso/dso\\_types\\_of\\_dso\\_strategies\\_direct\\_services\\_community\\_based\\_alternatives\\_to\\_secure\\_detention\\_and\\_incarceration.aspx](http://www2.dsgonline.com/dso/dso_types_of_dso_strategies_direct_services_community_based_alternatives_to_secure_detention_and_incarceration.aspx).

<sup>129</sup> Holman, B., et al., (2007). *The Dangers of Detention: The Impact of Incarcerating Youth in Detention and Other Secure Facilities*. Justice Policy Institute, Annie E. Casey Foundation.

<sup>130</sup> Office of Juvenile Justice and Delinquency Prevention. “Community-Based Alternatives to Secure Detention and Incarceration” in *Deinstitutionalization of Status Offenders Best Practices Database*. Available at:

[http://www2.dsgonline.com/dso/dso\\_types\\_of\\_dso\\_strategies\\_direct\\_services\\_community\\_based\\_alternatives\\_to\\_secure\\_detention\\_and\\_incarceration.aspx](http://www2.dsgonline.com/dso/dso_types_of_dso_strategies_direct_services_community_based_alternatives_to_secure_detention_and_incarceration.aspx).

<sup>131</sup> Coalition for Juvenile Justice. (2006). “Applying Research to Practice Brief: What Are the Implications of Adolescent Brain Development for Juvenile Justice?” Available at:

[http://www.jujustice.org/sites/default/files/resource-files/resource\\_138\\_0.pdf](http://www.jujustice.org/sites/default/files/resource-files/resource_138_0.pdf).

<sup>132</sup> *Id.*

developmental issues and recognize that adolescents sometimes make poor decisions. Using detention or secure confinement as a way to curb these behaviors not only fails to recognize what research shows about adolescent development, but carries more risks than benefits for the child, his or her family, and community.

There are many things judges can do to better assist children and families in need by utilizing alternative services and approaches to detention or secure confinement. For example, judges can:

- In cases where the child has violated an order of the court, critically assess the cause of the child's court order violation and determine whether community-based services or treatments may best help the child and family; being mindful of the roles trauma and past victimization, adolescent development, mental health disorders, or under diagnosed or under treated disabilities can play in childhood behaviors. (See Sections 1.2, 1.4 and 1.11 for more information).
- As discussed in Section 3.11, determine whether other laws or entitlements may offer viable alternatives to detention or place restrictions on the use of detention. For example, the Indian Child Welfare Act applies if an Indian child is placed out of the home and requires that certain prerequisites be met prior to placement.
- Explain to parties to the case, as well as families, the dangers of incarceration and the better successes that are born from community-based service alternatives. Doing so, particularly with families unfamiliar with the justice system, can empower them to help identify the best ways to support the child and avoid deeper justice system involvement.
- Seek out respite or kinship care alternatives to detention, particularly when there is high conflict in the home that raises safety concerns for the child or if the child is running away repeatedly.<sup>133</sup>
- Utilize available community-based service alternatives, such as those that take a "system of care" or wraparound approach that would individualize service plans to families' needs, promote family participation and coordinate services and planning.
- Seek to adopt and replicate the principles and core strategies used through the Juvenile Detention Alternatives Initiative (JDAI), which promotes collaboration between justice system stakeholders to reduce the use of unnecessary detentions by, among other things, using accurate data, supporting new case processing forms, enhancing community-based

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<sup>133</sup> See, e.g., Mogulescu, S., et al. (2008). *Making Court the Last Resort: A New Focus for Supporting Families in Crisis*. New York, New York: Vera Institute of Justice (discussing the use of respite care in several jurisdictions).

programs, and implementing policies and programs that reduce disproportionate minority contact.<sup>134</sup>

- Create stakeholder work groups or advisory boards to assess how and when detention is used in status offense cases and develop strategies to identify and implement alternatives to detention and secure confinement.<sup>135</sup>

***Lawyers for alleged and adjudicated status offenders should:***

**3.9 Advocate for voluntary and community-based assistance to limit and/or avoid continued court involvement and secure confinement.**

A key part of the attorney's role is to limit court involvement and avoid secure confinement. This includes educating parents and children about what the process will be and how to advocate for themselves. Parents and youth can help the attorney make the case to the court that court intervention and/or secure confinement is unnecessary because the child's needs can be met with resources available in the community and family support. Also, some parents may mistakenly believe that court involvement will benefit their child; by addressing this misconception attorneys can encourage parents to better assist in efforts to avoid deeper system involvement. Steps attorneys can take to promote voluntary service alternatives include:<sup>136</sup>

- Moving to dismiss the case because of a disability or unmet mental health need, or if protections or entitlements under federal law (such as the Individuals with Disabilities Education Act accommodations that might have prevented truancy) were not observed (See Section 3.11).
- Assessing whether the agency was required by statute to attempt to connect the youth to services before filing a petition and asserting that the court lacks jurisdiction if it failed to do so (See Section 2.7).
- Asking that the court stay the case or give a continuance pending assessment results and/or service delivery.

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<sup>134</sup> See JDAI Help Desk at: <http://www.idaihelpdesk.org/default.aspx>.

<sup>135</sup> Coalition for Juvenile Justice. (2012). *Positive Power: Exercising Judicial Leadership to Prevent Court Involvement and Incarceration of Non-Delinquent Youth*. Washington, DC. Available at: [http://juvjustice.org/sites/default/files/resource-files/resource\\_787\\_0.pdf](http://juvjustice.org/sites/default/files/resource-files/resource_787_0.pdf) (discussing many different approaches courts have taken to end the use of detention and secure confinement of youth charged with status offenses).

<sup>136</sup> Adapted from Stone, M. (2010). "Accessing Intervention Services for Status Offenders and Avoiding Deeper Involvement in the Court System" in *Representing Juvenile Status Offenders*. Washington, DC: American Bar Association Center on Children and the Law, 40-66. Available at: [http://www.americanbar.org/content/dam/aba/migrated/child/PublicDocuments/RJSO\\_FINAL.authcheckdam.pdf](http://www.americanbar.org/content/dam/aba/migrated/child/PublicDocuments/RJSO_FINAL.authcheckdam.pdf).

- Participating in mediation, family group conferencing, or other forms of alternative dispute resolution. (See Sections 1.6 and 1.7).<sup>137</sup>

Other steps attorneys can take to avoid deeper justice system involvement and secure confinement include:<sup>138</sup>

- Challenging an attempt to lock up a youth based on a valid court order violation when the order violated was vague, unclear, or unreasonable.
- Requiring the state to prove every element of every statutory section potentially violated, challenging whether the alleged behavior violated bright line rules or truly met the subjective standards of the statute. For example, if a statute defines truancy as a number of unexcused absences in a school year, charges might be inappropriate if one or more of the absences counted took place in the previous school year, or was actually an excused absence. Also, subjective terms such as “habitual” or “reasonable” are often used in ungovernability and other status offense statutes, and can be the basis for a challenge—e.g., if only two examples of unruly behavior were given, an attorney can argue that two occasions do not constitute “habitual” behavior.
- Educating the court and parents about the dangerous effects of detention and court involvement (See Section 3.8).

Attorneys can also help their clients avoid deeper justice system involvement by helping them access services in their communities. Limited resources are often an issue, however; common and significant barriers to accessing diversion services include geographic disparity and long wait lists.<sup>139</sup> Professionals should be aware of ways to overcome these barriers, such as by understanding how and when the Early and Periodic Screening, Diagnosis and Treatment (EPSDT) provisions of Medicaid apply. Federal law requires every state to provide EPSDT services to eligible children, which may include case management, psychiatric, community-based, or rehabilitative services.<sup>140</sup> Medicaid also requires that programs be available statewide and may be a basis for challenging a lack of services due to geographic location.<sup>141</sup>

<sup>137</sup> See Stone, M. *supra* note 136 for a discussion of factors to consider when using alternative dispute resolution in status offense cases.

<sup>138</sup> Adapted from Smith, T.J., “Preadjudication Strategies for Defending Juveniles in Status Offense Proceedings.” and “Postadjudication Strategies for Defending Juveniles in Status Offense Proceedings.” In *Representing Juvenile Status Offenders*. Washington, DC: American Bar Association Center on Children and the Law, 59-88. Available at: [http://www.americanbar.org/content/dam/aba/migrated/child/PublicDocuments/RJSO\\_FINAL.authcheckdam.pdf](http://www.americanbar.org/content/dam/aba/migrated/child/PublicDocuments/RJSO_FINAL.authcheckdam.pdf).

<sup>139</sup> Stone, M. (2010). “Accessing Intervention Services for Status Offenders and Avoiding Deeper Involvement in the Court System,” *supra* note 136.

<sup>140</sup> *Id.*

<sup>141</sup> *Id.*

### **3.10 Advocate for child clients to be treated fairly throughout the court process and for their due process rights to be protected.**

To effectively represent a child client in a status offense case, the lawyer must not only advocate for what the child wants, but ensure the child is treated fairly throughout the court process and that his or her rights are protected. There are many ways the lawyer can ensure fair treatment, such as:

- Ensuring the child is present at every court hearing. If the child does not want to participate in court proceedings, counseling the child on the importance of his or her participation and, if appropriate, discussing available alternative means to participation (such as video-conferencing or phone).
- Making sure that a child who is not fluent in English is provided an interpreter during all court proceedings and when the lawyer meets with him or her (if the lawyer does not speak the child's native language).
- Ensuring that information the court and attorneys convey, whether written or oral, is understood by the child, if he or she has low or no literacy skills or a disability that makes reading and/or comprehension difficult. Explaining key documents, reports, and court orders may be required.
- Advocating that any services that the court orders are appropriate for the child's needs and that he or she can realistically comply with them (which may include ensuring that the service is offered at a time and location that is convenient for the child).
- Ensuring that screening, assessment, and services are provided in such a way that privacy is protected and results are used to help youth, rather than incriminate them or cause them to become more deeply involved in the juvenile justice system.
- Taking into consideration gender differences, a child's disability, and culture when agreeing to court-ordered assessments, treatments, or services. (See Sections 1.8-1.11 for more information).
- Taking time to meet with the child regularly to get updates on case progress, counsel the child on how to proceed, and get instructions on what the child wants the lawyer to advocate for in and out of court.

The lawyer must also ensure that the child's due process rights are protected throughout the court proceedings. This includes ensuring that the child is:<sup>142</sup>

- Given notice of the charges against him or her and that he or she understands those charges.
- Properly notified of court hearings and meetings.

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<sup>142</sup> See North Carolina Office of Indigent Defense Services. (2008). *Rights and Protections Afforded to Juveniles*. Juvenile Defender Manual, Chapter 2.

- Able to invoke his or her Fifth Amendment right against self-incrimination.
- Given the opportunity to confront and cross examine witnesses.

To the extent the court threatens to incarcerate the child for violating a valid order of the court, additional due process protections must be afforded. The child has a right to:<sup>143</sup>

- Receive adequate and fair warning of the consequences of the violation at the time it was issued and the warning must be provided to the child, his or her lawyer, and his or her legal guardian.
- Have the charges against him or her in writing served in a reasonable amount of time before the hearing.
- A hearing before a court.
- An explanation of the nature and consequences of the proceeding.
- Confront witnesses and present witnesses.
- Have a transcript or record of the proceedings.
- Appeal to an appropriate court.
- Have the judge determine whether all dispositions other than secure confinement have been exhausted or are clearly inappropriate.

### **3.11 Ensure that child clients' rights and entitlements under relevant federal and state laws are protected.**

Various federal and state laws give youth rights that can help them avoid justice system involvement or secure confinement. In some cases attorneys can argue for a case to be dismissed or stayed, if social service, juvenile justice, or education systems fail to comply with certain protections or entitlements. A case may also be transferred to another system if child protection, domestic relations, or other laws are implicated. Attorneys representing alleged status offenders must be familiar with these laws to ensure youth's rights are protected and that they achieve the best possible outcomes for their clients.

Examples of laws and entitlements that may be applicable in status offense cases, include:

- The Juvenile Justice and Delinquency Prevention Act sets out certain core requirements states must comply with to receive federal grants to address juvenile delinquency, including prohibiting secure confinement for status

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<sup>143</sup> 28 CFR § 31.303(f)(2) (listing numerous conditions that must be met before a child can be found to have violated a valid order of the court).

offenders (with certain exceptions, such as violation of a valid court order, for a limited time early in the case or for out-of-state runaway youth).<sup>144</sup>

- Medicaid and its Early and Periodic Screening, Diagnosis and Treatment provisions offer various physical and mental health services, including case-management and preventative and rehabilitative care, to eligible youth. <sup>145</sup> The Health Insurance Portability and Accountability Act (HIPPA), federal drug and alcohol regulations, and state confidentiality laws also provide some privacy protections which may be applicable to status offenders.<sup>146</sup>
- Various education and special education laws are relevant to alleged status offenders. The Individuals with Disabilities Education Act entitles youth with qualifying disabilities to a “Free and Appropriate Education,” which generally includes an “Individualized Education Program,” which specifies the instruction and other services the child will receive, tailored to his or her needs.<sup>147</sup> The Americans with Disabilities Act and Section 504 of the Rehabilitation Act also protect youth from discrimination on the basis of their disabilities.<sup>148</sup> The Bilingual Education Act can provide some services to youth who are non-native English speakers, and the McKinney-Vento Homeless Assistance Act provides protections to homeless youth such as the right to stay in their local or most recent school.<sup>149</sup>
- The Adoption and Safe Families Act and other child welfare laws provide many service entitlements and other protections for youth who are in a qualified placement through their local child welfare agency. Under ASFA the child welfare agency must make reasonable efforts to avoid removing children from their home and, after removal, provide a case plan, both of which involve providing numerous resources and services to meet the child’s needs and reunify the family.<sup>150</sup>

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<sup>144</sup> Bilchik, S. & Erika Pinheiro. “What the JJDPA Means for Lawyers Representing Juvenile Status Offenders.” In *Representing Juvenile Status Offenders*. (citing 42 U.S.C. § 5633(a)(11) (2006)) Washington, DC: American Bar Association Center on Children and the Law, 4-11. Available at: [http://www.americanbar.org/content/dam/aba/migrated/child/PublicDocuments/RJSO\\_FINAL.authcheckdam.pdf](http://www.americanbar.org/content/dam/aba/migrated/child/PublicDocuments/RJSO_FINAL.authcheckdam.pdf); See also, 42 U.S.C. 5633(a), which includes an exemption to the deinstitutionalization of status offenders requirement, permitting the detention of young people held in accordance with the Interstate Compact on Juveniles.

<sup>145</sup> Stone M., supra note 136 at 53-54 (citing 42 U.S.C. § 1396a-d).

<sup>146</sup> Rosado, L.M. & Riya Shah. (2007). *Protecting Youth from Self-Incrimination when Undergoing Screening, Assessment and Treatment within the Juvenile Justice System*. Available at: [http://www.ilc.org/sites/default/files/publication\\_pdfs/protectingyouth.pdf](http://www.ilc.org/sites/default/files/publication_pdfs/protectingyouth.pdf).

