

U.S. Department of Justice  
Office of Justice Programs  
Office of Juvenile Justice and Delinquency Prevention



# FY 1998 OJJDP Discretionary Program Announcement

*Discretionary Grant Program:  
Parts C and D*

171659

OJJDP

**U.S. Department of Justice**  
**Office of Justice Programs**  
**Office of Juvenile Justice and Delinquency Prevention**  
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The Office of Juvenile Justice and Delinquency Prevention is a component of the Office of Justice Programs, which also includes the Bureau of Justice Assistance, the Bureau of Justice Statistics, the National Institute of Justice, and the Office for Victims of Crime.

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*Discretionary Grant Program:  
Parts C and D*

**Shay Bilchik, Administrator**  
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## Summary of Solicitations Under Discretionary Grant Program: Parts C and D

| <b>Solicitation Title</b>   | <b>Funding Amount</b> | <b>OJJDP Contact</b>   | <b>Application Due Date</b> |
|---|-----------------------|--|-----------------------------|
| <b>Juvenile Justice Law Enforcement Training and Technical Assistance Program</b>   | \$1,300,000           | Bob Hubbard<br>202-616-3567<br>hubbard@ojp.usdoj.gov         | August 17, 1998             |
| <b>School Safety Training and Technical Assistance</b>  | \$1,000,000           | Robin Delany-Shabazz<br>202-307-9963<br>delany@ojp.usdoj.gov | August 28, 1998             |
| <b>Field-Initiated Research Program</b>   | \$650,000             | Elissa Rumsey<br>202-616-9279<br>rumseye@ojp.usdoj.gov       | August 10, 1998             |
| <b>OJJDP National Training and Technical Assistance Center</b>  | \$600,000             | Michael Goodnow<br>202-307-3676<br>goodnow@ojp.usdoj.gov     | August 17, 1998             |
| <b>Systems Improvement Training and Technical Assistance Project</b>  | \$560,000             | Kristen Kracke<br>202-307-5914<br>krackek@ojp.usdoj.gov      | August 17, 1998             |
| <b>Truancy Reduction Demonstration Program</b>  | \$550,000             | Cora Roy-Stevens<br>202-307-5914<br>royc@ojp.usdoj.gov       | July 29, 1998               |
| <b>National Juvenile Justice Data Analysis Project</b>  | \$500,000             | Joe Moone<br>202-307-5929<br>moone@ojp.usdoj.gov             | August 28, 1998             |
| <b>Rural Youth Gang Problems: Adapting the Office of Juvenile Justice and Delinquency Prevention's Comprehensive Approach</b> | \$500,000             | Jim Burch<br>202-307-5914<br>burchj@ojp.usdoj.gov            | August 17, 1998             |
| <b>National Juvenile Defender Training, Technical Assistance, and Resource Center</b>   | \$300,000             | Douglas C. Dodge<br>202-307-5914<br>doug@ojp.usdoj.gov       | August 10, 1998             |

| <b>Solicitation Title</b>  | <b>Funding Amount</b> | <b>OJJDP Contact</b>                                     | <b>Application Due Date</b> |
|--|-----------------------|--|-----------------------------|
| <b>Case Studies and Evaluation Planning of OJJDP's Rural Youth Gang Initiative</b> | \$250,000             | Charlotte Kerr<br>202-307-5929<br>charlott@ojp.usdoj.gov | August 28, 1998             |
| <b>Arts and At-Risk Youth Program</b>  | \$210,000             | Eric Stansbury<br>202-307-5914<br>stansbur@ojp.usdoj.gov | July 29, 1998               |
| <b>Arts Programs for Juvenile Offenders in Detention and Corrections</b>           | \$175,000             | Eric Stansbury<br>202-307-5914<br>stansbur@ojp.usdoj.gov | August 17, 1998             |
| <b>Evaluation of the Truancy Reduction Demonstration Program</b>                   | \$150,000             | Eric Peterson<br>202-616-3644<br>eric@ojp.usdoj.gov      | August 17, 1998             |
| <b>Evaluation of Youth-Related Employment Initiative</b>                           | forthcoming           |  |                             |



