

ATTACHMENT A
Youth Service Bureau Service Standard
2016 - 2018
Effective 7/1/16

JUVENILE DELINQUENCY PREVENTION

Juvenile Delinquency Prevention is the only service that DCS currently funds through Youth Service Bureau funding.

“The successful prevention of juvenile delinquency requires efforts on the part of the entire society to ensure the harmonious development of adolescents, with respect for and promotion of their personality from early childhood.” *Office of the United Nations High Commissioner for Human Rights December 14, 1990*

I. Service Description

Provisions of these services are to prevent adolescent misbehavior and to divert young people from the justice system (I.C. 31-26-3 (B)). These services can prevent youth from becoming involved in and/or intervene with youth who have become involved in delinquent behaviors. Alternative programming such as these prevent further progression in the juvenile delinquency system; and/or divert youth from the juvenile justice system. Services in this standard can occur in a variety of settings, including but not limited to the home; school; community centers; churches; and recreation programs. Services can be directed at youth or their parents/caregivers.

Young person should have an active role and partnership with the YSB in identifying program services to be offered whenever possible. Services must be strength-based, family focused and youth centered. Staff must respect confidentiality. Failure to maintain confidentiality may result in immediate termination of the service agreement. Services will be conducted with behavior and language that demonstrates respect for socio-cultural values, personal goals, life style choices and complex family interactions and be delivered in a culturally competent manner. Services should enhance existing services in the local community. Wherever possible, evidence based and/or best practices should be used in the delivery of services to youth and families.

All programs/services will meet the following overall minimum standards:

1. Delivered in a manner consistent with Trauma-Informed Care principles.
2. Delivered in a manner consistent with Positive Youth Development principles.
3. Utilize an evidence-based or evidence-informed program/practice to be implemented with fidelity in service delivery.
4. All program staff will be trained and sensitive to multicultural issues to include, at minimum, ethnicity, LGBTQ, generational poverty and youth culture.
5. All programs will build and maintain relationships with other agencies/organizations in the community in order to:
 - Build referral sources such as schools, juvenile probation, DCS, other youth serving organizations, mental health, etc., to solicit participants
 - Establish a network of resources so that youth and families can be referred to other community resources in order to meet all needs of the youth.

Agencies are encouraged to develop program delivery manuals for each YSB-funded program to meet best practice standards.

Programs/services that meet this service description are:

1. Mentoring –

Description: Adult or youth volunteer meets with program youth or family one-on-one to create a mentoring relationship.

Unit Rate Basis: Per case per month

Minimum Standards:

Mentoring Standards for IYSA

- 1) Recruit appropriate mentors and mentees by realistically describing the program's aims and expected outcomes.
- 2) Screen prospective mentors to determine whether they have the time, commitment and personal qualities to be an effective mentor.
 - Mentor agrees to a one (calendar or school) year minimum commitment for the mentoring
 - Mentor agrees to participate in face-to-face meetings with his or her mentee that average two hours twice a month over the course of a calendar or school year.
 - Program conducts at least one face-to-face interview with mentor annually.
- 3) Train prospective mentors in the basic knowledge and skills needed to build an effective mentoring relationship.
 - Mentor training includes the following topics, at a minimum:
 - a. Program rules;
 - b. Mentors' goals and expectations for the mentor/mentee relationship;
 - c. Mentors' obligations and appropriate roles;
 - d. Relationship development and maintenance;
 - e. Ethical issues that may arise related to the mentoring relationship;
 - f. Effective closure of the mentoring relationship; and
 - g. Sources of assistance available to support mentors.
 - h. Positive Youth Development
 - i. Cultural, gender and economic issues; and mentors are provided and understanding of trauma-informed care as well as recognition and prevention of sexual abuse.
 - j. Opportunities and challenges associated with mentoring specific populations of children (e.g. children of prisoners, youth involved in the juvenile justice system, youth in foster care, high school dropouts), if relevant.
 - k. Procedures to address problem resolution
 - Program provides training for the mentee and his or her parent(s)/guardian(s) (when appropriate) on the following topics:
 - a. Program guidelines;
 - b. Mentors' obligations and appropriate roles;
 - c. Mentees' obligations and appropriate roles; and
 - d. Parental/guardian involvement guidelines.
 - e. Procedures to address problem resolution
- 4) Match mentors and mentees along dimensions likely to increase the odds that mentoring relationships will endure.
- 5) Monitor mentoring relationship milestones and support mentors with ongoing advice, problem-solving support and training opportunities for the duration of the relationship.