<sup>147</sup> Tulman, J. “Using Special Education Advocacy to Avoid or Resolve Status Offense Charges” (citing 20 U.S.C. §§ 1400-1490, 34 C.F.R. pt 300) in *Representing Juvenile Status Offenders*. Washington, DC: American Bar Association Center on Children and the Law, 92-96. Available at: [http://www.americanbar.org/content/dam/aba/migrated/child/PublicDocuments/RJSO\\_FINAL.authcheckdam.pdf](http://www.americanbar.org/content/dam/aba/migrated/child/PublicDocuments/RJSO_FINAL.authcheckdam.pdf).

<sup>148</sup> *Id.* At 111-112.

<sup>149</sup> Stone, M. (2010). “Accessing Intervention Services for Status Offenders and Avoiding Deeper Involvement in the Court System,” supra note 136 at 46.

<sup>150</sup> Stone, M. (2010). “Accessing Intervention Services for Status Offenders and Avoiding Deeper Involvement in the Court System,” supra note 136 at 48 (citing 42 U.S.C. §§ 620-679).

- The Indian Child Welfare Act applies to status offense cases and includes provisions for the treatment and placement of Indian children, requiring, for example, that out of home placements reflect Indian values and culture, are reasonably near home, and represent “the least restrictive setting which most approximates a family and in which his special needs, if any, may be met.”<sup>151</sup> ICWA also requires that services be provided to try to avoid breaking up Indian families. See Section 3, Standard 2.
- Emancipation laws available in some jurisdictions, which allow youth to petition under state law to be considered adults in the eyes of the law, or family court proceedings which can give custody of a young person to a non-custodial parent or other adult, may help avoid deeper juvenile court involvement for some youth, particularly where conflict with, or abuse/neglect by, a parent underlies the status offense case.<sup>152</sup>
- Relevant federal immigration laws and regulations, such as those regarding Special Immigrant Juvenile Status<sup>153</sup> may also provide immigrant youth some protections.
- The federal constitution and state laws grant youth certain due process rights and attorneys should be particularly aware of youth’s constitutional and other rights to avoid self-incrimination, both in the courtroom and while receiving assessments and services. See Section 3.10.<sup>154</sup>
- State constitutional rights and state statutes, such as those relating to education or defining when youth are entitled to counsel in status offense cases, may provide additional rights and entitlements to youth in status offense cases.

***Judicial officers and entities providing case management services should:***

**3.12 Effectively manage and close court and agency cases in a timely manner.**

<sup>151</sup> 25 U.S.C. § 1915, also see 25 U.S.C. §§ 1901 –1915 and The Indian Child Welfare Act and Advocacy for Status Offenders. (2010). Washington, DC: American Bar Association Center on Children and the Law. Available at: [http://www.americanbar.org/content/dam/aba/migrated/child/PublicDocuments/ICWA\\_factsheet.authcheckdam.pdf](http://www.americanbar.org/content/dam/aba/migrated/child/PublicDocuments/ICWA_factsheet.authcheckdam.pdf).

<sup>152</sup> Heyd, J. & Casey Trupin. “How Status Offenses Intersect with Other Civil and Criminal Proceedings” in *Representing Juvenile Status Offenders*. Washington, DC: American Bar Association Center on Children and the Law, 132-136. Available at: [http://www.americanbar.org/content/dam/aba/migrated/child/PublicDocuments/RJSO\\_FINAL.authcheckdam.pdf](http://www.americanbar.org/content/dam/aba/migrated/child/PublicDocuments/RJSO_FINAL.authcheckdam.pdf).

<sup>153</sup> U.S. Citizenship and Immigration Service. “Special Immigrant Juveniles (SIJ) Status.” Available at: <http://www.uscis.gov/portal/site/uscis/menuitem.eb1d4c2a3e5b9ac89243c6a7543f6d1a/?vgnextoid=3d8008d1c67e0310VgnVCM100000082ca60aRCRD&vgnnextchannel=3d8008d1c67e0310VgnVCM10000082ca60aRCRD>.

<sup>154</sup> See, e.g., Rosado, L.M. & Riya Shah. (2007). *Protecting Youth from Self-Incrimination When Undergoing Screening, Assessment and Treatment within the Juvenile Justice System*, available at [http://www.ilc.org/sites/default/files/publication\\_pdfs/protectingyouth.pdf](http://www.ilc.org/sites/default/files/publication_pdfs/protectingyouth.pdf).

Judges and agencies providing direct services to children and families in status offense cases must strike a balance between over-evaluating case progress and letting cases languish without any oversight. Over-evaluating case progress can take a toll on the child and family, adding an extra layer of burden and scrutiny. Too frequent court reviews or agency meetings may disengage families who are often struggling with a myriad of other issues at home, school, and work; making it difficult for them to participate in too many meetings and court appearances. This added pressure may ultimately work contrary to case goals, making it more difficult for the family to help identify and implement solutions that will successfully resolve the case. Importantly, overly frequent reviews may not allow corrective measures to take hold or allow the child to develop new connections to school or home that require time to stabilize and develop.

Conversely, courts and service agencies must also be cognizant of not letting cases languish with little or no oversight. Failing to assess how the child and family is being served and what progress they, as well as the service providers, are making increases the likelihood that the cause behind the court referral will not be adequately addressed. The child then may be more at risk for remaining in the status offense system unnecessarily or entering another system, such as juvenile justice, mental health, or child welfare.

Therefore, courts and direct service providers must manage and close each status offense case based on the individual needs of the child and family. Conducting early screening and assessments can help the agency and court understand the child and family's needs and develop a case management plan, which includes timeframes and the provision of appropriate services and interventions. In implementing an effective case management plan, professionals should be realistic about the family's capacity and needs and be flexible when those needs change or new information comes to light. How frequently case progress should be assessed and ultimately when a case should close should be determined based on what the child (and possibly family) wants, and what the child and family need to successfully transition out of the status offense system.

To better prepare children and families for successful case closure, courts and service providers should link families to community-based, educational, or other transitional support services, such as special education services through the child's school, mental health services through community mental health programs, or employment/career support services. Service providers should also meet with the family several times leading up to case closure to develop a transitional case plan that is realistic to complete and provides the family and child needed support as they leave the status offense system.

## SECTION 4. RECOMMENDATIONS FOR POLICY AND LEGISLATIVE IMPLEMENTATION

This section includes recommendations for policymakers to institute legislative, policy, administrative, and budgetary changes that align with and support the implementation of the previous sections of the *National Standards*. This list of state and federal law and policy recommendations should be used by federal, state, and local policymakers to help effect meaningful changes to status offense laws and policies. These changes can promote early intervention, diversion, and increased and coordinated services and support for youth and their families. This section can also be used by policy advocates to support their organizational efforts to change state and federal laws, policies, and budgetary schemes to support better outcomes for young people in or at risk of entering the status offense system. In some instances the policy recommendations below repeat the themes and principles outlined in the previous sections of these *Standards*, but with a specific focus on guiding law and policy changes.

### **State and Local Policymakers and Advocates**

State policymakers should develop and implement the following recommended law and policy changes to help divert youth who engage in behaviors labeled status offenses and their families away from the courts. These changes can also help avoid deeper justice system involvement, which research shows is detrimental not only to the young person, but also increases the likelihood of recidivism. State policymakers can also incentivize and monitor uniform application of these principles and policies across that state's various agencies and jurisdictions to ensure fair and equal treatment and opportunities for all youth and families.

Local and municipal policymakers also play a critical role in addressing the below policy priority areas, as they can actively work with their respective state governments to develop and uniformly implement the below recommendations. In addition, where state-wide action may be slow to take hold, local authorities can take steps in advance of state action to ensure the best outcomes for youth and their families in their communities.

### ***State and local policymakers and advocates should:***

**4.1 Eliminate juvenile court penalties and sanctions for behaviors labeled status offenses and ensure that systems are accurately responding to behaviors as either episodes of normal adolescent behavior, or critical unmet youth and family needs that are best resolved through non-judicial interventions and supports.**

In the last decade, adolescent brain science has confirmed that adolescence is a period of gradual maturation, where youth toggle between the immaturity of childhood and the accountability of adulthood.<sup>155</sup> During this time, young people are not fully developed in their judgment, problem-solving, and decision-making capabilities.<sup>156</sup> As a result, they are prone to make poor decisions that can negatively impact themselves and others. Adolescence is also a time of exploration when young people figure out who they are and how they want to contribute to society.<sup>157</sup> As they become more engaged with their surroundings, they are prone to test boundaries, take risks, and try new things.<sup>158</sup> Skipping school, experimenting with alcohol, challenging parental and adult authority, and staying out past curfew are behaviors that fall well within the realm of normal adolescent behavior. Accordingly, these behaviors do not automatically or necessarily warrant court intervention.

As is also discussed in the companion standard to this policy recommendation (Section 2.6), at times a child's behavior is not a byproduct of adolescence, but a manifestation of a critical unmet need personal to the child or within the family. Youth who are chronically absent from school may struggle with homelessness, neglect and abuse, poor relationships with teachers and peers, or inappropriate academic placements or support.<sup>159</sup> Youth who run away from home or who stay out past curfew may be avoiding turmoil at home that includes domestic violence, physical abuse, sexual abuse, and/or neglect.<sup>160</sup> Youth who have defiant relationships with their parents and family members often struggle with mental, developmental, emotional, social, and interpersonal issues that are compounded when a parent does not possess the ability to deal with the misbehavior in a healthy fashion.<sup>161</sup> While all of these behaviors warrant a response, the response should not include sanctions and penalties that do nothing to address the underlying source of the behavior.

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<sup>155</sup> *Applying Research to Practice: What Are the Implications of Adolescent Brain Development on Juvenile Justice?* (2006). Coalition for Juvenile Justice: Washington, DC. Available at [http://www.juvjustice.org/sites/default/files/resource-files/resource\\_138\\_0.pdf](http://www.juvjustice.org/sites/default/files/resource-files/resource_138_0.pdf).

<sup>156</sup> *Id.*

<sup>157</sup> *Id.*

<sup>158</sup> *Id.*

<sup>159</sup> Heilbrunn, J. (2007). Puzanchera, C., et al. (2011). *Juvenile Court Statistics 2008*. Pittsburgh: National Center for Juvenile Justice and Office of Juvenile Justice and Delinquency Prevention. p. 77. *Pieces of the Truancy Jigsaw: A Literature Review*. Denver, CO: National Center for School Engagement. 3-6; *Parents' Guide to Truancy*. (2008). Office of Juvenile Justice and Delinquency Prevention, p. 3. Available at:

<https://www.ncjrs.gov/pdffiles1/ojdp/grants/226229.pdf>; Kendall, J. (2007). *Juvenile Status Offenses: Treatment and Early Intervention*. Chicago: American Bar Association. Available at:

<http://www.americanbar.org/content/dam/aba/migrated/publiced/tab29.authcheckdam.pdf>.

<sup>160</sup> Kendall, J. (2007). *Juvenile Status Offenses: Treatment and Early Intervention*. Chicago: American Bar Association. Available at:

<http://www.americanbar.org/content/dam/aba/migrated/publiced/tab29.authcheckdam.pdf>;

Molino, A. (2007). *Characteristics of Help-Seeking Street Youth and Non-Street Youth*. Available at:

<http://aspe.hhs.gov/hsp/homelessness/symposium07/molino/>.

<sup>161</sup> Developmental Services Group. (2009). *Ungovernable/Incorrigible Youth Literature Review*. Bethesda, MD., p. 3.

Rather, state and local authorities should take the position that juvenile court intervention should be avoided or limited in those instances where the young person is alleged to have committed a status offense. Policies in support of this position will eliminate the ability of a family member, school, or other stakeholder to petition status behaviors to the juvenile court. Alternatively, state and local policymakers should establish a continuum of care, akin to the system described in Section 4.2, that is separate and apart from the courts and the juvenile justice system and that relies on non-judicial interventions to respond to status behaviors.

**4.2 Support an infrastructure of community-based and child and family serving programs and systems to ensure direct youth and family access to a seamless, comprehensive, and non-judicial continuum of care that is empowered and resourced to respond to behaviors that might otherwise be labeled as status offenses.**

When youth present with behaviors currently labeled as status offenses, state authorities should not mandate, empower, or expect the courts to step into the parent's place, reign in the child, and/or meet the needs of the family. Judicial intervention in these instances can disempower the parent, confuse roles and responsibilities, and delay access to needed services. Moreover, judicial intervention subjects both child and family to court orders and interventions that can trigger fines, detention orders, and other inappropriate and potentially progressive punitive sanctions.

State policymakers should develop and implement laws and policies that provide direct links between youth, families, and experts in the child and family welfare, mental health, and educational systems—without judicial intervention. These laws and policies should support community-based services and programs that have proven successful and empower families to safely self-identify themselves to child- and family-serving systems and access needed services without fear of judgment or reprisal. These laws and policies should also empower child- and family-serving systems to quickly identify families in need, respectfully assess areas of strength and need, and connect families to appropriate services, including services that affirm and strengthen the parents' capabilities and expand the parents' access to supports that help them effectively fulfill their parental roles.

**4.3 In those limited circumstances where court involvement is necessary, ensure court mechanisms are in place that allow the appropriate court division to effectively serve the needs of the youth and family without inappropriate use or risk of more punitive outcomes for the child and family.**

As is discussed in Sections 2.7 and 3.1, court officials should ensure all reasonable efforts have been made to avoid or limit court involvement prior to when a case is petitioned to court. And in those limited circumstances where

court involvement is unavoidable, mechanisms should be in place for the court to petition the case into the proper system of care, so that the family and child receive the assistance and services they need. In some instances, the underlying status offense behaviors may relate to high conflict between family members or abuse or neglect that would warrant child welfare system, rather than status offense system, involvement. Courts should have the ability, when this information comes to light, to provide the most relevant services and assistance through the appropriate court channels.

In addition, state and local policymakers should promote laws and policies that do not treat status offense cases as if they were delinquency matters; instead they should avoid using the same dispositional and sanction options, and comingling status offense and delinquency dockets and hearing schedules. Adjudicating status offense cases at the same time as delinquency cases sends the wrong signal to youth and families with status offense cases and may result in the court viewing the status offense case through a punitive lens. Thus, the delineation between delinquency cases and status offense cases should focus on ensuring that youth who are the subjects of status offense petitions are not subject to the punitive sanctions triggered by a delinquency petition. These distinctions should not prohibit the appropriate sharing of confidential and relevant information when a child has a case in both courts or on both dockets.

#### **4.4 Prohibit schools from referring youth who engage in status offense behaviors to court unless and until the school has made all reasonable efforts to avoid court involvement.**

Of the 142,300 status offense cases formally adjudicated in U.S. juvenile courts in 2009, 37 percent were for truancy.<sup>162</sup> Limiting schools' ability to refer status offense behaviors to the court, especially truancy, will dramatically reduce juvenile court caseloads and the likelihood that non-offenders become subject to juvenile court sanctions.

Increasingly, states are requiring schools to demonstrate that they have tried various interventions prior to filing a truancy petition, but what is required varies by state. In Section 2.5 there is a discussion of policies and processes schools can implement to help identify child and family needs and better address truancy problems within the school system rather than referring children and families to court. Such school approaches may include:

- Assessing the child to identify the underlying causes of the behavior.
- Meeting with the child and family to identify challenges and make appropriate service or community-based referrals.

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<sup>162</sup> Puzzanchera, C., Adams, B., & Sarah Hockenberry. (2012). *Juvenile Court Statistics 2009*. Pittsburgh, PA: National Center for Juvenile Justice.