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## Introduction

Because of the wide range of funding opportunities in FY 1998 and their various requirements and deadlines, the Office of Juvenile Justice and Delinquency Prevention (OJJDP) is initiating a new process. Separate announcements are being published for each program under which funding is available. The program announcements address the program's nature and purpose, specify eligibility requirements and selection criteria, and identify deadlines and contact information. **The program announcements do not include application materials.** Application instructions, forms (including the SF-424), and review guidelines for all OJJDP funding opportunities are provided in the *FY 1998 OJJDP Application Kit* (SL-254). To apply for funding under the solicitations presented in this program announcement, you must obtain a copy of the *Application Kit*.

Copies of the *Application Kit* and the reference materials cited in the program announcements can be obtained from OJJDP's Juvenile Justice Clearinghouse or downloaded from the agency's Web site. You can contact the Clearinghouse in any of the following ways:

- Phone:** 800-638-8736 (Monday through Friday, 8:30 a.m.-7 p.m. ET)
- Fax:** 301-519-5212
- Fax-on-Demand:** 800-638-8736 (select option 1, select option 2, and listen for instructions). Because of the number of pages, the *Application Kit* is available in three components (#9038, Instructions and Forms, 36 pages; #9039, Peer Review Guideline, 9 pages; and #9040, State Contacts, 12 pages). Copies are sent to your attention via fax immediately upon request. There may be a short delay, depending on the volume of requests.
- E-Mail:** puborder@ncjrs.org (publications, including the *Application Kit*)  
askncjrs@ncjrs.org (assistance)

Copies requested by phone, regular fax, or e-mail will be sent by first-class mail. Delivery will take approximately 3-5 days. The *Application Kit* can also be downloaded in either HTML or PDF from OJJDP's Web site, Grants and Funding section:

**Internet:** [www.ncjrs.org/ojjhome.htm](http://www.ncjrs.org/ojjhome.htm)

To receive timely notification of future OJJDP funding opportunities, newly released publications, and other information on juvenile justice and delinquency, subscribe to OJJDP's electronic mailing list, JUVJUST: Send e-mail to [listproc@ncjrs.org](mailto:listproc@ncjrs.org). Leave the subject line blank. Type *subscribe juvjust your name* in the body of the message.



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# **Juvenile Justice Law Enforcement Training and Technical Assistance Program**

## **Purpose**

To provide training and technical assistance to State, local, and tribal law enforcement professionals seeking to increase juvenile accountability and improve their response systems as part of a collaborative effort to prevent and control juvenile crime and victimization and improve public safety.

## **Background**

Juvenile crime and victimization present major challenges to law enforcement and other practitioners who are responsible for prevention, intervention, and enforcement efforts. Increases in violent crime arrests of juveniles, juvenile involvement in gangs and drugs, the victimization of juveniles, and decreasing fiscal resources are just a few of the challenges facing juvenile justice practitioners today.

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) has supported the Juvenile Justice Law Enforcement Training and Technical Assistance (JJLETTA) program since it entered into an interagency agreement with the Federal Law Enforcement Training Center in 1982. OJJDP's commitment to helping State, local, and tribal agencies and organizations and response to these challenges continues through a training and technical assistance program designed to enhance the juvenile justice system's ability to respond to juvenile crime and victimization. Although this assistance targets law enforcement agencies, participants also include representatives from school staff and administrators, judges, prosecutors, social service workers, corrections and probation personnel, and key community and agency leaders.

Fiscal year (FY) 1997 funds supported seven regional law enforcement training workshops: The Chief Executive Officer (CEO) Forum; Managing Juvenile Operations (MJO); School Administrators for Effective Police Operations Leading to Improved Children and Youth Services (SAFE Policy); Serious Habitual Offender Comprehensive Action Program (SHOCAP); Tribal Juvenile Justice Training and Technical Assistance; Youth Gang, Gun, and Drug Policy; and Youth-Oriented Community Policing.

These training workshops have been offered in some combination during the past 15 years to assist law enforcement and community agencies and organizations in developing a combination of effective strategies to prevent, intervene with, and control juvenile crime and victimization. Review and revision of the training curriculum is an ongoing process that draws on assessments of law enforcement agencies and training participants, facilitators, consultants, and staff. Consistent with this standard, significant revisions are anticipated in several of the workshops during FY 1998 and 1999.