- Program provides mentors with ongoing support and training (e.g., expert advice from program staff or others; publications; Web-based resources; experienced mentors; available social service referrals) to help mentors negotiate challenges in the mentoring relationships as they arise.
 - Program has quarterly contact with a key person in the mentee's life (e.g., parent, guardian or teacher) for the duration of the match.
- 6) Facilitate bringing the match to closure in a way that affirms the contributions of both the mentor and the mentee and offers both individuals the opportunity to assess the experience.
- Program has procedure to manage anticipated closures, including a system for a mentor or mentee rematch.
 - Program has procedure to manage unanticipated match closures, including a system for a mentor or mentee rematch.
 - Program conducts and documents an exit interview with mentor and mentee.
 - Program has a written statement outlining terms of match closure and policies for mentor/mentee contact after a match ends.

2. Teen Court/Diversion

Description: Program works with youth who have committed an offense. Program may give youth sanctions, and program monitors progress of sanctions and/or the youth's progress in remaining free from further offenses thus keeping them out of the juvenile probation system.

Unit Rate Basis: Per youth, per month

Minimum Standards:

Teen Court Minimum Standards

- 1) The Teen Court program builds and maintains relationships with other agencies/organizations in the community to establish referral sources and provide referrals to community resources.
 - Establishes and maintains referrals sources such as schools, probation, and law enforcement agencies
 - Provide community service and service learning options for respondents
 - The sentencing guidelines include options that are referred to other agencies to ensure services are not being duplicated
- 2) All Teen Court participants are properly trained
 - Respondents and their parent/guardian complete an intake that informs them about the expectations for jury members, jury room deliberation, and other court night roles
 - Adult volunteers, if applicable, complete an orientation that outlines their expectations, explains the goals of Teen Court, and trains on promoting positive youth development and restorative practices
 - Student volunteers receive initial training on their Teen Court roles, as well as ongoing training on restorative practices, leadership, and the legal system
 - Recruitment of volunteers should be from a diverse population
- 3) Teen Court focuses on restorative justice

- The sentencing guidelines include options that support restorative justice, promote pro-social activities, provide meaningful roles for the youth, and provide opportunities for community engagement
 - i. Service learning projects, community service, apologies, and mediation so the respondent has the chance to right their wrong and be held accountable
 - Staff/volunteers help respondents understand the scope of people that were affected by their actions
 - Staff and volunteers encourage youth to engage in pro-social activities
- 4) Teen Court participants determine a fair and appropriate disposition for each respondent
- One of the following best practice Teen Court models is used in the courtroom; Adult Judge Model, Youth Judge Model, Youth Tribunal Model, or Peer Jury Model
 - The sentencing guidelines include diverse options to meet the individual needs of each of respondent
- 5) The agency and staff take steps to ensure the safety of all participants in Teen court
- If a participant become a threat to others or retaliates against others, appropriate steps will be taken.

3. Skills –

Description: Youth attend a specified number of sessions that follow a curriculum to increase knowledge or skills that will prevent them from becoming involved in the juvenile justice system. Sessions are typically conducted in a group setting and pre and post tests are required based on knowledge/skills taught. Groups should include guest speakers that are experts in the topic field to provide education to the youth.

Unit Rate Basis: Per group session; Group rate for youth referred for skills education services should include no less than 3 participants per group.