- Creating an individualized plan with the child and family, which includes non-punitive measures and meaningful family engagement.
- Monitoring and following up with the child and family to assure needed services are being implemented.

**4.5 Prohibit parents/caregivers from referring youth who engage in status offense behaviors to the juvenile court until the family has first sought and meaningfully engaged in non-judicial interventions.**

Parents/caregivers are a significant referral source for status offense cases. In 2009, family members initiated 42 percent of cases petitioned to the court for ungovernability/incorrigibility/beyond the control of one's parents.<sup>163</sup> Juvenile and family court judges often cite parental demands and expectations as reasons why the court feels pressured to quickly intervene when youth engage in status offenses. The solution to troubled youth behavior, however, does not lie in the courts taking the place of the parent to control the child's behavior. As a rule, courts tend to have more sanctions that punish the behavior than they have services designed to resolve it. The solution lies in empowering parents and family members with the skills and supports they need to effectively communicate with their children, set and enforce boundaries, access economic, education, and health-related resources, and resolve intra-family conflict without judicial intervention. This may include, but is not limited to, ensuring youth and families can access community-based counseling services, parenting skills development, and other family strengthening and alternative dispute resolution processes (See Section 1.5-1.7).

**4.6 Promote coordinated, blended, or braided public funding streams that create a seamless, comprehensive community-based continuum of care for youth and families.**

Financing a comprehensive continuum of care requires that states and local policymakers make effective use of all available resources. No single child- or family-serving system or agency can pay for and provide the array of services needed to effectively meet the often complex needs of youth and families who struggle with behaviors labeled status offenses, and this may be particularly true in rural or under-resourced areas. Further, youth and families in crisis need immediate responses, and are put at greater risk when they are forced to navigate multiple intake points, multiple eligibility requirements, and multiple case plans and managers. When, however, systems and agencies pool their financial and human capital, they can facilitate measurable outcomes for youth

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<sup>163</sup> Puzzanchera, C., Adams, B. & Sarah Hockenberry. (2012). *Juvenile Court Statistics 2009*. Pittsburgh, PA: National Center for Juvenile Justice.

and families well beyond the scope of what any single system or agency can hope to achieve on its own.<sup>164</sup>

It is imperative that state and local policymakers work diligently to break down silos between systems, agencies, and funding streams to ensure that youth and families have unfettered access to needed programs and services without falling through the cracks and without having to become court-involved. The breaking down of silos is facilitated by mapping all current and available funding sources and then coordinating, blending, or braiding distinct federal, state, and local funding streams that are designed to meet one or more needs of any given youth and family.<sup>165</sup> Once the mapping is complete, the chosen collaborative funding strategy can be implemented through an intermediary organization<sup>166</sup> that receives and directs use of the funding, or via a memorandum of agreement between systems and agencies that clearly spells out implementation, reporting, accountability, and success measures.

**4.7 Enact laws that ensure the right to counsel for youth who come into contact with the juvenile court for a status offense by not allowing youth to waive their right to counsel or only allowing waiver if: (1) it is on the record, (2) the court has fully inquired into the child's understanding and capacity, and (3) the waiver occurs in the presence of and in consultation with an attorney.**

Each year, thousands of youth who come into contact with the courts waive their constitutional right to counsel without understanding the immediate and long-term ramifications. In some jurisdictions, more than half of court-involved youth appear without any legal representation.<sup>167</sup> Without the protection of counsel, court-involved youth are more likely to be placed in a locked facility pre- and post-adjudication, where they are more vulnerable to assault, suicide and sexual abuse, and are more likely to commit additional offenses after their release.<sup>168</sup> Also, as noted by the *Report of the Attorney General's National Task Force on*

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<sup>164</sup> National Governor's Association, Center for Best Practices. (May 2004). *Early Lessons from States to Promote Youth Development*. Washington, DC: National Governor's Association Social, Economic and Workforce Programs.

<sup>165</sup> For more information, see Flynn-Khan, M., Ferber, T., Gaines, E., & Pittman, K. (2006). *Adding it up: A Guide for Mapping Public Resources for Children, Youth and Families*. Washington, DC: The Forum for Youth Investment & The Finance Project.

<sup>166</sup> For more information on the potential roles of intermediary organizations, see "Blending and Braiding Funds and Resources: The Intermediary as Facilitator." (January 2006). Washington, DC: National Collaborative on Workforce and Disability. Available at: [http://www.ncwd-youth.info/sites/default/files/infobrief\\_issue18.pdf](http://www.ncwd-youth.info/sites/default/files/infobrief_issue18.pdf).

<sup>167</sup> U.S. Department of Justice. (2012). *Report of the Attorney General's National Task Force on Children Exposed to Violence*. Washington, DC.; see also Office of the Ohio Public Defender. *Protecting a Juvenile's Right to be Represented by Counsel*. Available at: [http://www.opd.ohio.gov/Juvenile/Jv\\_Right\\_to\\_Counsel.htm](http://www.opd.ohio.gov/Juvenile/Jv_Right_to_Counsel.htm).

<sup>168</sup> *Juvenile Waiver of Counsel*. (2005). Policy Summary. Center for Policy Alternatives. Available at: <http://www.njdc.info/pdf/CPAWaiver.pdf>.

*Children Exposed to Violence*, defense attorneys are the only parties in the proceedings required by law to represent the expressed interest of the child.<sup>169</sup>

Defense attorneys also have a vital role in protecting youth from abuse and other forms of violence that are often found within the justice system. In the earliest stages of the process, it is the role of the defense attorney to ensure that the underlying facts are investigated and that children who are wrongly accused are able to challenge the case against them. Defense attorneys also ensure that children with legal defenses and mitigating circumstances are not coerced into admissions without advice about their legal options. Protecting the due process rights of youth at trial is integral to ensuring that children are not further traumatized.<sup>170</sup>

For more information about waiver, see Section 3.4.

#### **4.8 Prohibit the use of locked confinement for youth petitioned to court for a status offense.**

Since 1974, the Deinstitutionalization of Status Offenders (DSO) core requirement of the federal Juvenile Justice and Delinquency Prevention Act (JJDPA) has provided that youth adjudicated for a status offense may not be placed in locked confinement.<sup>171</sup> In 1984, the JJDPA was amended to provide an exception to the DSO core requirement that allows judges to securely confine youth adjudicated for a status offense if the child violated a “valid” order of the court (known as the VCO exception).<sup>172</sup>

As discussed in Section 3.8, research reveals that locked confinement is not an evidence-based best practice for court-involved youth, especially status offenders. Institutionalization’s many harms begin with removing youth from their families and communities, which prohibits youth from developing the strong social network and support system necessary to transition successfully from adolescence to adulthood.<sup>173</sup> Further, for youth who have committed status offenses, detention is ill-equipped to address the underlying causes of the initial status offense, and fails to act as a deterrent to subsequent status-offending behavior.<sup>174</sup> In addition, placing youth who commit status offenses in locked detention facilities jeopardizes their safety and well-being, and may actually

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<sup>169</sup> U.S. Department of Justice. (2012). *Report of the Attorney General’s National Task Force on Children Exposed to Violence*. Washington, DC.

<sup>170</sup> *Id.*

<sup>171</sup> Office of Juvenile Justice and Delinquency Prevention. (Fall/Winter 1995). “Deinstitutionalizing Status Offenders: A Record of Progress.” *Juvenile Justice*, II (2). Washington, DC: U.S. Department of Justice.

<sup>172</sup> *Id.*

<sup>173</sup> Nelson, D. W. (2008). *A Road Map for Juvenile Justice Reform*. Baltimore, MD: Annie E. Casey Foundation, p. 9.

<sup>174</sup> *Id.* at 5.

increase their likelihood of committing unlawful acts.<sup>175</sup> Often, detained youth are held in overcrowded, understaffed facilities—environments that can breed violence and exacerbate unmet needs.<sup>176</sup>

In light of recent research and findings about the detrimental effects confinement can have on youth, a critical mass of states have already prohibited the secure confinement of status offenders under any circumstances and have bolstered their pre- and early court infrastructures to offer families better and more community-based and early intervention services. In many other jurisdictions, even though the law allows for confinement under the VCO exception, these states have chosen to defund detention beds for status offenders or have instituted policies that restrict the use of those beds for status offense cases.<sup>177</sup>

#### **4.9 Mandate meaningful efforts to engage youth and families in all aspects of case planning, service delivery, court proceedings, and disposition strategies.**

When child and family-serving systems step into the place of parents and exert control over youth who present with status offense behaviors, youth may receive needed attention and parents and caregivers may get a reprieve, but only in the short term. Often a categorical array of services are offered or mandated that do not meet the youth and family's individualized needs.<sup>178</sup> Treatment plans for youth and families can become prescriptive and coercive, with no real buy-in from the child or family.<sup>179</sup> As a result, many youth and families initially resist the intervention and ultimately comply in appearance only.<sup>180</sup> The imposition of services without real child and family buy-in disempowers families and can create situations where they cycle in and out of systems for years, with poor outcomes.<sup>181</sup> As discussed in Section 1.7, using a family teaming approach, system players can more fully engage youth and families by allowing them to show and use their expertise regarding their own needs and resources.

Family teaming approaches go by several different names: Family Group Decision-Making, Family Team Conferencing, Family Group Conferencing and

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<sup>175</sup> *Id.*; Holman, B. & Jason Ziedenberg. (2006). *The Dangers of Detention*. Washington, DC: Justice Policy Institute, p. 4.

<sup>176</sup> Holman, B. & Jason Ziedenberg. (2006). *The Dangers of Detention*. Washington, DC: Justice Policy Institute, p. 5.

<sup>177</sup> See Szymanski, L. (2011). *What is the Valid Court Order Exception to Secure Detention for Status Offenders?* NCJJ Snapshot, 16(5). Pittsburgh, PA: National Center for Juvenile Justice.

<sup>178</sup> *Handbook for Family Team Conferencing: Promoting Safe and Stable Families in Community Partnerships for Child Protection*. (2001). The Child Welfare Policy and Practice Group. Available at: <http://www.cssp.org/publications/child-welfare/community-partnerships-for-the-protection-of-children/family-team-conferencing-handbook-promoting-safe-and-stable-families.pdf>.

<sup>179</sup> *Id.*

<sup>180</sup> *Id.*

<sup>181</sup> *Id.*

Family Unity Meetings. While approaches may differ in terms of form, they share several common and critical elements:

- Intervention begins with the belief that all families have strengths.
- Families are encouraged and supported to make decisions and plans.
- Outcomes improve when families are involved in the decision-making process.
- The “family team” is defined as broadly and inclusively as possible and the selection of the team includes input by family members.
- Coordination and facilitation of meetings by competent and trained individuals is vital.<sup>182</sup>

Given the nature of behaviors labeled status offenses, and the underlying reasons for the behaviors, the family team approach is a perfect fit for status offense interventions and cases. Furthermore, 45 states currently use some type of family teaming approach for families involved in, or at risk of, entering the child welfare system, so most state and local jurisdictions already have the infrastructure needed to apply this approach to status offense interventions and cases.<sup>183</sup>

#### **Federal Policymakers and Advocates**

Federal policymakers should support federal programs that promote and incentivize state and local reforms that increase services to families and youth in need, reduce recidivism, and prevent at-risk young people from crossing over into the delinquency system. Appropriate funding and the provision of training and technical assistance will help states adopt best practices. Federal legislative and administrative policies that align with the principles and policies proposed by the *National Standards* will help achieve these goals.

#### ***Federal policymakers and advocates should:***

##### **4.10 Amend the JJDP A to prohibit the use of the valid court order (VCO) exception to securely confine youth adjudicated for status offenses.**

As discussed in Section 4.8, in 1984, the JJDP A was amended to allow judges to issue detention orders in status offense cases if youth violated a valid court order. Since that time, a critical minority of states have outlawed use of the VCO

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<sup>182</sup> *Bringing Families to the Table: A Comparative Guide to Family Meetings in Child Welfare*. (March 2002). Center for the Study of Social Policy. Available at: <http://www.cssp.org/publications/child-welfare/child-welfare-misc/bringing-families-to-the-table-a-comparative-guide-to-family-meetings-in-child-welfare.pdf>.

<sup>183</sup> *Family Teaming: Comparing Approaches*. (2009). The Annie E. Casey Foundation/Casey Family Services. Available at: <http://www.caseyfamilyservices.org/userfiles/pdf/teaming-comparing-approaches-2009.pdf>.

in statute, and many more use it infrequently.<sup>184</sup> More than half the U.S. states and territories, however, use the VCO exception to securely confine youth petitioned for status offenses, with a handful of states using the exception more than a thousand times a year.<sup>185</sup>

Since its enactment in 1974, the wisdom underlying the original DSO core requirement has been confirmed. Studies show that locked confinement does not address the underlying causes of status-offending behavior and may even exacerbate those causes.<sup>186</sup> Given these findings, and the increasing capacity of states to address status behaviors without locked confinement or even court intervention, the time has come to amend the JJDP Act to eliminate use of the VCO exception and return the JJDP Act DSO core requirement to its original intent.

In 2009, S. 678, legislation to reauthorize the JJDP Act, was approved with bipartisan support by the U.S. Senate Committee on the Judiciary.<sup>187</sup> Among other things, S. 678 would eliminate use of the VCO exception and provide states with the supports needed to come into compliance with the new law within three years of its enactment date. Elimination of the VCO is supported by several leading youth and juvenile justice organizations, among them the National Council of Juvenile and Family Court Judges – the same organization that initially advocated for inclusion of the VCO almost 30 years ago.<sup>188</sup>

#### **4.11 Strengthen relevant federal agencies to provide research, training, and technical assistance to state and local authorities to better assist state status offense system reform efforts.**

Since 1974, the Office of Juvenile Justice and Delinquency Prevention (OJJDP) within the Office of Justice Programs at the U.S. Department of Justice has provided federal leadership to states on juvenile justice reforms. Under the JJDP Act, OJJDP is mandated to provide training and technical assistance to JJDP Act-participating states to help them achieve a sustainable level of compliance with the core requirements of the JJDP Act, including the DSO core requirement.<sup>189</sup> OJJDP is also authorized to engage in research and evaluation of prevention, intervention, and juvenile justice administration policies and practices in order to

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<sup>184</sup> Szymanski, L. (2011). *What is the Valid Court Order Exception to Secure Detention for Status Offenders?* NCJJ Snapshot, 16(5). Pittsburgh, PA: National Center for Juvenile Justice; Hornberger, N.G. (2010). "Improving Outcomes for Status Offenders in the JJDP Act Reauthorization." *Juvenile and Family Justice Today*. p. 16.

<sup>185</sup> Hornberger, N. G. (2010). "Improving Outcomes for Status Offenders in the JJDP Act Reauthorization." *Juvenile and Family Justice Today*. p. 16.

<sup>186</sup> Holman, B. & Jason Ziedenberg. (2006). *The Dangers of Detention*. Washington, DC: Justice Policy Institute. p. 4.

<sup>187</sup> S. 678 Committee Report. Available at <http://www.gpo.gov/fdsys/pkg/CRPT-111srpt280/pdf/CRPT-111srpt280.pdf>.

<sup>188</sup> National Council of Juvenile and Family Court Judges. *Resolution Supporting Reauthorization of JJDP Act and Elimination of the VCO*. (March 2010). (on file with the Coalition for Juvenile Justice).