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## Guiding Principles

JJLETTA engages participants in a systems approach for developing collaborative, communitywide strategies to combat juvenile crime and victimization that are the most appropriate for their communities. With followup technical assistance provided by OJJDP, workshop participants will be prepared to devise, implement, modify, and evaluate community partnerships and programs in their localities. The JJLETTA recipient must understand and apply the following essential principles in support of a community's successful implementation of a systems approach to the prevention and control of juvenile crime and victimization:

- ◆ Employ a multiagency, communitywide approach. Law enforcement strategies should be planned and implemented on a multiagency, communitywide basis. Law enforcement agencies are better prepared to extend the reach of limited resources when all the elements of the juvenile justice system and the community, including law enforcement, the courts, government officials, young people and their parents, educators, ethnic and minority groups, business people, human service providers, and civic groups, are mobilized to serve in a partnership to prevent delinquency and control juvenile offending and victimization. Through this process, all concerned segments of the community become stakeholders in a common effort to address these problems.
- ◆ Emphasize delinquency prevention. Properly implemented prevention is an essential part of any effective strategy to reduce the high levels of violent and criminal behavior among juveniles. Most juveniles involved in criminal activity do not have an official juvenile justice system record during their adolescent years, and only a small percentage of those offenders who enter the system receive appropriate intervention services before their problems become intractable. As a result, early, community-based prevention has great potential for reducing a significant portion of delinquency and subsequent adult criminality. Additionally, a greater emphasis on prevention results in a far smaller drain on public resources than the more costly alternative of system processing and restrictive placements. It is also essential for a community-based prevention system to take into account the needs of both juvenile victims and offenders.
- ◆ Conduct community risk and resource assessments. For a comprehensive strategy to work well in setting priorities and allocating resources, law enforcement managers and administrators should fully understand the extent of the community's needs and existing assets. The first step in community assessment involves the identification and ranking of prevalent risk factors operating at the community, family, school, and individual levels that contribute to delinquent behavior, including violence and substance abuse. The assessment also requires that a community identify prevention and early intervention resources and their effect on reducing risk and enhancing protective factors. The final step is to identify those areas where current resources fail to effectively address high-priority risks. The results of this assessment process will enable a community to focus its resources where they will have the maximum impact in preventing juvenile delinquency.

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- ◆ Undertake strategic planning. Once a community risk and resource assessment has been conducted, key government and community leaders should develop a strategic plan to implement a comprehensive approach in a manner tailored to the community's needs and assets. The first step is to establish short-, medium-, and long-term, outcome-based goals and to formulate objectives for their accomplishment. The plan should be based on proven and appropriate interventions and focus on closing gaps between high-priority risk factors and the community resources available to address them. Specific, short-term tasks should be detailed and assigned and, additionally, timetables for their implementation. Finally, any effective strategic planning should incorporate ongoing fiscal and program evaluations in order to revise and improve juvenile justice programming.
  - ◆ Develop resources. Communities should develop a two-pronged approach to securing fiscal resources. First, the community should identify and assure maximum use of available public funding streams and seek to develop new sources of funding from community agencies, the corporate sector, and private foundations. Second, the community should organize and implement a comprehensive approach in the most efficient manner possible by eliminating service duplication, streamlining management systems, and employing the most cost-effective prevention, early intervention, and graduated sanctions programs.
  - ◆ Implement a management information system. A comprehensive program for preventing and controlling juvenile delinquency cannot function efficiently without a well-designed management information system. By establishing formal communication and information sharing within and among agencies, a management information system supports community efforts to track juvenile offenders, establish planning priorities, evaluate prevention and control programs, and manage scarce resources. Equally important, a well-implemented management information system generates information that constructively engages stakeholders in the comprehensive community strategy, committing them to a continuous learning process involving informed planning, implementation, and ongoing self-evaluation.
  - ◆ Support youth accountability through a community case management system. At the community level, a comprehensive interagency and multiagency strategy should include a systemwide case management program that gives a single community case manager responsibility for monitoring the behavior of those youth identified as serious habitual offenders (SHO's) and those identified by certain factors as at greater risk of developing patterns of serious and violent offending.