Minimum Standards:

- 1) The skills building program provides an ability for participants to show competency by teaching the participant a skill and/or increases knowledge which improves the quality of the participant's life. The skills building course includes:
 - A minimum of 30 minutes per session
 - A pre and post test so that participants can demonstrate competency
 - The curriculum will follow a format including a set number of times that participants need to attend
 - Participants will demonstrate consistency in their attendance as evidenced by their sign-in sheets
 - The instructor(s) will be trained, as required, in the evidence driven/based curriculum that is used and follow the curriculum as outlined
 - The information is based on a Strengths-based approach
 - The programs helps the participants identify the skill is that is being taught in the skill building program
 - The programs provides written materials, as well as classroom presentations

- The program provides the opportunity for participants to provide input and evaluate the program
- 2) The Skills Building program is age appropriate and based on educational and/or development principles.
- Appropriate growth and development along with realistic, age appropriate expectations will be addressed
 - The participants will be provided with a variety of opportunities to share and demonstrate the information taught through role-play, group activities, etc.

4. School Intervention –

Description: Program provides youth intensive intervention to prevent, suspension, expulsion or dropping out of school. Youth may receive school-based services or attend an alternate program that allows youth to remain engaged in schoolwork and may allow for continued pursuit of academic progress. Entry and exit on the same day counts as half a day. Day of discharge is not included in the count.

Unit Rate Basis: Per day

Minimum Standards:

- 1) Program should maintain a working relationship with the school district, parents, and referral sources.
 - Establish intake paperwork and process for referrals
 - Maintain regular contact regarding students with schools, parents, and referral sources
 - Provide some form of follow up with referral sources once student has completed program
- 2) Classroom setting should have small group or one on one option available.
- 3) Include, outside of education/homework assistance, other skills building such as conflict resolution and drug and alcohol prevention based on the needs of the students.
 - May include options for community service/service learning.
 - Facilitate student progress toward successful return to regular school setting, if possible
- 4) Ensure the appropriate school/academic content is used. Communication between the schools academic/core 40 standards and the program content are aligned.
 - Intake includes individual determination of current school placement
 - When possible, obtain individual homework/assignments from school
 - For programs that provide academic credit, oversight for the program participants' academic work is provided by an Indiana licensed teacher
- 5) The program should not be punitive but supportive.
 - Staff-student interactions model positive interpersonal and communication skills
 - Students are provided with opportunities to understand the impact of their behavior on others and learn successful alternatives for behavior

5. Recreation –

Description: Program provides youth sports or recreational programming that engages their time, attention and energy. The program builds assets and diverts youth from potentially

dangerous/illegal activities. Program promotes pro-social values through sports and recreational activities. Site defines the number of youth per week that are engaged and regularly participating in services.

Unit Rate Basis: Per week

Minimum Standards:

- 1) The program will provide opportunities for moderate and vigorous physical activity that are developmentally appropriate for each child.
 - Each child/youth has a chance to engage in developmentally appropriate moderate and/or vigorous physical activity for at least 30 minutes out of every three-hour block of time at the program.
 - Children/youth use a variety of equipment, materials, and games that engage them in moderate and vigorous physical activity.
- 2) The program provides opportunities for students to demonstrate appropriate behaviors surrounding sports/recreation.
 - Staff and children/youth use the equipment, materials, and games safely and appropriately.
- 3) The program activities inspire and engage youth in sports/recreation.
 - Activities are fun, hands-on, and active
 - Activities are collaborative and use a team-based approach.
 - Children/youth identify topics and questions of interest to explore
 - Activities connect to the interests, experiences, and cultures of the children/youth and their families.
 - Children/youth learn how physical activity connects to their daily lives and the world in which they live.
- 4) The program creates a social environment, including positive relationships, that encourages children to enjoy and participate in sports/recreation.
 - The staff leads and participates in active play (e.g., games and activities)
 - The staff does not use physical activity as a punishment.
 - The students participate in activity selection, organization, and leadership
- 5) The program's physical environment supports the physical activity standards for sports/recreation.
 - The program equipment and activities for games, sports, etc., is age and developmentally appropriate.
 - The program equipment is sufficient to engage all participants and meets all required safety standards.
 - The program has adequate facilities for sports and recreational activities that meet safety standards.
- 6) Youth are coached to take personal responsibility for their actions and make good personal choices.
 - All staff are trained to use appropriate alternate strategies as consequences for negative or undesirable behaviors.
 - Staff and volunteers model positive, responsible and healthy behavior.