<sup>189</sup> Juvenile Justice and Delinquency Prevention Act § 221(b).

identify best practices and policies, disseminate those findings, and work with states to replicate those practices and policies across the nation.<sup>190</sup>

Over the last decade, appropriations to OJJDP to carry out these and other functions has declined precipitously, hindering the agency's ability to identify, uplift, and promote replication of status offense system reforms that are proving effective and cost-efficient. With increased funding and strong federal support and leadership, OJJDP is poised to meaningfully engage states in significant efforts to help create better systems for families and youth at risk.

In addition to OJJDP, the federal government should also ensure financial and legislative support for the other agencies whose missions and programs intersect with youth who engage in behaviors labeled as status offenses, including but not limited to the U.S. Department of Education, the Administration for Children and Families, and the Substance Abuse and Mental Health Services Administration at the U.S. Department of Health and Human Services.

**4.12 Create coordinated approaches between federal government agencies and programs that serve youth and families that will help states coordinate, blend, or braid federal funding streams to create a seamless, comprehensive and, to the greatest extent possible, non-judicial continuum of care for youth and families.**

As state and local authorities break down silos between systems, agencies, and funding streams to ensure unfettered access to needed programs and services, it is critical that federal authorities facilitate and support these efforts by providing the flexibility states and local authorities need – especially as federal supports become more limited. In some cases the federal government has already amended certain statutes and regulations to permit states to coordinate, blend, or braid certain federal funding streams. For example, the last three reauthorizations of the Elementary and Secondary Education Act (ESEA) have encouraged states to blend funding from four distinct ESEA programs.<sup>191</sup>

Federal policymakers should expand on ESEA and examine other ways state and local authorities should be permitted to blend and braid funding streams, not only within agencies but across programs and agencies. This examination should look closely at where and how arcane silos, restrictions, and prohibitions are hindering youth and families from accessing the full array of services critical to their individual needs and desired outcomes.

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<sup>190</sup> Juvenile Justice and Delinquency Prevention Act § 204(b)(3).

<sup>191</sup> *Braiding and Blending of Federal Funding*. Fact Sheet produced by the West Virginia Department of Education. Available at <http://wvde.state.wv.us/title/documents/Blendingandbraidingoffunds-3-07.doc>.

## SECTION 5. DEFINITIONS

This section defines key terms used throughout the *National Standards*. Because so much of status offense and juvenile justice policy and practice is local, not all acronyms or terms used in certain localities are listed below.

**Adolescent brain science** – a field of scientific study focusing on the development of the human brain from the onset of adolescence (approximately age 10) to the time when the brain has fully developed (approximately age 25), as well as its implications for social, education, child welfare, and justice policy.<sup>192</sup>

**Adoption and Safe Families Act (AFSA)** – a federal statute enacted in 1997 to promote the adoption of children in foster care.<sup>193</sup> Provides programs and standards that support a “safety, permanency, and well-being” framework built around four primary goals: moving children promptly to permanent families, ensuring that safety is a paramount concern, elevating well-being as a major focus of child welfare system efforts, and improving innovation and accountability throughout the child welfare system.<sup>194</sup>

**Alternative dispute resolution (ADR)** – processes that offer youth, family members, and other relevant parties the opportunity to meet, often in a confidential setting and usually with trained professionals, in an attempt to resolve familial, social, and legal issues without formal legal proceedings. Such processes include but are not limited to mediation, peer or teen courts and family conferencing.<sup>195</sup>

**Assessment** – an evaluation or appraisal performed selectively with those youth identified by a valid screening instrument as requiring further inquiry, and designed to gather a more comprehensive and individualized profile of a youth and his/her family's suitability for placement in a specific treatment modality/setting. In mental health, an assessment refers to comprehensive information required for the diagnosis of a mental health disorder. An

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<sup>192</sup> Coalition for Juvenile Justice. (2006). *What Are the Implications of Adolescent Brain Development for Juvenile Justice*. Available at: [http://www.nijj.org/uploads/digital-library/resource\\_462.pdf](http://www.nijj.org/uploads/digital-library/resource_462.pdf).

<sup>193</sup> P.L. 105-89.

<sup>194</sup> Center for the Study of Social Policy and Urban Institute. (2009.) *Intentions and Results: A Look Back at the Adoption and Safe Families Act*.

<sup>195</sup> Edwards, Leonard P. (1996). “The Future of the Juvenile Court: Promising New Directions.” *The Future of Children: The Juvenile Court*, Vol. 6, No. 3. Available at: [http://futureofchildren.org/futureofchildren/publications/docs/06\\_03\\_10.pdf](http://futureofchildren.org/futureofchildren/publications/docs/06_03_10.pdf).

assessment differs from a screening, which is used to determine if an assessment is needed. (Also see definition of Screening.)<sup>196</sup>

**Best practices** – policies, programs, services, and other strategies demonstrated through research and evaluation to be effective at preventing, reducing, and eliminating certain behaviors.<sup>197</sup>

**Blending or blended funds** – a funding or resource strategy that pools dollars from multiple funding streams into one single funding stream. After funds have been blended, the once separate funding streams are indistinguishable from one another.<sup>198</sup>

**Braiding or braided funding** – a funding and resource strategy that aligns and coordinates multiple funding streams, usually to provide programs and services to youth and families along a continuum of care. Braided funding differs from blended funding in that each of the braided funding streams remains intact so that resources can be tracked more closely for the purpose of accounting to state and federal administrators.<sup>199</sup>

**Community** – a distinct and identifiable collection of individuals who despite diverse backgrounds share one or more characteristics such as geographic location, race or ethnicity, gender, age, or religion.<sup>200</sup>

**Community-based** – a program, service, or other strategy conducted within and by members of a particular community. The program, service or strategy can be implemented independently or in conjunction with an outside group, e.g., a government agency or nonprofit organization.<sup>201</sup>

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<sup>196</sup> Adapted from the US Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention (OJJDP), Deinstitutionalization of Status Offenders Best Practice Database. Available at: <http://www.ojjdp.gov/dso/dsoGlossary.aspx> & Vincent, G. M. (2011). *Screening and Assessment in Juvenile Justice Systems: Identifying Mental Health Needs and Risk of Reoffending*. Washington, DC: Technical

Assistance Partnership for Child and Family Mental Health. Available at: [http://www.tapartnership.org/docs/jjResource\\_screeningAssessment.pdf](http://www.tapartnership.org/docs/jjResource_screeningAssessment.pdf).

<sup>197</sup> Adapted from OJJDP's Deinstitutionalization of Status Offenders Best Practice Database. Available at: <http://www.ojjdp.gov/dso/dsoGlossary.aspx>.

<sup>198</sup> *Blending and Braiding Funds and Resources: The Intermediary as Facilitator*. (January 2006). Washington, DC: National Collaborative on Workforce and Disability. Available at: [http://www.ncwd-youth.info/sites/default/files/infobrief\\_issue18.pdf](http://www.ncwd-youth.info/sites/default/files/infobrief_issue18.pdf).

<sup>199</sup> *Id.*

<sup>200</sup> Adapted from "The Guide to Community Preventive Services," an electronic resource developed by the Community Preventive Services Task Force, an independent, nonfederal, uncompensated body of public health and prevention experts whose members are appointed by the Director of the U.S. Centers for Disease Control and Prevention. Available at: <http://www.thecommunityguide.org/about/glossary.html>.

<sup>201</sup> *Id.*

**Continuum of care** – an array of programs, services, and other strategies that engage youth and families at the point of prevention and moves them to early interventions and more significant system involvement only as needed. Incorporated into the continuum are: the fundamental elements of valid screening and assessment instruments; the matching of identified needs to the appropriate programs and services; and ensuring that the programs and services provided are effective at improving outcomes for youth and their families.<sup>202</sup>

**Culturally competent** – the extent to which a policy, program, service or other strategy is respectful of and compatible with the cultural strengths and needs of any given youth, family, and community.<sup>203</sup>

**Curfew violation** – a status offense characterized as a youth who violates an ordinance prohibiting persons below a certain age from being in certain public places during set hours.<sup>204</sup>

**Deinstitutionalization of Status Offenders (DSO)** – one of four core requirements set forth by the JJDP. Provides that youth charged with status offenses, and abused and neglected youth involved in the child welfare system, may not be placed in secure detention or locked confinement.<sup>205</sup>

**Detention** – the locked confinement of youth whose alleged conduct is subject to court jurisdiction and for whom a restrictive, out-of-home placement has been deemed necessary for their own safety and/or for the safety of the community while court proceedings are pending.<sup>206</sup>

**Disproportionate Minority Contact (DMC)** – the disproportionately high rate of contact that minority youth have with the child welfare or juvenile justice system in proportion to the general population and as compared with white youth. Minority youth populations include American Indian and Alaska Native, Asian,

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<sup>202</sup> Adapted from Lipsey, Mark W., et al. (2010). *Improving the Effectiveness of Juvenile Justice Programs: A New Perspective on Evidence-Based Practices*. Washington, DC: Georgetown University, Georgetown Public Policy Institute, Center for Juvenile Justice Reform. Available at: <http://cjjr.georgetown.edu/pdfs/ebp/ebppaper.pdf>.

<sup>203</sup> Adapted from OJJDP's Deinstitutionalization of Status Offenders Best Practice Database. Available at: <http://www.ojjdp.gov/dso/dsoGlossary.aspx>, and the Child Welfare Information Gateway, an electronic resource of the Administration for Children and Families at the U.S. Department of Health and Human Services. Available at: <http://www.childwelfare.gov/supporting/cultural.cfm>.

<sup>204</sup> Adapted from OJJDP's Deinstitutionalization of Status Offenders Best Practice Database. Available at: <http://www.ojjdp.gov/dso/dsoGlossary.aspx>.

<sup>205</sup> 42 U.S.C. § 5633(a)(11) 2012.

<sup>206</sup> Adapted from the National Juvenile Detention Association's "Definition of Juvenile Detention." Available at: <http://njps.org/detention/>.

Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, and persons of mixed race/ethnicity.<sup>207</sup>

**Diversion** – the process of responding to the needs and behaviors of youth and families without formal court processing in the juvenile justice or child welfare system.<sup>208</sup>

**Empirically-supported** – a program, service, practice, or other strategy that is demonstrated to be effective; is based on a clearly articulated and empirically supported theory; and has measurable outcomes.

**Evidence-based** – a program, service, practice, or other strategy that is demonstrated to be effective; is based on a clearly articulated and empirically supported theory; has measurable outcomes; has been scientifically tested, optimally through randomized control studies or comparison group studies; and has been replicated with similar measurable outcomes.<sup>209</sup>

**Gender-responsive** – the intentional creation and implementation of policies, programs, practices, services, and other strategies that comprehensively reflect and address the needs of a targeted gender group. Gender-responsive approaches: (1) incorporate the differences between male and female development; (2) acknowledge the different pathways boys and girls take into the child welfare, status offense, and juvenile justice systems; and (3) take a gender-specific and strengths-based approach to prevention and intervention.<sup>210</sup>

**Family engagement** – the process of intentional and meaningful involvement of families, on both the personal and organizational levels, in the decision-making, policy development, and reform efforts to improve outcomes of any system in which they are a part.<sup>211</sup>

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<sup>207</sup> Coalition for Juvenile Justice. (2010). *Disproportionate Minority Contact: Facts and Resources*. Available at: <http://www.juvjustice.org/sites/default/files/ckfinder/files/DMC%20factsheet%20draft%20-%20Final%20for%20Print.pdf>.

<sup>208</sup> Adapted from OJJDP's Deinstitutionalization of Status Offenders Best Practice Database. Available at: <http://www.ojjdp.gov/dso/dsoGlossary.aspx>.

<sup>209</sup> Adapted from S. 678, the Juvenile Justice and Delinquency Prevention Reauthorization Act of 2009. Available at: <http://www.gpo.gov/fdsys/pkg/BILLS-111s678rs/pdf/BILLS-111s678rs.pdf>.

<sup>210</sup> Adapted from the "Gender-Responsive Definitions?" of the *National Girls Institute*, <http://www.nationalgirlsinststitute.org/i-work-with-girls/resources-best-practices/gender-responsive-definitions/> & Sydney, L. (October 2005). *Supervision of Women Defendants and Offenders In the Community. Gender-Responsive Strategies for Women Offenders*. Washington, DC: National Institute of Correction, U.S. Department of Justice.

<sup>211</sup> Adapted from Aracelis, G. & Cheryl D. Hayes. (2008). *Understanding the State of Knowledge of Youth Engagement Financing and Sustainability*. The Finance Project. Washington, DC.

**Family group decision-making** – an approach in which family members are brought together with key stakeholders and a trained facilitator or coordinator to make decisions about how to care for children and youth and develop a plan of service. Different names used for this type of intervention include family team conferencing, family team meetings, family group conferencing, family team decision-making, family unity meetings, and team decision-making.<sup>212</sup>

**Indian Child Welfare Act** – a federal statute enacted in 1978 that governs the removal and out-of-home placement of American Indian children, establishes standards for the placement of Indian children in foster and adoptive homes, and enables Tribes and families to be involved in child welfare and status offense cases.<sup>213</sup>

**Intervention** – a program, service, or other strategy designed to respond to a particular behavior or event and prevent children, youth, and families from penetrating further into a given system.<sup>214</sup>

**Juvenile Detention Alternatives Initiative (JDAI)** – a national strategy of the Annie E. Casey Foundation designed to demonstrate that state and local juvenile justice systems can dramatically reduce their reliance on detention without sacrificing public safety. Launched in 1992, JDAI has been replicated in over 150 jurisdictions in 32 states and the District of Columbia.<sup>215</sup>

**Juvenile Justice and Delinquency Prevention Act (JJDP)** – a federal statute enacted in 1974 that provides a set of uniform standards of care and custody for court-involved children and youth across the U.S. states, territories, and the District of Columbia.<sup>216</sup> The JJDP sets forth four core requirements, or protections, with which states must comply to be eligible for federal juvenile justice funding under the statute.<sup>217</sup> States who voluntarily choose to comply with the JJDP also receive training and technical assistance from the federal Office of Juvenile Justice and Delinquency Prevention (OJJDP).<sup>218</sup> In addition,

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<sup>212</sup> Adapted from the Child Welfare Information Gateway, an electronic resource of the Administration for Children and Families at the U.S. Department of Health and Human Services. Available at: <https://www.childwelfare.gov/>. For a comparison of approaches, see Annie E. Casey Foundation. Family Teaming: Comparing Approaches (2009). Available at: <http://www.caseyfamilyservices.org/userfiles/pdf/teaming-comparing-approaches-2009.pdf>.

<sup>213</sup> Adapted from the Child Welfare Information Gateway, an electronic resource of the Administration for Children and Families at the U.S. Department of Health and Human Services. Available at: <http://www.childwelfare.gov/systemwide/courts/icwa.cfm>.

<sup>214</sup> Adapted from OJJDP's Deinstitutionalization of Status Offenders Best Practice Database. Available at: <http://www.ojjdp.gov/dso/dsoGlossary.aspx>.

<sup>215</sup> For more information, visit their website at: [www.jdaihelpdesk.org](http://www.jdaihelpdesk.org).

<sup>216</sup> cf. 42 U.S.C. § 5602.