Case managers should also be responsible for monitoring a young offender's progress through the continuum of appropriate interventions and aftercare. Sound case management results in coordination of services, efficient use of intervention resources, and a high level of accountability.

- ◆ Function within a system of graduated sanctions. Current research indicates that juvenile justice system sanctions are more effective and affordable when the sanctions are graduated, humane, individualized, and combined with a continuum of increasingly intensive treatment

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and rehabilitation services that hold offenders accountable. To determine placement and service appropriateness, each youth should have a risk-focused needs assessment. As OJJDP's Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders advocates, a continuum of sanctions should be available, ranging from supervised group activity for minor offenders to secure placements for the most violent offenders and aftercare programs that provide a high level of behavioral control and community supervision.

## **Goals**

The goals of the JJLETTA program are to reduce juvenile delinquency and violence by facilitating the use of effective law enforcement approaches, strategies, techniques, and programs in planning and delivering law enforcement services within the context of local community collaboration and provide a framework and strategy to increase juvenile accountability for delinquent and criminal behavior, reduce juvenile violence, and enhance public safety.

## **Objectives**

The objectives of the program are to:

- ◆ Systematically assess, revise, manage, and deliver OJJDP's Law Enforcement and Training and Technical Assistance program, including the following workshops: CEO Forum; MJO; SAFE Policy; Tribal Juvenile Justice Training and Technical Assistance; Youth Gang, Gun, and Drug Policy; and Youth-Oriented Community Policing.
- ◆ Deliver the SHOCAP training curriculum and technical assistance workshops and disseminate a SHOCAP technical assistance and replication package to State and local law enforcement agencies and their community collaboratives.
- ◆ Deliver training curriculum and technical assistance workshops and disseminate a technical assistance package to State and local communities on the Youth Violence Reduction Integrated Action Program.
- ◆ Develop and initiate an aggressive general marketing strategy for the training workshops, with specific focus on increasing the interest in implementation of SHOCAP and the Youth Violence Reduction Integrated Action Program at State and local levels.
- ◆ Assess the juvenile justice needs of law enforcement at both the strategic decisionmaking and operational levels of participating agencies and organizations.
- ◆ Promote coordination among law enforcement, juvenile justice agencies, and community agencies and organizations.

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- ◆ Assist law enforcement agencies in the development of comprehensive, multidisciplinary techniques and strategies to control and prevent juvenile delinquency and youth violence.
  - ◆ Provide guidance to law enforcement on the legal context and use of discretion and information with respect to specific diversion strategies for youth.
  - ◆ Support youth accountability through information exchange and a community case management system.
  - ◆ Provide technical assistance in the development of concept and position papers, reports, and resource materials in furtherance of the goals of the law enforcement training initiatives and workshops.
  - ◆ Provide onsite and online technical assistance in the development of local youth-oriented programs, policies, and procedures to enhance the law enforcement response in the care, handling, and treatment of juvenile offenders.
  - ◆ Provide technical assistance in the assessment of local juvenile justice system capabilities to respond to gang, gun, and drug activity and to facilitate local project and program development in improving jurisdictionwide responses to school violence and serious juvenile offender crime.
  - ◆ Provide technical assistance to increase the awareness of public officials of the need for juvenile justice system improvement.

## **Program Strategy**

OJJDP will competitively select an organization with expertise in the design, development, and delivery of law enforcement training and technical assistance and award a cooperative agreement for an initial 1-year budget period. Subsequent awards will be made annually for two additional 1-year budget periods during a 3-year project period.

FY 1998 funds will support the continuation of the seven regional training workshops and a new offering, Youth Violence Reduction Integrated Action Program. This program and a revised SHOCAP curriculum and technical assistance package will support the Juvenile Accountability Incentive Block Grant (JAIBG) program, currently being implemented by States and local jurisdictions pursuant to Public Law 105-119, the Appropriations Act of 1998. Revisions to the SHOCAP curriculum, the technical assistance packages, and the development of the curriculum and technical assistance package for the Youth Violence Reduction Integrated Action Program will be completed by a separate grantee tasked with delivering these products. The expectation is that these products will be “handed off” to the JJLETTA recipient for delivery and dissemination at a point that coincides with award of the cooperative agreement. In addition to supporting this developmental work, JAIBG program funds will be used in FY 1998 to expand the number of

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statewide and regional SHOCAP workshops and to develop and deliver the new Youth Violence Reduction Integrated Action Program workshop.