- Staff aid in the development of social-emotional skills.
- Staff encourage youth to problem-solve and practice positive conflict resolution.
- Staff coach youth on how to communicate positively and effectively and take personal responsibility.
- Staff encourages healthy lifestyle choices.

6. Shelter –

Description: Program provides overnight accommodations and a variety of programming for youth in need. The program may be emergency or short term care.

Unit Rate Basis: Per diem for a maximum of 20 days per youth, per stay. Youth cannot have current open DCS or Probation case. Entry and exit on the same day counts as half a day.

Day of discharge is not included in the count.

Minimum Standards:

- 1) Follow and provide proof of all licensing requirements and maintain all certifications required to meet health and safety standards (such as fire and health inspections.)
- 2) Provide all “necessary services” as required in Indiana Code HB 1063:
 Sec. 1. As used in this chapter, "necessary services" means the following:
 - a. Engaging in outreach services to locate and assist runaway or homeless youths.
 - b. Providing food and access to overnight shelter to a runaway or homeless youth.
 - c. Counseling a runaway or homeless youth to address immediate psychological or emotional problems.
 - d. Screening a runaway or homeless youth for basic health needs and referring a runaway or homeless youth to public and private agencies for health care.
 - e. Providing long term planning, placement, and follow-up services to a runaway or homeless youth.
 - f. Referring a runaway or homeless youth to any other assistance or services offered by public and private agencies.

7. Counseling/Case Management

Description: Counseling services provides youth and/or family guided intervention that enhances the social and emotional well-being of the youth and/or family.

Description: Contact with referring/community stakeholders or collateral for the purpose of case coordination, updating, planning, case staffing, child and family team meetings, court, or other information shared for the advancement and benefit of the youth to complete the identified service plan goals.

Unit Rate Basis: Per session. Hourly services may be billed in 15 minute increments; partial units are rounded to the nearest quarter hour using the following guidelines:

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|--------------------|------------------------|-----------|
| • 0 to 7 minutes | do not bill | 0.00 hour |
| • 8 to 22 minutes | 1 fifteen minute unit | 0.25 hour |
| • 23 to 37 minutes | 2 fifteen minute units | 0.50 hour |
| • 38 to 52 minutes | 3 fifteen minute units | 0.75 hour |
| • 53 to 60 minutes | 4 fifteen minute units | 1.00 hour |

Minimum Program Standards for Counseling and Case Management services:

- 1) Each client participates in assessment, treatment and goal planning, monthly assessment of progress toward treatment goals, case closure, and aftercare planning.
- 2) Program staff are demonstrating efforts to engage parents/guardians, when appropriate and possible, in the counseling/case management process.
- 3) Appropriate documentation is kept, to include case notes, phone logs, and collateral contacts.

Minimum Standards Specific to Counseling:

- 1) Counseling services follow evidence-based practices, such as Motivational Interviewing, Cognitive Behavioral Therapy, Functional Family Therapy, etc., to facilitate a positive change in behavior and/or improvement in quality of life.
- 2) Counseling services are able to address youth related issues such as substance abuse, family systems, anger management and conflict resolution, and interpersonal and communication skills building.
- 3) Counseling services adhere to the established guidelines of clinical, ethical and legal standards of care.