<sup>217</sup> 42 U.S.C. § 5633(a)(11-13), (22) 2012.

<sup>218</sup> 42 U.S.C. § 5633(f) 2012.

OJJDP is charged with monitoring state compliance with the JJDPA and providing guidance to the states on how best to prevent delinquency and improve their juvenile justice systems.<sup>219</sup>

**LGBTQ** – an inclusive acronym that refers to children and youth who identify as lesbian, gay, bisexual, and transgender, as well as children and youth who question or are still exploring their sexual identity.<sup>220</sup>

**Positive Youth Development** – an intentional, pro-social approach that engages youth and families in a manner that is productive and constructive; recognizes, utilizes, and enhances youths' strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths.<sup>221</sup>

**Post-Traumatic Stress Disorder (PTSD)** – a type of anxiety disorder triggered by exposure to a traumatic event such as physical or sexual assault or exposure to violence, disasters, and accidents. A common characteristic of PTSD is that the individual continues to have an extreme, often debilitating emotional response to the event even when the event has ceased and s/he is no longer in danger.<sup>222</sup>

**Runaway** – a status offense characterized as a youth leaving the home, custody or supervision of parents or caregivers without permission and failing to return within a reasonable length of time.<sup>223</sup>

**Screening** – a process designed to identify the needs of children, youth and families, particularly any mental health needs, who come into contact with a system, and to determine if further intervention, including court processing, is warranted. This is contrasted with an assessment, which would occur only if a

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<sup>219</sup> 42 U.S.C. § 5614(b) 2012.

<sup>220</sup> National Center for Lesbian Rights. *LGBTQ Youth in the Foster Care System*. Available at: <http://nwnetwork.org/wp-content/uploads/2012/08/2006-NCLR-LGBTQ-Youth-in-the-Foster-Care-System1.pdf>.

<sup>221</sup> Taken from FindYouthInfo.gov, an on-line resource created by the Interagency Working Group on Youth Programs (IWGYP) comprising representatives from 12 federal departments and five federal agencies that support programs and services focusing on youth. Available at: <http://www.findyouthinfo.gov/youth-topics/positive-youth-development>.

<sup>222</sup> Hetrick SE, Purcell R, Garner B, Parslow R. "Combined Pharmacotherapy and Psychological Therapies for Post Traumatic Stress Disorder (PTSD)." *Cochrane Database of Systematic Reviews*. (2010). Issue 7. Art. No.: CD007316. DOI: 10.1002/14651858.CD007316.pub2. Abstract available at: <http://www.ncbi.nlm.nih.gov/pubmedhealth/PMH0014403/>; "Post-Traumatic Stress Disorder (PTSD)." Washington, D.C: National Institute of Mental Health, National Institute of Health, U.S. Department of Health and Human Services. Available at: [http://www.nimh.nih.gov/health/publications/post-traumatic-stress-disorder-ptsd/nimh\\_ptsd\\_booklet.pdf](http://www.nimh.nih.gov/health/publications/post-traumatic-stress-disorder-ptsd/nimh_ptsd_booklet.pdf).

<sup>223</sup> Adapted from OJJDP's Deinstitutionalization of Status Offenders Best Practice Database. Available at: <http://www.ojjdp.gov/dso/dsoGlossary.aspx>.

valid screening instrument indicated the need for a more in-depth inquiry. (Also see definition of Assessment.)<sup>224</sup>

**Status offender** – a child or youth who commits a status offense.

**Status offense** – conduct that would not be unlawful if committed by an adult but is unlawful only because of a child's or youth's legal minor status. Common status offenses include running away, truancy/chronic absenteeism, curfew violation, ungovernability/incorrigibility/beyond the control of one's parents and minor in possession of alcohol or tobacco products.<sup>225</sup>

**Truancy** – a status offense characterized as a youth being absent from school without a valid excuse from a parent, caregiver, or school official.<sup>226</sup> The number of unexcused absences required to trigger a charge of truancy varies from state-to-state.

**Ungovernability** – a status offense characterized as a youth's failure to comply with reasonable requests of a parent or approved caregiver to the point that the youth is deemed to be beyond the control of the parent or caregiver. Also referred to as "incorrigibility" or "beyond the control of one's parents."

**Valid court order (VCO)** – a statutory exception to the DSO core requirement, amended into the JJDP in 1980. Provides that a judge may order a youth adjudicated for a status offense into locked confinement if the youth violates a valid court order.<sup>227</sup>

**Youth engagement** – the process of intentional and meaningful involvement of youth and families, on both the personal and organizational levels, in the decision-making, policy development, and reform efforts to improve system outcomes.<sup>228</sup>

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<sup>224</sup> Adapted from OJJDP's Deinstitutionalization of Status Offenders Best Practice Database. Available at: <http://www.ojjdp.gov/dso/dsoGlossary.aspx> & Vincent, G. M. (2011). "Screening and Assessment in Juvenile Justice Systems: Identifying Mental Health Needs and Risk of Reoffending." Washington, DC: Technical Assistance Partnership for Child and Family Mental Health. Available at: [http://www.tapartnership.org/docs/jiResource\\_screeningAssessment.pdf](http://www.tapartnership.org/docs/jiResource_screeningAssessment.pdf).

<sup>225</sup> 28 C.F.R. § 31.304(h) (2008).

<sup>226</sup> National Center for School Engagement. (August 2006). *Guidelines for a National Definition of Truancy and Calculating Rates*.

<sup>227</sup> PL 96-509, 1980 S 2441, 94 Stat. 2755. (December 1980).

<sup>228</sup> Adapted from Aracelis, G. & Cheryl D. Hayes. (2008). *Understanding the State of Knowledge of Youth Engagement Financing and Sustainability*. The Finance Project. Washington, DC.

## **SOS PROJECT PUBLICATIONS**

As part of the SOS Project, CJJ has published policy guidance, emerging issues briefs, fact sheets, toolkits, and many more resources related to status offenses. You can find the resources listed below at <http://www.juvjustice.org/our-work/safety-opportunity-and-success-project/resources/publications>.

### **General Resources on Status Offenses**

Talking Points on Status Offenses

Debunking Myths about Status Offenses

### **Emerging Issues Briefs and Policy Guidance**

Disproportionate Minority Contact and Status Offenses

Girls, Status Offenses and the Need for a Less Punitive and More Empowering Approach

Running Away: Finding Solutions that Work for Youth and their Communities

Addressing Truancy and Other Status Offenses

LGBTQ Youth and Status Offenses

Ungovernable and Runaway Youth

Status Offenses and Family Engagement

Juvenile Defense in Status Offense Cases

### **Judicial Leadership**

Exercising Judicial Leadership to Reform the Care of Non-Delinquent Youth: A Convenor's Action Guide for Developing a Multi-Stakeholder Process

Making the Case for Status Offense Systems Change: A Toolkit

POSITIVE POWER: Exercising Judicial Leadership to Prevent Court Involvement and Incarceration of Non-Delinquent Youth

### **The Law and Status Offenses**

Status Offense Laws: A Model Policy Guide

Use of the Valid Court Order Exception in the States



**Public Welfare**  
FOUNDATION

## DISPROPORTIONATE MINORITY CONTACT AND STATUS OFFENSES

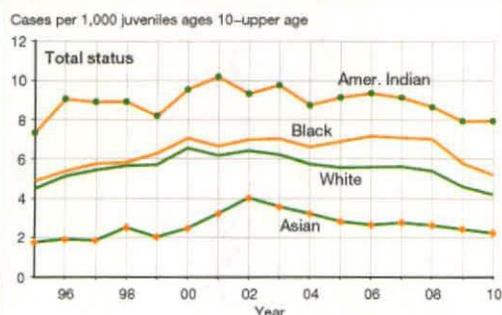
### I. BACKGROUND

In 1988, the Juvenile Justice and Delinquency Prevention Act<sup>i</sup> (“the Act”) required that states participating in the Act’s formula grant program develop and implement plans to address disproportionate minority confinement of juveniles in secure facilities, including jails and lockups. At that time, nearly 7 out of 10 youth in these facilities were minority youth, an overrepresentation of more than double their percentage in the general population.<sup>ii</sup> In 1992 the Act was strengthened by making DMC reduction a core requirement of the JJDP. When the Act was reauthorized in 2002, Congress expanded the core requirement even further, from *confinement* to *disproportionate minority contact* (“DMC”). The purpose of the requirement remained the same: “to ensure equal and fair treatment for every youth in the juvenile justice system, regardless of race and ethnicity.”<sup>iii</sup>

Now, more than a decade later, states continue to grapple with both accurately measuring DMC and with identifying effective strategies to address it. According to 2011 data, only 34 states had implemented DMC systems improvement and delinquency prevention strategies,<sup>iv</sup> and those efforts continue to be largely focused on the population of youth at risk for, or charged with, delinquency. But what of DMC among youth at risk for, or charged with, status offenses?

Unfortunately, national data on youth held in out-of-home placement for, or charged with, non-delinquent offenses remain limited. We do know that in 2010 alone, an estimated 137,000 status offense cases were petitioned in juvenile courts, a 6 percent increase from 1995. Of those 2010 cases, 10,400 involved detention and 6,100 resulted in an out-of-home placement.<sup>v</sup>

**Petitioned status offense case rates declined for White youth between 1995 and 2010, but increased for all other racial groups.**



**In 2010 (the most recent year data on individual status offenses is available):**

- Black youth had ungovernability case rates that were more than twice that of White youth;
- American Indian youth had liquor law violation case rates more than three times that of White youth; and
- Black youth had runaway case rates that were more than three times that of White youth.<sup>2</sup>

Source: Puzanichera, Charles, and Sarah Hockenberry. 2013. *Juvenile Court Statistics 2010*. Pittsburgh, PA: National Center for Juvenile Justice. Graphic reprinted with permission.

The most recent data from the Census of Juveniles in Residential Placement show that more than 2,239 status offenders were held in residential placement facilities on the census date in 2011 and 1,876 of those were held in locked facilities.<sup>vi</sup> Of these youth in residential placement, 1,060 (47.3%) were White as compared to 736 (32.9%) Black, 228 (10.2%) Hispanic, and 95 (4.2%) American Indian youth.<sup>vii</sup> On their face, these numbers indicate significant disproportionate representation of youth of color—particularly Black youth—among those in residential placement for status offenses: In 2011, 76.2 percent of U.S. youth age 12-17 were White, 16.6 percent were Black, and 1.8 percent were American Indian; 16.9 percent were of Hispanic ethnicity.<sup>viii</sup>

## II. WHY FOCUS ON NON-DELINQUENT YOUTH?

Research has long established that youth charged with status offenses are placed at risk when housed with and engaging in corrections programs with seriously delinquent youth. Research shows that youth charged with status offenses are stigmatized, suffer collateral consequences when removed from home and school and may develop anti-social attitudes and behaviors when exposed to other status offenders and delinquent youth.<sup>ix</sup> These young people are also more “likely to have difficulty transitioning back into community, home and school settings and are more likely to be arrested again . . . and to be formally charged, adjudicated and committed to a juvenile corrections institution.”<sup>x</sup>

Despite these negative outcomes, jurisdictions continue to use confinement for youth charged with status offenses and other non-delinquent youth, sometimes for significant periods of time prior to

adjudication or more appropriate placement. In 2011, 220 youth were detained in locked facilities for status offenses while awaiting adjudication on the census date. Of those youth, 39.5 percent were White, 38.6 percent were Black, 15.5 percent were Hispanic and 3.6 percent were American Indian.<sup>xi</sup> As compared to the percentages of youth in the general population, discussed above, these numbers demonstrate the overrepresentation of youth of color. The majority of detained youth (112 youth) had been in a residential facility without adjudication for less than a week, but a significant number (40) had been in a facility for more than 30 days and some had been detained for more than 180 days without any adjudication. The data show that Black youth were also more likely than White youth to have been in a residential facility for a week or more.<sup>xii</sup>

These relatively small numbers only tell part of the story. In 2011 the Census of Juveniles in Residential Placement found 9,883 juveniles in residential facilities due to technical violations. Technical violations are acts that disobey valid court orders or conditions of probation or parole. They can include being late for appointments, failing to complete a program, or even committing a status offense, like running away or skipping school, once a judge has ordered a youth not to. Of the nearly 10,000 youth in placement for technical violations, more than a third (35.9%) were Black and more than a quarter (26%) were Hispanic.

## III. ADDRESSING THE DATA DEFICIT ON DISPROPORTIONALITY AMONG STATUS OFFENDERS

DMC among status offenders and its relationship to disproportionality in the larger justice system is a critical issue to address, in large measure because it is

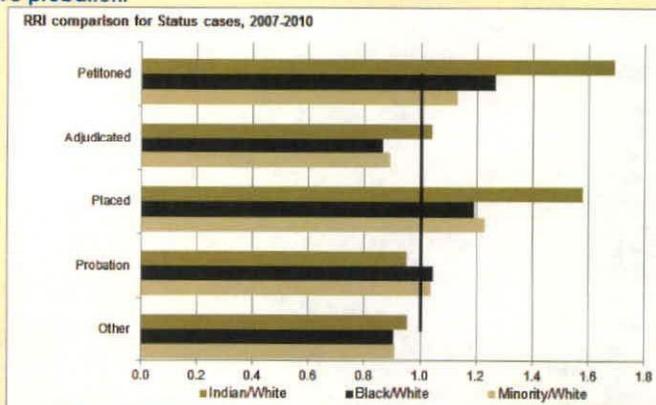
the entry point for which data are most limited. There are several reasons for this lack of information, including the fact that status offense cases are often handled outside of the courts, and current national data collection focuses largely on petitioned court cases. Other factors limiting available data are: 1) the likelihood that youth who enter the juvenile justice system as status offenders are also involved with other systems (i.e., they are “crossover youth”) and there is confusion about which system takes primary responsibility for them; 2) the nature of status offense proceedings is such that youth cycle in and out of the system more rapidly than in delinquency proceedings, making it more difficult to keep track of them; and 3) the persistent misperception that youth who commit status offenses are simply “pre-delinquent” and will ultimately show up in the delinquency system where they will be taken into account.

In fact, there is significant evidence that some youth charged with status offenses are in the most benign of circumstances, just young people being young people, acting out in ways that are consistent with their age and stage of development. In less benign circumstances, they are youth who have serious, often complex, unmet needs. In neither case should future delinquency be a foregone conclusion; and in both cases, confinement in a juvenile facility is counterproductive.

### New data on status offenses and disproportionality

As part of its ongoing collaboration with CJJ, the National Center for Juvenile Justice (NCJJ) recently analyzed status offense cases petitioned to juvenile court between 2007 and 2010 to develop relative rate index comparisons. (A relative rate index (RRI) is “the rate of activity involving [youth of color] divided by the rate of activity involving [white youth].”)

They found that Black youth were petitioned to court at a rate 1.27 times that of White youth but adjudicated at a rate .86 times that of White youth; meaning that Black youth were more likely than White youth to be petitioned to court, but less likely to be adjudicated. American Indian youth were petitioned at a rate 1.69 times that of White youth and adjudicated at close to the same rate (1.04 times that of White youth). Black and American Indian youth were also more likely than White youth to be placed in residential placement. Black youth and White youth received probation at nearly the same rate, but American Indian youth were less likely than White youth to receive probation.