Support for the JAIBG program will also involve participation in the Consultant Exchange Data Base and the training and technical assistance tracking system to be developed by the national JAIBG training and technical assistance recipient.

Online technical assistance and workshop information will be available online at OJJDP's home page ([www.ncjrs.org/ojjhome.htm](http://www.ncjrs.org/ojjhome.htm)). A full schedule of training is anticipated for FY 1999.

Applicants are expected to present a design for the continuation of OJJDP's JJLETTA program, detailing how each of the objectives will be achieved. Applicants must also provide an implementation schedule that reflects assignment of tasks and critical milestones related to the required deliverables and a description of how the proposed training and technical assistance deliverables can be expected to impact the stated goals of the program. The design should reflect a thorough understanding of law enforcement organizational practices and procedures, familiarity with a cross-section of the Nation's major law enforcement agencies, knowledge of issues being dealt with in law enforcement agencies, knowledge of OJJDP programs with which law enforcement activities interface, and knowledge of community youth-serving agencies with which effective law enforcement agencies collaborate.

The recipient shall provide all of the necessary personnel, facilities, equipment, materials, and services required to accomplish the tasks listed below. Tuition, student materials, instructional costs, and lodging for these training programs will also be provided under the award. Participants are responsible for all costs associated with transportation, meals, and incidental expenses. When providing onsite technical assistance, the recipient is responsible for consultant fees and the travel and per diem for facilitators providing onsite services. The community requesting technical assistance is responsible for the costs of hotel rooms, meals, and ground transportation.

## **Scope of Work**

The level of training activity will include the design and delivery of current, modified, and new regional training and technical assistance workshops, including the development of training and technical assistance workshops on Youth-Oriented Community Policing and Tribal Juvenile Justice.

The basic training components include eight regional training workshops identified below followed by customized onsite or online technical assistance, if requested. Requests for training and technical assistance, which usually originate with law enforcement agencies, will be approved in accordance with available resources and potential impact.

Training is provided through approximately 14 regional training sessions per year, which consist of 2 workshops offered at each scheduled session. Workshops are conducted in various locations

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throughout the United States. The length of the workshops ranges from 2 to 4½ days. Approximately 40 professionals attend each workshop.

Training may also be offered on a State-by-State basis at the request of a U.S. Attorney or State executive agency, e.g., a State commission on crime and delinquency.

Over the years, a highly qualified group of facilitators has been used to design and deliver the training supported under the program. Although OJJDP anticipates that many of these facilitators will be used in the continuation of the program, it is incumbent upon the recipient to develop a pool of qualified consultants and facilitators to enhance and facilitate the design and delivery of the program and to provide procedures for certification of its ability to deliver the required programs at the high level of competence established for the program.

The major elements of the law enforcement training program that the recipient is expected to support are discussed below.

## **Workshops**

OJJDP offers training workshops to a wide variety of professionals who work with juveniles at risk and who are involved in the juvenile justice system. Workshop training sessions are interactive, involving extensive information-sharing and problem-solving components. Surveys of participant needs and priorities help determine the emphases in particular workshops.

Within its specialized focus, each workshop will assist participants in planning and implementing changes in law enforcement organizations; acting within local violence prevention collaborations; developing comprehensive, multiagency strategies to control and prevent youth violence, gangs, and drug trafficking; coordinating and integrating existing and new Federal, State, local, and tribal initiatives, juvenile justice efforts, and human services; and mobilizing community residents in targeted sites to assist law enforcement in identifying and controlling serious, violent, and chronic offenders.

The training design seeks to mirror the collaborative planning that should occur within communities among law enforcement agencies, youth services providers, and community organizations.

The content and approach for each workshop and the Youth Violence Reduction Integrated Action Program are described below.