Minimum Standards Specific to Case Management:

- 1) Ability to facilitate access a wide variety of community resources required to meet the individual/family needs.
- 2) Case management services follow the established standards of care in areas of ethics and confidentiality.
- 3) Services establish coordination of care to minimize duplication of services and facilitate treatment goals.

8. Parent Education-

Description: Program provides parents instruction and guidance in Parenting.

Unit Rate Basis: Per group session

Minimum Standards:

- 1) The parenting education program demonstrates cultural competence and strives for cultural proficiency.
 - Parenting education program prioritizes cultural proficiency to effectively meet the diverse needs of all students.
 - Parenting education program prioritizes selecting staff that are culturally competent.
 - Parenting education program provides initial cultural competency training and provides ongoing training to support cultural proficiency.
- 2) The parenting education program's curriculum is age appropriate and based on nurturing, positive discipline principles.
 - The instructor(s) will be trained in the evidenced based curriculum to be used.
 - The information is based on a Strengths-based approach helping the parents realize their own strengths and those of their child
 - Appropriate growth and development along with realistic, age appropriate expectations will be addressed
 - Assessments are utilized with each session
 - The parents will be provided with a variety of opportunities to share and demonstrate the information taught through role-play, group activities, etc.

- Parents will learn principles such as natural consequences, the difference between punishment and discipline
- 3) The parenting education programs recognize the individuality of each parent and circumstances within the families.
- Parenting classes will be provided in a non-judgment environment encouraging the parent to freely learn from each other
 - Parenting education programs will help the parent identify the different types and effects of parenting styles, their own parenting style and evaluate the effectiveness of that style within their home.
 - Parents will be able to identify their own “triggers” and learn skills to enhance parenting based on self-awareness and effective parenting techniques
 - Parenting education programs provides written materials, as well as classroom presentations
 - Parenting education programs provides information on community resources and makes referrals as necessary

9. Tutoring:

Description: Academic tutoring shall be provided through direct one-on-one sessions or in small groups of 2 to 4 children who are matched by ability. Services should occur in locations that that promote learning, are large enough to accommodate the group and teaching materials, allow the child to concentrate without being disturbed by others, and allow for meaningful and direct assistance. Services may take place after school, on weekends and/or other times when n school is not in session.

Unit Rate Basis: Per hour per youth for individual or per hour per group session (billed sessions cannot be on the same day)

Minimum Standards:

- 1) The tutoring program provides high-quality tutoring interventions of sufficient duration and frequency that are aligned with classroom instruction.
 - Student participants attend tutoring frequently and consistently with a minimum of two sessions per week.
 - Tutoring interventions are tailored to individual student needs and progress.
 - Tutoring program provides a lesson plan or outline for each tutoring session.
 - Tutoring interventions are aligned with school district curriculum.
 - Tutoring program implements low student-to-tutor ratios as defined by the service standards.
 - Tutoring interventions foster positive student-tutor relationships
- 2) The tutoring program recognizes and engages families and the community as necessary partners for improving student achievement.
 - Tutoring program is committed to partnering with families, schools, and community.
 - Tutoring program communicates and engages regularly with families.
 - Tutoring program communicates and engages regularly with schools.
 - Tutoring program communicates and engages regularly with referral sources.
- 3) The tutoring program provides initial and ongoing training opportunities to build the capacity of tutors to best meet student needs.

- Tutoring program prioritizes tutor training by implementing a training plan.
- Tutoring program requires an initial program orientation for every tutor.
- Tutoring program requires initial training for every tutor.
- Tutoring program provides ongoing training and professional development opportunities for tutors.

II. Target Population

Youth under the age of 18 and their families (as defined by the family) who reside in the area served by the local Youth Service Bureau.

III. Outcomes

Youth Service Bureau Outcomes

Outcome 1: 80% of youth will not be arrested during the time of program participation.

Outcome 2: 80% of youth will not be arrested for 6 months following program completion.