NCJJ’s data analysis also revealed differences in outcomes based on the nature of the offense. Black youth charged with running away were petitioned at a rate 3 times that of White youth, but were slightly less likely than White youth to be adjudicated. Black youth were also more than two times as likely to be petitioned for ungovernability but were adjudicated at almost the same rate. (American Indian youth were much less likely than White youth to be petitioned for ungovernability.) Black youth and American Indian youth were also more than twice as likely as White youth to be petitioned for curfew violations but less likely to adjudicated. For liquor-related status offenses American Indian youth were more than twice as likely to be petitioned and somewhat more likely to be adjudicated, while Black youth were petitioned at approximately one quarter the rate of White youth but adjudicated at nearly the same rate (.89 times). Although more research is needed to determine why these disparities exist and what they mean for juvenile justice practice and policy, it is clear that significant disproportionality exists for Black and American Indian youth who are alleged to have committed status offenses.

Despite evidence of DMC among status offenders and the fact that this disproportionality may feed DMC in the delinquency system, there are significant obstacles to resolving this problem. In 2011, only 18 states had completed their OJJDP mandated DMC assessments; only 29 states had collected data for all nine of the DMC contact points, and only 30 received funding and/or technical assistance to implement nationally recognized DMC reduction models.<sup>xiii</sup>

Addressing DMC among status offenders will not be easy: some states experience significant resource challenges to collecting system-wide data, and there are still considerable societal barriers to frank discussion of racial disparities. Also, policy and practice reform efforts that implicate status offenders often force juvenile justice stakeholders to reach beyond their comfort zone and enter into close partnerships with new actors.<sup>xiv</sup> If states are in the beginning stages of understanding and addressing DMC among the population of youth charged with delinquency, it may be ambitious to expect that they would have the capacity to address it among the population of youth charged with status offenses. Still, the unique characteristics of youth charged with status offenses that make them a somewhat confounding population for the juvenile justice system also make them particularly well-suited for more holistic interventions outside of and beyond that system.

#### IV. IMPLICATIONS FOR JUVENILE JUSTICE REFORM

The Coalition for Juvenile Justice (CJJ) “Safety, Opportunity & Success (SOS): Standards of Care for Non-Delinquent Youth Project” (“The SOS Project”) engages multiple stakeholders to guide states in implementing policies and practices that divert non-

delinquent youth from juvenile courts and locked confinement to connect them to family and community-based systems of care that can more effectively meet their needs. Through this project, CJJ connected with advisors from a variety of disciplines to develop the National Standards for the Care of Youth Charged with Status Offenses (“the National Standards”). The National Standards include specific recommendations for system professionals—from law enforcement to social service providers and courts—to reduce racial and ethnic disparities, including:

- Collect and analyze data at all decision points so intentional strategies can be developed to reduce racial and ethnic disparities.
- Use culturally competent screening and assessment tools at appropriate points and throughout a status offense case.
- Implement practices that are culturally and linguistically competent.
- Implement family engagement and alternative dispute resolution strategies during status offense cases.
- Provide access to family-connected and community-based services in youths’ home communities, especially where a community may have disproportionately high involvement in the status offense system.

The National Standards also address several other issues that may affect DMC among youth charged with status offenses, such as efforts to identify the cause of the status offense before court involvement, avoiding secure detention for status offenders, and access to culturally-competent prevention and intervention services and treatment for youth and their families. Further, the National Standards reframe the conversation about status offenders away from

how the juvenile justice system ought to be involved with this population and toward whether the juvenile justice system ought to be involved with this population. In so doing, the National Standards

provide a framework that could help discontinue the overrepresentation of minority youth in the nation's juvenile justice system.



To learn more, or to get involved in the Coalition for Juvenile Justice Safety, Opportunity & Success: Standards of Care for Non-Delinquent Youth Project, or to get a copy of the National Standards for the Care of Youth Charged with Status Offense:

Contact: Lisa Pilnik, CJJ Deputy Executive Director, 202-467-0864  
Pilnik@juvjustice.org

Visit: <http://www.juvjustice.org/sos.html>  
Facebook: [www.facebook.com/juvjustice](http://www.facebook.com/juvjustice)  
Twitter: [@4juvjustice](https://twitter.com/4juvjustice)

<sup>i</sup> Pub. L. 93—415, 42 U.S.C. 5601 et seq.

<sup>ii</sup> U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention, *Disproportionate Minority Confinement: Lessons Learned From Five States* (Washington DC: December 1998).

<sup>iii</sup> U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention, *In Focus: Disproportionate Minority Contact* (Washington DC: November 2012), available at <http://www.ojjdp.gov/pubs/239457.pdf>.

<sup>iv</sup> *Id.*

<sup>v</sup> Puzzanchera, Charles, and Sarah Hockenberry. 2013. *Juvenile Court Statistics 2010*. Pittsburgh, PA: National Center for Juvenile Justice. Available at <http://www.ncji.org/pdf/jcsreports/jcs2010.pdf>.

<sup>vi</sup> 2011 is the most recent year for which data is available. Sickmund, M., Sladky, T.J., Kang, W., & Puzzanchera, C. (2013). "Easy Access to the Census of Juveniles in Residential Placement." Available: <http://www.ojjdp.gov/ojstatbb/ezacjrp/>. Locked facilities are those in which "juveniles are restricted within the facility or its grounds by locked doors, gates, or fences some or all of the time" and include group homes, shelters, detention centers, boot camps and other types of placements.

<sup>vii</sup> The number of Asian and Pacific Islander youth were 13 and 9, respectively.

<sup>viii</sup> Puzzanchera, C., Sladky, A. and Kang, W. (2013). "Easy Access to Juvenile Populations: 1990-2012." Online. Available: <http://www.ojjdp.gov/ojstatbb/ezapop/>. Note that the numbers add up to more than 100% because in the Easy Access to Juvenile Populations the number of Hispanic youth is measured under ethnicity rather than race (unlike the data on residential placement from the Census of Juveniles in Residential Placement) so a youth can be counted, for example, as both White and Hispanic or both Black and Hispanic.

<sup>ix</sup> Holman, B., et al., (2007) *The Dangers of Detention: The Impact of Incarcerating Youth in Detention and Other Secure Facilities*. Justice Policy Institute, Annie E. Casey Foundation.

<sup>x</sup> U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention, *Alternatives to Secure Detention and Confinement of Juvenile Offenders* (Washington DC: 2005).

<sup>xi</sup> Sickmund, M., Sladky, T.J., Kang, W., & Puzzanchera, C. (2013). "Easy Access to the Census of Juveniles in Residential Placement." Available: <http://www.ojjdp.gov/ojstatbb/ezacjrp/>.

<sup>xii</sup> *Id.*

<sup>xiii</sup> U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention, *In Focus: Disproportionate Minority Contact* (Washington DC: November 2012), available at <http://www.ojjdp.gov/pubs/239457.pdf>.

<sup>xiv</sup> One example would be the working with schools to reduce the number of referrals or analyze causes for youth of color being referred at higher rates.

## GIRLS, STATUS OFFENSES AND THE NEED FOR A LESS PUNITIVE AND MORE EMPOWERING APPROACH

### I. BACKGROUND

In 2009, more than 140,000 status offense cases were petitioned to family and juvenile courts across the United States.<sup>i</sup> Status offenses are acts not deemed criminal when committed by adults, but that carry juvenile court sanctions for youth who are under the state's legal age of majority as defined by state statute.<sup>ii</sup> Commonly charged status offenses include truancy, running away, curfew violations, behaviors that are considered ungovernable, incorrigible, or beyond the control of one's parents (hereinafter "ungovernable"), and underage liquor law violations.

Among the thousands of status offense cases petitioned to the courts every year, a disproportionate number of them

are brought against girls. In 2009, girls accounted for almost 50% of all status offense cases petitioned to the courts, as compared to 28% of all delinquency cases.<sup>iii</sup> Moreover, the rate at which girls are petitioned to the courts for a status offense has outpaced that of boys. Between 1995 and 2009, the number of petitioned cases for curfew violations for girls grew by 23% vs. only 1% for boys.<sup>iv</sup> The number of petitioned cases for liquor law violations for girls grew by 41% vs. only 6% for boys.<sup>v</sup> During that same period, the number of petitioned runaway cases for girls decreased by 25%, yet girls still comprised 58% of all petitioned runaway cases in 2009.<sup>vi</sup> In addition, the truancy case rate for girls was higher than the rate

IN 2009, GIRLS ACCOUNTED FOR ALMOST 50% OF ALL STATUS OFFENSE CASES PETITIONED TO THE COURTS, AS COMPARED TO 28% OF ALL DELINQUENCY CASES.

### WHAT IS THE SOS PROJECT?

The CJJ "Safety, Opportunity & Success (SOS): Standards of Care for Non-Delinquent Youth Project" ("SOS Project") engages multiple stakeholders to guide states in implementing strategies that divert non-delinquent youth from juvenile courts and locked confinement to connect them to family- and community-based systems of care that can more effectively meet their needs.

### WHY IS IT NEEDED?

Since 1974, the Deinstitutionalization of Status Offenders (DSO) core requirement of the federal Juvenile Justice and Delinquency Prevention Act (JJCPA) has prohibited the incarceration of youth charged with status offenses. Research reveals that placing youth who commit status offenses in locked detention facilities jeopardizes their safety and well-being, and may actually increase their likelihood of committing unlawful acts.<sup>1</sup> Since 1984, however, the Valid Court Order (VCO) exception to the DSO core requirement has allowed detention of adjudicated status offenders if they violate a direct order from the court. Almost half of the U.S. states and territories prohibit use of the VCO exception in statute or do not actively use the exception. Still, each year the VCO exception contributes to the locked detention of thousands of non-delinquent youth.

for all other status offense categories.<sup>vii</sup>

Once an arrest is made or a petition is filed, girls are also detained for status offenses at a disproportionate rate as compared to boys. In a 2010 national census of youth in custody, girls comprised 16% of all detained youth but 40% of those were detained for a status offense.<sup>viii</sup> At one time and in some states, girls comprised more than 70% of youth detained for status offenses.<sup>ix</sup>

These statistics beg the question, “Why are girls so much more likely than boys to be petitioned and incarcerated for a status offense?” This brief explores the complex answer to this question, and previews steps that can be taken to unravel, understand, and better address the complex needs of girls who engage in status offense behaviors.

## II. HOW DIFFERENT EXPECTATIONS OF GIRLS LEAD TO A DOUBLE STANDARD

The differential treatment girls receive at the hands of the courts is not a new phenomenon. The first juvenile court, founded in 1899, defined “delinquent” as anyone under age 16 who had violated a city ordinance or law.<sup>x</sup> As applied to girls, however, the court included incorrigibility, associations with immoral persons, vagrancy, frequent attendance at pool halls or saloons, other debauched conduct, and

AT ONE TIME AND IN SOME STATES, GIRLS COMPRISED MORE THAN 70% OF YOUTH DETAINED FOR STATUS OFFENSES.

use of profane language in its definition.<sup>xi</sup> Thus, from the beginning, the very system that was set up to rescue youth from the harshness of the adult system also put girls at greater risk of being adjudicated and confined within the juvenile system, based largely on

genderized norms that sought to define acceptable and unacceptable behavior for girls.

More than 100 years later, this double standard persists. Data culled from the Annie E. Casey Foundation’s Juvenile Detention Alternative Initiatives (JDAI) and other relevant research suggest several reasons why modern-day actors within the juvenile system continue to take a more invasive and more restrictive stance towards girls who engage in status offense behaviors than they do boys. These reasons include but are not limited to:

- A paternalistic attitude among decision-makers towards girls, driven by a belief that girls need to be protected from themselves and victimization by others;
- A comfort, even if an uneasy comfort, with using locked confinement to access services for girls with significant needs; and
- A deeply held belief that girls are or should be “sugar and spice and everything nice,” which engenders intolerance of girls who are non-cooperative and non-compliant.<sup>xii</sup>

The aforementioned attitudes are not limited to juvenile system actors. Schools, parents, and guardians are active referral sources for status offense petitions brought against both girls and boys. In 2009, schools referred 57% of all truancy cases, and parents/guardians referred 42% of all ungovernability cases.<sup>xiii</sup> The research illuminates a biased and disempowering continuum. Parents and schools – disappointed, frustrated, or alarmed by behaviors that depart from a genderized norm – push girls into the juvenile system in an effort to get them to comply with the norm. In turn, the juvenile system, typically by way of the courts, uses increasing degrees of incapacitation to curtail girls’ behavior in an attempt to reinforce the genderized norm. All the while, girls’ individual struggles, personalities, needs, and

## NEED FOR GENDER-RESPONSIVE SERVICES

Juvenile justice system professionals should understand the developmental, behavioral, and social differences between boys and girls and how their service needs are accordingly different. They should make gender-responsive choices regarding interventions, treatment, and services before, during, and following court involvement.

Research shows that boys are more likely than girls to be arrested and prosecuted in juvenile court, and that girls are more likely to be arrested for status offenses.<sup>1</sup> While girls and boys in the juvenile justice system come from all different family types and socioeconomic backgrounds, girls are more likely to enter the delinquency system if they:

- Are living in poverty;
- Have been exposed to domestic violence and/or substance abuse;
- Have a history of running away;
- Have experienced sexual, physical, and/or emotional abuse;
- Feel disconnected from school or have experienced academic failure; or
- Have mental health and substance abuse issues.<sup>2</sup>

Research has shown that there are specific protective factors that may make girls less likely to commit offenses, including support from a caring adult, succeeding and/or feeling connected to someone in school, and religiosity.<sup>3</sup> School connectedness, family support, and positive social activities have been found to be protective factors for both boys and girls.<sup>4</sup>

For more information on how agencies and courts who work with status offenders can be gender responsive please contact Marie Williams, CJJ Interim Executive Director at [Williams@juvjustice.org](mailto:Williams@juvjustice.org).

<sup>1</sup> U.S. Department of Health and Human Services' Office of the Assistant Secretary for Planning and Evaluation (2008). "Fact Sheet: Juvenile Delinquency" from "What Challenges Are Boys Facing, and What Opportunities Exist To Address Those Challenges?" available at <http://aspe.hhs.gov/hsp/08/boys/FactSheets/jd/report.pdf>.

<sup>2</sup> Zahn, M. et al. (2010) "Causes and Correlates of Girls' Delinquency." Girls Study Group. Available at <https://www.ncjrs.gov/pdffiles1/ojdp/226358.pdf>.

<sup>3</sup> Hawkins S.R., et al (2009) "Resilient Girls—Factors That Protect Against Delinquency" Girls Study Group available at <https://www.ncjrs.gov/pdffiles1/ojdp/220124.pdf>. (for this study "delinquent behavior" was defined to include status offenses (truancy and unruliness), gang membership, selling drugs, serious property offenses and assault).

<sup>4</sup> Ibid.

attributes are overlooked, de-emphasized, or dismissed.