- ◆ **Chief Executive Officer Forum.** The CEO Forum is an intensive 2-day workshop that provides an executive overview of OJJDP's comprehensive youth violence strategy and risk-focused approach to the prevention and control of juvenile violence. The workshop is designed for executives who represent law enforcement and a broad range of elected officials and local and civic agencies. Participants will discuss community strategies for use with

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juvenile offenders, examine the complex causes of youth violence and explore the impact of violence on children when it occurs in the community, in school, and in the family.

The CEO Forum also focuses on the decisionmaking process at the interagency, strategic, and operational levels in support of police commanders and other key community leaders. The Forum's objectives are to expand and refine the use of youth-oriented community policing and enhance its application in interagency and multiagency operations and to help community leaders solve strategic problems through information sharing and the use of technology.

- ◆ **Managing Juvenile Operations.** MJO is a 3½-day workshop designed to improve the efficiency, effectiveness, and productivity of law enforcement juvenile units within the overall framework of a comprehensive communitywide strategy to prevent and control juvenile delinquency. The workshop also examines Supreme Court cases in the area of juvenile law. Its major objectives are to assist juvenile unit managers to (1) make the juvenile unit an integral part of departmentwide operations; (2) improve services and maximize resources through the collection, analysis, and use of improved management information; (3) mobilize community resources to solve youth problems; (4) strengthen existing youth resources and develop new ones; (5) provide case and program coordination; (6) promote positive programs to remedy conditions that breed delinquency; (7) understand juvenile court and probation services; and (8) monitor youth behavior and involve youth in the decisionmaking process. Participants examine a wide range of organizational, staffing, and procedural issues.
- ◆ **School Administrators for Effective Police Operations Leading to Improved Children and Youth Services.** SAFE Policy is a 3½-day workshop designed to reduce delinquency and violence in schools through targeted, interagency and multiagency programs that involve law enforcement, the schools, and human services agencies in the community. Participants explore the multiple risk factors associated with school-based violence and delinquency, including factors related to schools themselves, the community, the home, and the individual. Participants are trained in the fundamentals of conducting an appropriate risk and needs assessment and in developing a comprehensive strategy to address school violence.
- ◆ **Serious Habitual Offender Comprehensive Action Program.** SHOCAP is an intensive 4½-day interagency information-sharing and problem-solving workshop designed to improve public safety and increase youth accountability through a strategy that identifies the small number of youth in jurisdictions who are responsible for a disproportionate amount of serious crime and delinquency, and intervenes, following arrest, with informed assessments of delinquency patterns and family functioning. Based on objective assessments, SHOCAP supports implementation of interventions determined to be effective in impacting those youth who demonstrate habitual serious criminal offenses. The workshop assists participants in enhancing collaborative services to correct disruptive patterns within dysfunctional families, support development of youth-competency skills, and make available graduated sanctions to counteract escalating serious criminal behavior. As a part of the discussion about

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development and utilization of community resources, the multidisciplinary teams who attend the SHOCAP training will consider jurisdictional responsibility for developing and utilizing early prevention services for siblings of SHO's and other youth who are identified as being subjected to environmental, physical, and familial risk factors or who exhibit behaviors that, if not addressed, have substantial potential of moving youth into serious habitual criminal patterns of behavior. SHOCAP's objective is to assist communities in implementing information-sharing and case management systems that improve the identification, arrest, prosecution, and intervention with serious offending youth, while using community resources to provide intervention services to those youth at high risk of becoming SHO's.

- ◆ **Tribal Juvenile Justice Training and Technical Assistance.** The Tribal Juvenile Justice Training and Technical Assistance workshop is expected to be a 3½-day program to assist Native-American law enforcement and human service agencies in the development and implementation of a comprehensive strategy to address youth crime, violence, and victimization in tribal communities. It will be designed to enhance the abilities of participating tribal teams to conduct a risk and needs assessment, implement coordinated case management, undertake strategic planning and resource development, and implement prevention and juvenile accountability programs, policies, and strategies.
- ◆ **Youth Gang, Gun, and Drug Policy.** Youth Gang, Gun, and Drug Policy is a 3½-day workshop designed to enable communities to develop and implement effective comprehensive strategies for the prevention of, intervention with, and control of youth gangs and the co-occurring problems of illegal gun possession and substance abuse. The workshop promotes interagency and intergovernmental cooperation and collaboration and explores a range of promising and proven youth gang, gun, and drug strategies that can be employed by the participating jurisdictional teams. For the purpose of this training, a jurisdictional team is a small, multidisciplinary group of people authorized to represent a State, municipality, tribe, or system with complementary skills who are committed to a common purpose, approach, and set of performance goals for which they hold themselves mutually accountable.