Outcome 3: 75% of participants will build skills and knowledge as demonstrated by improvement on pre/post measurements designed for each Youth Service Bureau specific program.

Outcome 4: 75% of participants will continue to show academic progress during the time of program participation.

Outcome 5: 75% of participants will demonstrate a reduction in individually identified risk factors and/or an increase in protective factors during the time of program participation. (See IV. Youth Risk and Protective Factors List)

Outcome 6: 80% of clients will establish, maintain, or improve relationships with a positive, caring adult.

Outcome 7: 80% of clients indicate an improvement in life circumstances in an evaluation survey developed by the service provider or by IYSA for use with clients.

*YSB Members are to report outcomes for all YSB funded youth following the data collection procedures to be provided prior to the new funding start date.

IV. Youth Risk and Protective Factors (adopted from the Center for Disease Control)

Youth resiliency and prevention research consistently demonstrates that risk and protective factors significantly impact the development of a young person. The Juvenile Justice and Delinquency Prevention website (findyouthinfo.gov) defines a risk factor as anything that increases the probability that a person will suffer harm. A protective factor is defined as something that decreases the potential harmful effect of a risk factor. Successful prevention efforts decrease exposure to risk factors while increasing protective factors for a young person. Risk and protective factors are divided into four domains: individual, family, peer and social, and community. A list of risk and protective factors, as defined by the CDC, can be found below.

Individual Risk Factors

- History of violent victimization
- Attention deficits, hyperactivity or learning disorders
- History of early aggressive behavior
- Involvement with drugs, alcohol or tobacco
- Low IQ
- Poor behavioral control
- Deficits in social cognitive or information-processing abilities
- High emotional distress
- History of treatment for emotional problems
- Antisocial beliefs and attitudes
- Exposure to violence and conflict in the family

Family Risk Factors

- Authoritarian childrearing attitudes
- Harsh, lax or inconsistent disciplinary practices
- Low parental involvement
- Low emotional attachment to parents or caregivers
- Low parental education and income
- Parental substance abuse or criminality
- Poor family functioning
- Poor monitoring and supervision of children

Peer and Social Risk Factors

- Association with delinquent peers
- Involvement in gangs
- Social rejection by peers
- Lack of involvement in conventional activities
- Poor academic performance
- Low commitment to school and school failure

Community Risk Factors

- Diminished economic opportunities
- High concentrations of poor residents
- High level of transiency
- High level of family disruption
- Low levels of community participation
- Socially disorganized neighborhoods

Individual Protective Factors

- Intolerant attitude toward deviance
- High IQ
- High grade point average (as an indicator of high academic achievement)
- Positive social orientation
- Highly developed social skills/competencies

- Highly developed skills for realistic planning
- Religiosity

Family Protective Factors

- Connectedness to family or adults outside the family
- Ability to discuss problems with parents
- Perceived parental expectations about school performance are high
- Frequent shared activities with parents
- Consistent presence of parent during at least one of the following: when awakening, when arriving home from school, at evening mealtime or going to bed
- Involvement in social activities
- Parental / family use of constructive strategies for coping with problems (provision of models of constructive coping)

Peer and Social Protective Factors

- Possession of affective relationships with those at school that are strong, close, and pro-socially oriented
- Commitment to school (an investment in school and in doing well at school)
- Close relationships with non-deviant peers
- Membership in peer groups that do not condone antisocial behavior
- Involvement in pro-social activities
- Exposure to school climates that characterized by:
 - Intensive supervision
 - Clear behavior rules
 - Consistent negative reinforcement of aggression
 - Engagement of parents and teachers

V. Qualifications

All paid and unpaid staff (i.e., volunteers) that work with youth and families must have an understanding of the following concepts:

- Basics of child development
- Family dynamics
- Effects of abuse/neglect
- Cultural Competency
- Impact of poverty on family functioning
- Positive youth development
- Trauma-informed care
- Risk and protective factors
- Training in evidence-based program delivery (specific to services delivered)