## III. DEFIANCE OR SELF-DEFENSE?

Girls who come into contact with the courts are disproportionately victims of physical and sexual abuse. As far back as the early 1900s, records show that 70% of the girls who were institutionalized were victims of incest.<sup>xiv</sup> These days, girls in the system may be three times more likely than boys to have been sexually abused.<sup>xv</sup> In a study of girls adjudicated in South Carolina, 69% reported being abused by a caregiver, 42% reported experiencing dating violence, and 81% reported being victims of sexual violence.<sup>xvi</sup> Similarly, a study of girls and young women incarcerated in the California Youth Authority found that 66.7% reported ongoing physical abuse and 44.7% experienced sexual abuse.<sup>xvii</sup>

Incidents of physical or sexual abuse are particularly high among girls who run away from home. According to statistics, 46% of runaway and homeless youth reported being physically abused, 38% reported being emotionally abused, and 17% reported being forced into unwanted sexual activity by a family or household member.<sup>xviii</sup>

Thus, for girls who are victims of abuse and trauma, running away or staying out past curfew may be less an act of rebellion and more an attempt at self-preservation. Research, however, shows that the juvenile justice system continues to take a paradoxical stance towards girls: expressing a desire to protect them from themselves and others while at the same time punishing them for behaviors deemed deviant or defiant, without making the connection between the behaviors and the underlying causes.<sup>xix</sup> Without understanding this connection, laws, policies, and practices may inadvertently criminalize girls'

reasonable response to flagrant and continual victimization.

#### IV. GIRLS, STRUCTURAL RACISM, AND IMPLICIT BIAS

The problems of differential treatment are particularly acute for girls of color. In general, youth of color are far more likely to be petitioned for a status offense than their white counterparts. Between 1995 and 2006, the runaway case rate for African American youth increased 61% while the rate fell 27% for white youth.<sup>xx</sup> In 2009, the runaway case rate for African American youth was more than 3 times the rate for white youth, and the ungovernability case rate for African American youth was more than twice the rate for white youth.<sup>xxi</sup> If formally adjudicated, African American girls are three times more likely, and Native American girls are four times more likely, to be placed outside of the home as compared to their white counterparts.<sup>xxii</sup> Native American girls are detained nine times as often for status offenses than their white counterparts; Hispanic girls are detained almost twice as often.<sup>xxiii</sup>

There are at least two explanations for why girls of color receive disparate treatment when they are petitioned for a status offense. One explanation is structural racism. Structural racism is defined as any

IF FORMALLY ADJUDICATED, AFRICAN AMERICAN GIRLS ARE THREE TIMES MORE LIKELY, AND NATIVE AMERICAN GIRLS ARE FOUR TIMES MORE LIKELY, TO BE PLACED OUTSIDE OF THE HOME AS COMPARED TO THEIR WHITE COUNTERPARTS.

set of laws, policies, rules, or practices that have the intention or effect of treating people of color more harshly than whites, or denying people of color access to the same opportunities and resources as whites.

Unlike overt racism, which tends to lie in the malicious actions of an individual or group, structural racism is embedded in the system itself. As such, it can be hard to identify until the disparate outcome materializes. For example, laws that mandate the filing of truancy petitions after a certain number of school absences, intended to hold students and parents accountable to compulsory attendance laws, can inadvertently target pregnant and parenting girls of color who have higher teen pregnancy and birth rates than their white counterparts and who may miss school as a result.<sup>xxiv</sup>

Another explanation for why girls of color receive disparate treatment when they are petitioned for a status offense is implicit bias. Implicit bias is a subtle and more pervasive form of bias that people hold against others simply because they belong to a particular group, defined by race or other immutable factors.<sup>xxv</sup> As opposed to overt acts of discrimination, implicit bias takes the form of unconscious attitudes and motivations that are deep-rooted, automatic, and invisible to the person who holds them.<sup>xxvi</sup> Consequently, people are not even aware that their actions are biased. To them, their actions are rational and justified. With regards to girls of color, the implicit bias can manifest as one of both race and gender:

There is reason to believe that juvenile justice officials are not performing individualized, contextual assessments of girls of color. Instead of relying on their discretion to examine girls holistically, our current system treats them—as a group—as already a social problem. There is virtually no effort to understand how significantly the circumstances under which girls of color live create pathways to the system.<sup>xxvii</sup> More concretely, actors in the juvenile justice system are likely to view girls of color and Black girls in

particular as delinquents—as social problems themselves rather than as young girls affected by social problems.<sup>xxviii</sup>

In other words, implicit bias can work to render juvenile justice actors blind to each individual girl's unique set of struggles, needs, potential, and strengths. Rather, they see only her gender, her color or both, along with all attendant stereotypes, beliefs, and preconceived notions.

## V. YOU CAN'T JUST PAINT IT PINK

Girls and boys come into contact with the juvenile court for similar reasons. Research shows that they both tend to share lower socioeconomic status, disrupted family backgrounds, and difficulties in school.<sup>xxix</sup> There are, however, key differences between girls and boys that have significant implications for how to effectively respond to girls who come into contact with the courts.

The pathways girls take into the justice system differ from those of their male counterparts in the prevalence and type of trauma, family loss, and separation they experience.<sup>xxx</sup> Research shows that court-involved girls and young women have disproportionately high rates of victimization, particularly incest, rape, and battering.<sup>xxxi</sup> Court-involved girls also differ from court-involved boys in that they tend to be more relationship-oriented, and to internalize responses to trauma in the form of depression, self-mutilation, and substance use.<sup>xxxii</sup>

In addition, and as mentioned above, the juvenile justice responds to girls differently than it does boys. When they come into contact with the courts, girls are more likely than boys to be detained for minor offenses and technical violations and are more likely than boys to be returned to detention for technical violations. Running away and behavioral responses to domestic violence that manifest as ungovernability –

## JUDICIAL LEADERSHIP IN NEVADA

Judge Frances Doherty credits three separate yet related catalysts with reforms that Washoe County has implemented in support of youth charged with status offenses: Annie E. Casey's Juvenile Detention Alternatives Initiative (JDAI), leadership of Washoe County Juvenile Services, and an emerging and shared desire among system stakeholders to reduce detention rates in Washoe County.

These three factors provided the impetus for the Washoe County court and Juvenile Services to begin implementing JDAI in 2003. They created a stakeholder group that included four law enforcement agencies, prosecutors, defenders, nonprofits, and school districts. Using JDAI principles, the court services personnel and judges triaged the cases that came before them. In 2006, the group adopted a targeted focus on female status offenders. With the assistance of Fran Sherman, a visiting professor at Boston College Law School and a specialist on girls in the juvenile justice system, the Washoe County court evaluated its programs and decision points with a specific focus on the needs of girls. The evaluation revealed higher detention rates for girls for lower level offenses than boys, and showed that girls charged with status offenses remained on probation longer than boys.

To address girls' issues and broaden detention reform efforts, the court revised its detention risk assessment instrument, and implemented a "no exception to the 'no detention rule'" for youth charged with status offenses. The risk assessment instrument serves to advise rather than mandate decisions and the court retains its power to make final decisions about whether or not to detain. Since the revision, overrides when risk assessment findings recommend no detention have decreased by 50 percent. The court also contracted with a nonprofit provider for non-secure beds as a placement alternative to detention, and established a protocol with local law enforcement agencies to "cite and release" youth alleged to have committed status or low-risk offenses. In the event that an officer is not comfortable taking a child home, they have the option to take the child to a non-secure placement.

After eight years, JDAI is a central part of the fabric of broader juvenile justice system reform in Washoe County and around the state. As of August 2011, Washoe County was using only 39 of 72 available detention beds and had closed a unit.

both of which are more common among girls – also tend to lead to system involvement and locked detention.<sup>xxxiii</sup>

For these reasons, effectively responding to girls who in engage in status offense behaviors and who come into contact with the courts must involve more than just taking elements of responses developed with boys in mind and changing a few things to make them suitable for girls. This is the message underlying “You Can’t Just Paint it Pink,” a video and training manual produced by the Delaware Girls Initiative to help system workers, including judges, lawyers, and case managers, untangle and explore ways to better address the complex needs girls bring to the system.<sup>xxxiv</sup> The video highlights the fact that:

- The juvenile justice system was originally designed to deal with the problems of boys and young men and, in doing so, neglected the gender-specific programming and treatment needs of girls and young women;<sup>xxxv</sup> and
- Girls respond differently than boys to program interventions and treatment, and these differences require separate research and planning to meet the needs of girls enmeshed in a system designed to manage and serve a predominately male population.<sup>xxxvi</sup>

While a federal focus on girls in the juvenile system has spurred research and program development in the field (discussed in more detail below), the availability of gender-specific interventions for girls still lags well behind the availability of interventions originally designed with boys in mind. Among those programs that do exist, it is unclear whether they are meeting girls’ specific needs. In 2008, a Girls Study Group convened by the federal Office of Juvenile Justice and Delinquency Prevention (OJJDP) reviewed 61 gender-responsive programs across the United States and found that only 17 had been evaluated by federal or

state authorities, with none meeting the OJJDP’s criteria for “effectiveness.”<sup>xxxvii</sup>

## VI. TOWARD A LESS PUNITIVE AND MORE EMPOWERING APPROACH

Like the girls themselves, system responses to girls who engage in status-offending behaviors must be multi-layered and individualized. As aforementioned, a continuum of gender-responsive programs and practices that have been evaluated for their effectiveness are key to ensuring that girls receive the attention and treatment they need. The continuum, however, must be driven and undergirded by a matrix of federal, state, and local laws and policies that diverts girls from the courts in the first instance, and limits their system involvement to the greatest extent possible when a petition is filed.

RESEARCH SHOWS THAT COURT-INVOLVED GIRLS AND YOUNG WOMEN HAVE DISPROPORTIONATELY HIGH RATES OF VICTIMIZATION, PARTICULARLY INCEST, RAPE, AND BATTERING.

In keeping with its original purpose, the JJDPA has helped to focus the federal government’s response to girls in the delinquency system. The 1992 reauthorization included a requirement that states analyze their juvenile justice system’s provision of “gender-specific services” to female offenders and plan the delivery of gender-specific treatment and prevention services. The 2002 reauthorization went a step further to require that state plans include, “a plan for providing needed gender-specific services for the prevention and treatment of juvenile delinquency” and “. . . assurance that youth in the juvenile justice system are treated equitably on the basis of gender . . . .”<sup>xxxviii</sup>

Since that time, different state and local jurisdictions have implemented common sense and innovative reforms that positively impact the entire population of youth who come or are at risk of coming to the attention of the courts because of a status offense.

IN THE FIRST YEAR ALONE, REFORMS IN CONNECTICUT AND ALABAMA REDUCED THE NUMBER OF STATUS OFFENSE REFERRALS TO THE COURT BY 41% AND 40%, RESPECTIVELY.

Given their overrepresentation among status offense cases, these reforms also go a long way to divert girls who engage in status offense behaviors away from the court, limit their involvement if a petition is filed, and prohibit their locked detention.

Several judicial-led reforms are highlighted in the Coalition for Juvenile Justice's 2012 report, *Positive Power: Exercising Judicial Leadership to Prevent Court Involvement and Incarceration of Non-Delinquent Youth*. Among the highlights are Connecticut's elimination of the Valid Court Order (VCO) exception and diversion of status offenses from the juvenile court in the first instance, and Jefferson County, Alabama Family Court's protocol to prevent parents from directly filing petitions for ungovernability until they have exhausted non-judicial alternatives. In the first year alone, these reforms reduced the number of status offense referrals to the court by 41% and 40%, respectively.<sup>xxxix</sup>

Other policy reform examples can be found in Florida, New York and, most recently, Georgia. In Florida, the Department of Juvenile Justice (DJJ) contracts with the Florida Network of Youth and Family Services, Inc., to oversee Florida's Families in Need of Services (FINS) system and provide non-judicial interventions to families when their child is

skipping school, running away, or otherwise acting out. Families can seek out the intervention themselves, or be referred by law enforcement or school staff. The key to Florida's approach is that no status offense petition or other referral to the court is needed to trigger the intervention. Under Florida law, only if FINS interventions are insufficient to address the family crisis may a case be referred to the juvenile court. Between 2006 and 2008, only about 6 percent of Florida FINS cases were petitioned to court. In addition, by diverting youth from court, Florida's approach saved the state between \$31.2 million and \$37 million in fiscal year 1997-1998.<sup>xi</sup>

In 2005, New York adopted legislation to strengthen diversion requirements for status offense cases, discourage status offense petitions, and narrow the circumstances under which youth petitioned for a status offense may lawfully be detained. Within one year, court petitions for status offenses decreased by almost 41 percent, and admissions of status offenders to non-secure detention facilities fell by 39 percent.<sup>xii</sup>

In May 2013, Georgia re-wrote its juvenile code to classify youth previously petitioned for a status offense as Children in Need of Services (CHINS).<sup>xiii</sup> While not as strong as the legislation in Connecticut or Florida, the new Georgia law begins a re-framing of this youth population from one in need of sanctions to one in need of services apart from the courts.

## VII. CONCLUSION – IMPLICATIONS FOR FURTHER JUVENILE JUSTICE REFORM

Since 2011, the CJJ "Safety, Opportunity & Success (SOS): Standards of Care for Non-Delinquent Youth Project" ("SOS Project") has engaged multiple stakeholders to guide states in implementing policies and practices that divert non-delinquent youth from juvenile courts and locked confinement to connecting

them with family- and community-based systems of care that can more effectively meet their needs. Through this project, CJJ collaborated with advisors from a variety of disciplines to develop the National Standards for the Care of Youth Charged with Status Offenses (“the National Standards”). The National Standards take into account several key components that could help state and local jurisdictions, as well as the federal government, apply current and emerging knowledge about girls and their specific developmental, physical, and emotional needs.

Further, the National Standards reframe the conversation about status offenders away from *how* the juvenile justice system ought to be involved with girls who engage in status behaviors toward *whether* the juvenile justice system ought to be involved with this population. In so doing, the National Standards provide a framework that could help eliminate the disproportionate and potentially harmful response systems tend to have toward girls who engage in behaviors deemed to be status offenses.

## Coalition for Juvenile Justice | SOS Project

Safety, Opportunity & Success (SOS): Standards of Care for Non-Delinquent Youth



To learn more, or to get involved in the Coalition for Juvenile Justice Safety, Opportunity & Success: Standards of Care for Non-Delinquent Youth Project, or to get a copy of the National Standards for the Care of Youth Charged with Status Offense:

Contact: Marie Williams, CJJ Interim Executive Director  
202-467-0864  
Williams@juvjustice.org  
Visit: <http://juvjustice.org/our-work/safety-opportunity-and-success-project>

1319 F STREET NW SUITE 402 WASHINGTON, DC 20004

<sup>i</sup> Puzanchera, Charles, Benjamin Adams, and Sarah Hockenberry. 2012. *Juvenile Court Statistics 2009*. Pittsburgh, PA: National Center for Juvenile Justice.

<sup>ii</sup> In most states, the legal age of majority for status offense purposes is 18. The notable exceptions are South Carolina, Texas, and Wyoming, where the age of majority for status offense purposes is 17. OJJDP Statistical Briefing Book, *Juvenile Justice System Structure & Process, Upper and lower age of juvenile court delinquency and status offense jurisdiction*, 2012. Available at [http://www.ojjdp.gov/ojstatbb/structure\\_process/qa04102.asp?qaDate=2012](http://www.ojjdp.gov/ojstatbb/structure_process/qa04102.asp?qaDate=2012).

<sup>iii</sup> Puzanchera, et al., *supra* note 1.