Also, all paid and unpaid (i.e., volunteers) youth workers must comply with background check requirements detailed in Exhibit 1 of the YSB contract:

Counseling:

- Note: Indiana Code 25-23.6-1-3.8 "Counselor"

Sec. 3.8. Except as provided in IC 25-23.6-7-5, "counselor" refers to a social worker, a clinical social worker, a marriage and family therapist, a mental health counselor, an addiction counselor, or a clinical addiction counselor who is licensed under this article

Case Management:

Bachelor's degree in psychology, sociology, social work or juvenile justice. Supervision provided by a Master's level in related field at a minimum of 1 hour face to face per 20 hours of service provided (not less than every two weeks.)

Recreational and drop-in services:

- _Minimum of a high school diploma or equivalent
- _Special knowledge/training in the area of recreation they are overseeing

Shelter/residential programs:

- _Minimums as required by State of Indiana licensing.

Prevention/intervention programs/education programs (tutoring, mentoring, alternatives programs, Teen Court, case management):

- _Bachelor's degree with training; and/or experience with training in content areas

VI. Case Record Documentation

Adequate records will be maintained on each participant to document the type and length of services received, as well as any demographic and outcome results. All case and/or program records must be maintained for a period of seven years from the last date of service.

VII. Service access

Each Youth Service Bureau must have a documented process to receive referrals for services that includes following benchmarks:

1. All referrals will be responded to within 5 business days of receipt unless the referral source has indicated that it is an emergency, in which case response time will be 24 hours.
2. Referrals can come from other professionals in the community, the courts, probation, churches and schools. Self-referrals are acceptable as well, when appropriate.

VIII. Reports

1. Enter all service data and client demographics in the state approved data system by the 10th of the month.
2. Also enter the data on Outcomes for each YSB-funded youth served during the quarter by the 10th of the month for each quarter, following the data collection procedures.

XII. Adherence to the DCS Practice Model

Services must be provided according to the Indiana Practice Model, providers will build trust based relationships with families and partners by exhibiting empathy, professionalism, genuineness and respect. Providers will use the skills of engaging, teaming, assessing, planning and intervening to partner with families and the community to achieve better outcomes for children.

IX: Required YSB Roles

Juvenile delinquency services are the only Youth Service Bureau Services/Project that DCS is purchasing. However, the YSB, as an agency, must have the services described in the remaining three (3) YSB core roles (which are described below) in place in order for DCS to fund the juvenile delinquency prevention services component (even though such services shall not be funded by DCS).

ADVOCACY

(NOT FUNDED BY DCS, BUT MUST BE IN PLACE)

From IC 31-26-1-3 (2A): *Support, represent, and protect the rights of young people.*

I. Service Description: Advocacy involves promoting the optimal development of children, protecting children's rights, representing or giving voice to children whose concerns and interests are not being heard, and ensuring children have access to positive influences or services that will benefit their lives.

INFORMATION AND REFERRAL STANDARDS

(NOT FUNDED BY DCS, BUT MUST BE IN PLACE)

From IC 31-26-1-3 (2C): *Maintain a referral system with other service agencies that might benefit young people.*

I. Service Description: Information and referral systems help individuals, families, and communities identify, understand, and use effectively the programs that make up the youth serving system.

COMMUNITY EDUCATION AND YOUTH LINKAGES

(NOT FUNDED BY DCS, BUT MUST BE IN PLACE)

From IC 31-26-1-2 Sec. 3 (2D): *Inform and educate citizens about the functions and services available through the organization and serve as a link between the needs of youth and the community.*

I. Service Description: In order for youth and their families to avail themselves of services, they must first be aware of those services and the benefits to be gained from participating in YSB programs. This can be best accomplished through direct marketing to target populations, the development of partnerships with other organizations that might have occasion to refer clients for services, and community wide public relations efforts that increase general public awareness of those services.