<sup>iv</sup> *Id.*

<sup>v</sup> *Id.*

<sup>vi</sup> *Id.*

<sup>vii</sup> *Id.*

<sup>viii</sup> Annie E. Casey Foundation, *Making Detention Reform Work for Girls*. (Baltimore, MD: 2013).

<sup>ix</sup> Francine T. Sherman. 2005. *Pathways to Juvenile Detention Reform: Detention Reform and Girls*. Baltimore, MD: Annie E. Casey Foundation.

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- xxviii *Id.* at 1507.
- xxix Bloom and Covington, *supra* note 16.
- xxx Sherman, *supra* note 9.
- xxxi Bloom and Covington, *supra* note 16.
- xxxii Sherman, *supra* note 9.
- xxxiii *Id.*
- xxxiv DVD: *You Can't Just Paint It Pink*, Scott Michaels, Denise Bray and Chandlee Johnson Kuhn (Delaware Girls Initiative, 2010).
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- xli Mogulescu and Caro, *supra* note 38.
- xlvi Chapter 11, Title 15 O.C.G.A.

## “Ungovernable” and Runaway Youth

### Guidance for Youth-Serving, Legal and Judicial Professionals

Running away from home or acting “ungovernable” (or beyond the control of one’s parents) can lead youth to become involved with the juvenile justice system; in some cases youth can even be placed in secure confinement for these behaviors.<sup>i</sup> “Status offenses,” or behaviors that are only illegal due to a young person’s age, are often symptomatic of larger issues the child faces in the home, school or community. They may be less a reflection of the child’s risky behavior and more an indication of poor family functioning or his or her unmet health, mental health or educational needs. Runaway and ungovernability cases (the latter may also be called “incorrigibility” or “beyond the lawful control of one’s parent”), can be particularly difficult for professionals to meaningfully help families and young people resolve. They are often rooted in family conflict and the parent’s expressed interests may be at odds with the child’s. Many youth who run away may be running from an abusive situation

or running to an unsafe environment. Research also shows that runaway case rates for African American youth are more than three times the rate for White youth, and the ungovernability case rate for African American youth is more than twice the rate of white youth.<sup>ii</sup> In addition, girls made up 58% of all petitioned runaway cases and 42% of petitioned ungovernability cases in 2010 (compared to 28% of delinquency cases).<sup>iii</sup>

The Coalition for Juvenile Justice’s *National Standards for the Care of Youth Charged with Status Offenses* (the *National Standards*) provide relevant and practical guidance to help ensure youth charged with running away or ungovernability are safe, offered the services and assistance they need, and do not slip deeper into the justice system or experience the negative outcomes associated with system involvement.

#### JEFFERSON COUNTY (ALABAMA) FAMILY COURT’S FAMILY-FOCUSED COURT DIVERSION PROTOCOL FOR ALLEGEDLY UNGOVERNABLE OR INCORRIGIBLE YOUTH

Historically, parents in Alabama have been allowed to file a complaint directly with the court alleging a child to be ungovernable or incorrigible. Realizing that counseling was often court-ordered as a remedy in such cases, then Presiding Judge J. Brian Huff and his colleagues developed a court diversion protocol that mandates that youth and their parents and/or guardians must first undergo at least five family counseling sessions before filing in juvenile court. If the child refuses to go, the parent must develop a treatment plan with a counselor. To assist low-income parents, Judge Huff also worked with local providers to offer counseling sessions at little or no cost to parents or guardians. Implementation of this relatively simple protocol has dramatically reduced youth placements in locked confinement for ungovernability/incorrigibility charges in Jefferson County, and reduced the number of status offense cases filed before the Jefferson County Court annually by approximately 40 percent (from 4,000 to 2,500). Importantly, the protocol has also empowered parents and families to address difficult, yet non-delinquent behavior with their children without juvenile justice system intervention.

Specifically, the *National Standards* call for the following:

- **First responders to runaway, ungovernable youth, or other “status offense” cases should aim to resolve all such cases through the provision of voluntary diversion services and by determining the reason behind system contact** (*Section II, Standards 1, 2 and 6*). As the commentary to the *National Standards* illustrates, there are many steps professionals can take to promote voluntary service alternatives for their runaway and ungovernability clients, and strategies they can use to identify the family circumstances or unmet needs that prompted system involvement.
- **Law enforcement professionals should focus on prevention and intervention by connecting children and families to needed services in lieu of charging or detaining children** (*Section II, Standard 4*). The Standards recognize the critical role law enforcement professionals play in ensuring young people do not unnecessarily enter the status offense system.
- **Professionals and systems should ensure that past trauma and other experiences are identified and responded to with appropriate screening, assessment, treatment, services and supports** (*Section I, Standard 4*). Commentary to this section illustrates ways social service agencies and courts can recognize and respond to the impact trauma has on youth charged with status offenses, particularly in runaway and ungovernability cases.
- **Professionals working with these youth should understand the developmental, behavioral and social differences between boys and girls and how their service needs are accordingly different** (*Section I, Standard 9*). As discussed in the commentary to this section, there are several concrete steps professionals can take to make gender-responsive choices regarding interventions, treatment and services before, during, and following court involvement.

In addition to the above, the *National Standards* address many considerations relevant to runaway and ungovernability cases, including adolescent brain development, early intervention and diversion strategies, as well as concrete recommendations relating to specific populations, such as LGBTQ and minority youth.



For more information contact Lisa Pilnik, CJJ Deputy Executive Director, at 202-467-0864 or pilnik@juvjustice.org or visit <http://www.juvjustice.org/sos.html>

1319 F STREET NW SUITE 402 WASHINGTON, DC 20004

<sup>1</sup> Although the Juvenile Justice and Delinquency Prevention Acts prohibits secure confinement, there is an exception, used in about half the states, that allows judges to order secure confinement of youth who violate a valid court order.

<sup>2</sup> Puzzanhera, C. and Sarah Hockenberry.(2013). *Juvenile Court Statistics 2010*. Pittsburgh, PA: National Center for Juvenile Justice.

<sup>3</sup> *Ibid.*

# ATTACHMENT 12

Executive Order No. 2016-07  
Frequently Asked Questions:  
Statewide Strategic  
Information Technology Plan



## **Executive Order No. 2016-07 FAQs – Statewide Strategic IT Plan**

### **SECTION 1 – EXECUTIVE ORDER NO. 2016-07**

As set out in the Statewide Strategic Information Technology Plan, Cabinet Agencies shall use the shared services from the Division of Technology Operations (DTO) as those services become available and in a sequence to be determined by DTO. Cabinet Agencies shall coordinate with DTO to accomplish a strategic transition to the shared services environment. Shared services include, but are not limited to; mainframe services, application hosting, servers, storage, network services, desktop services, and disaster recovery services. The State Chief Information Officer may grant an exception, to be revisited on a periodic basis, if DTO determines that it cannot immediately satisfy the technical or security capabilities required to support the agency in question.

### **SECTION 1 FAQs**

**1. Q: Which shared services are available today?**

A: Shared services currently available include managed server, managed storage, application hosting, and network, desktop support and printing services. Some Disaster Recovery (DR) services are now available and additional DR services are being developed. DTO is creating a services catalog that will clearly define all services available to agencies.

**2. Q: What are the rates for shared services?**

A: The rate structure is under review and revision, but DTO does have standard rates for these services today. As more agencies utilize the shared services environment, DTO will continuously evaluate cost models to achieve economies of scale for maximized cost effectiveness.

**3. Q: Are service level agreements (SLA) available for these services?**

A: SLA's will be worked out with each agency based on agency needs and requirements for services. A Master Agreement for Services, which will establish the Terms and Conditions for all services, is currently under executive review within the Department of Administration.

**4. Q: How will the sequence of available shared services be worked out?**

A: The "sequence" refers to the schedule for cabinet agency migrations to DTO. The anticipated services are all currently available for use. DTO will work with the Cabinet Agencies to measure their current state of IT maturity and IT risk. This process will help determine the order of migration among the agencies. DTO is working to bring onboard a third-party vendor experienced in IT migrations and consolidations in both state government environments and in large private sector businesses to assist DTO with consolidating agency infrastructure.

**5. Q: How does an agency go about requesting an exception?**

A: Only agency directors may request an exception. Exceptions must be submitted in writing to the DTO Chief Information Officer. The specific requirements which DTO must satisfy, whether technical, security-oriented or otherwise, must be defined clearly. Specific standards, regulatory and/or statutory requirements must be exactly noted with a reference to the standard, regulation,

## **Executive Order No. 2016-07 FAQs – Statewide Strategic IT Plan**

and/or statute. The request must also include the gap in service which DTO cannot meet at the time of the request. The request must also clearly define how the agency is currently meeting the stated requirements, either on premises or through a third-party service provider. Costs for the current method of fulfillment must also be included in the request for exception if the agency is requesting the exception based on cost. This process will continue to evolve. The purpose is to find the best business case for the issue at hand, not to approve or deny a specific information technology solution.

**6. Q: *Who will be the arbiter in cases where agencies believe DTO cannot satisfy the agency's requirement and DTO believes that it can, either directly or through a third-party provider?***

A: The Director of the Department of Administration.

**7. Q: *Does DTO plan to utilize cloud services? Software as a service? Hardware as a service?***

A: DTO may offer its shared services to agencies through third-party providers if that is the most efficient means of providing the service, but DTO will be the agency interface for any such service. DTO will require any third-party provider to meet the business, regulatory and/or statutory obligations of agencies consuming the service.

**8. Q: *Is DTO taking my IT employees?***

A: No. Each agency will continue to manage its IT staff. As DTO identifies staffing needs necessary to implement the various aspects of a shared services model, DTO will post job openings and hire the most qualified candidates.

## **Executive Order No. 2016-07 FAQs – Statewide Strategic IT Plan**

### **SECTION 2 – EXECUTIVE ORDER NO. 2016-07**

With regard to information technology governance, standards, and enterprise architecture, Cabinet Agencies shall comply with the rules, standards, plans, policies, and directives of DTO.

### **SECTION 2 FAQs**

**1. Q: *Has DTO already worked out any of these rules, standards, etc.?***

A: Security rules and standards are being guided by federal requirements and DIS. Information technology governance advisory groups for hardware, software and best practices will be established to help develop other standards. These groups will consist of representatives from multiple agencies and provide input for consideration.

**2. Q: *What input will agencies have into the development of these rules, standards, etc.?***

A: Agencies will make DTO aware of their specific requirements as part of the initial evaluation of agency IT maturity and IT risk. However, rules and standards are derived from industry best practices (such as ITIL) and from federal standards (such as NIST).

## **Executive Order No. 2016-07 FAQs – Statewide Strategic IT Plan**

### **SECTION 3 – EXECUTIVE ORDER NO. 2016-07**

With regard to information technology governance, standards, and enterprise architecture, Cabinet Agencies shall participate and comply with decisions determined by the information technology governance advisory groups.

### **SECTION 3 FAQs**

**1. Q: *What input will agencies have into the governance structure?***

A: DTO values collaboration and is currently in the process, through Gartner, of contacting numerous agency directors and agency IT directors to discuss establishing IT governance advisory groups. DTO expects that both state resources and private industry experts will contribute in an ongoing manner as was the case with the Statewide Strategic IT Plan.

**2. Q: *Will agencies have the option of requesting an exception to decisions made by the advisory groups?***

A: Agencies may request exemptions using the process defined in Section 1, question 5.

## **Executive Order No. 2016-07 FAQs – Statewide Strategic IT Plan**

### **SECTION 4 – EXECUTIVE ORDER NO. 2016-07**

For consideration of the annual Appropriations Act budget submission, Cabinet Agencies shall submit all information technology budget requests to the Executive Budget Office (EBO) and the DTO. The EBO and DTO shall jointly review the budget requests and recommend for funding consideration only those proposals that fit into the overall Statewide Strategic Information Technology Plan.

### **SECTION 4 FAQs**

**1. Q: *How will DTO be able to determine what an agency needs?***

A: DTO's IT Planning Office will play a much larger role in the evaluation of agency IT budget requests going forward. That office will work with agencies to develop a complete understanding of agency missions, priorities and strategic direction to properly evaluate budget requests in light of the state's overall strategic IT plan and what makes the best business sense for the state and the agency.

**2. Q: *Does this not give DTO too much control over what should be an agency decision?***

A: The primary driver of the Statewide Strategic IT Plan is the effort to improve service delivery through cost efficiency, enhanced security and standardization. These goals can only be accomplished through DTO's partnership with other agencies. DTO will be reviewing and evaluating agency plans to identify opportunities where standardization and centralization will lower agency IT overhead costs, freeing up the agency to focus its resources on its core business mission.

**3. Q: *How will this process operate?***

A: The IT Planning Office has an existing process with the EBO in which it tracks agency requests for historical purposes. This process will serve as the foundation for the IT Planning Office's new responsibilities. Agencies will be informed as to the details of the new process once it has been developed and approved by the Department of Administration.

## **Executive Order No. 2016-07 FAQs – Statewide Strategic IT Plan**

### **SECTION 5 – EXECUTIVE ORDER NO. 2016-07**

With the consultation and approval of DTO, Cabinet Agencies must create an information technology plan for purchases that exceed \$50,000 to ensure compliance with the Statewide Strategic Information Technology Plan and the standards defined by DTO.

### **SECTION 5 FAQs**

**1. Q: *How is this any different from the current process?***

A: The major difference is that DTO will require more granularity in the technical and service delivery details of requests, and it will have authority to require these requests conform to state standards, architecture and the overall goals of the Statewide Strategic IT Plan. The details of this process will continue to evolve over time.

**2. Q: *How does this affect projects currently in progress?***

A: Current projects in progress are unaffected, but any new requests for funding, even those for existing projects, fall under this requirement.

## **Executive Order No. 2016-07 FAQs – Statewide Strategic IT Plan**

### **SECTION 6 – EXECUTIVE ORDER NO. 2016-07**

Cabinet Agencies shall develop a three-year strategic plan for information technology, updated annually, for DTO that shall be approved by the State Chief Information Officer that sets forth: (i) operational and project priorities; (ii) budget summaries; (iii) planned projects and procurements; (iv) staffing plans; (v) security initiatives; and (vi) risks, issues, and concerns with the agency's information technology.

### **SECTION 6 FAQs**

**1. Q: *When is this plan due?***

A: Plans will be due to DTO's IT Planning Office by August 1 every year beginning in 2016.

**2. Q: *What is the purpose of this plan?***

A: This plan provides DTO and state leadership a comprehensive look into how agencies are implementing the direction and goals of the Statewide Strategic IT Plan.

**3. Q: *Will DTO have veto or change authority over an agency plan?***

A: DTO will be responsible to ensure that agency plans support and advance the overall state plan objective to improve efficiency in service delivery, including enhanced security around that service delivery, through standardization and consolidation of infrastructure and infrastructure operations.

## **Executive Order No. 2016-07 FAQs – Statewide Strategic IT Plan**

### **SECTION 7 – EXECUTIVE ORDER NO. 2016-07**

Cabinet Agencies shall enter information technology costs into the South Carolina Enterprise Information System (SCEIS) as directed by DTO and SCEIS.

### **SECTION 7 FAQs**

**1. Q: *How is this different from the current procurement process?***

A: The SCEIS staff is currently re-defining codes and streamlining processes so that all agencies enter these costs using a uniform set of codes and follow the same process for this purpose.