Jurisdictional teams will conduct risk and needs assessments, undertake strategic planning, and assess community resources. Jurisdictional teams will also develop site-specific, multiagency strategies to prevent and control gang, gun, and drug activity.

- ◆ **Youth-Oriented Community Policing.** Youth-Oriented Community Policing is a 3½-day workshop that brings the principles and approaches of community policing to bear on the issues of juvenile delinquency and victimization. The workshop familiarizes participants with risk and needs assessments, strategic planning, established youth-oriented initiatives and programs, resource development, juvenile diversion programs, police training to handle juveniles, and appropriate deployment patterns that are specifically geared to youth-focused community policing. The workshop offers approaches to promoting police-community partnerships that build positive relationships with residents and strengthen a community's ability to serve as its own guardian against youth crime, violence, and victimization. This

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workshop also explores strategies that have been successfully implemented in many localities.

- ◆ **Youth Violence Reduction Integrated Action Program.** The Youth Violence Reduction Integrated Action Program is expected to be a 3½-day strategic workshop to promote replication of the successful Boston juvenile crime reduction strategy. It will be designed to help build the capacity of local communities to use Federal, State, and local law enforcement and other resources in innovative ways, under strategic plans, to address youth violence and delinquency. Participants will formulate communitywide youth violence and delinquency prevention, early intervention, and graduated sanctions plans and identify ways in which collaborative partnerships including police, probation, and a wide range of community organizations can use communitywide, systemic approaches for the prevention of youth crime.

Participants will learn how to develop youth violence prevention, early intervention, and graduated sanctions programs and integrate them under a communitywide strategy to reduce youth violence and delinquency. Participants will also apply community mobilization principles and practices to specific problems such as youth gangs, SHO's, underage substance abuse, school violence, the availability of lethal weapons, and the effects of violence on children.

## **Technical Assistance**

OJJDP offers online and onsite technical assistance to aid local agencies in developing and improving programs to prevent, intervene in, and control juvenile delinquency. Technical assistance is available as a followup to regional training workshops to help participants implement new approaches, strategies and programs. Technical assistance is also provided on a case-by-case basis at the request of U.S. Attorneys and State, local, and tribal agencies. Case-specific services can embrace specialized training in a given area and assist in assessing a community's juvenile justice needs, strategic planning, resource development, and individualized problem solving.

Requests for technical assistance should reflect a significant community problem or need regarding the prevention of, intervention with, and suppression of juvenile crime and violence. At a minimum, OJJDP's technical assistance services will address the following areas:

### **Onsite or online**

- ◆ Site-specific followup assistance for jurisdictions and communities that have attended regional training workshops on subjects such as prevention strategies, case management and information systems development, use of assessment tools in applying graduated sanctions, community mobilization, and resource development.

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- ◆ Individualized problem solving regarding the implementation of programs and strategies covered in materials provided by OJJDP.
  - ◆ Abbreviated training in response to a request for information encompassed by a particular workshop or beyond the scope of an existing workshop.
  - ◆ Community needs assessments to assist a community in evaluating its prevalent risk factors and the current status of intergovernmental cooperation, coordination, and collaboration.

#### **Onsite only**

- ◆ “State-Assisted Training,” where, at the request of a State or one of its subdivisions, a U.S. Attorney or a State law enforcement agency presents an entire, abbreviated, or modified version of a regional workshop.
- ◆ Special presentations of selected workshop modules at conferences or meetings.

#### **Online only**

- ◆ Interactive computer training where OJJDP training materials and other information available online provide the basis for a thorough response to the request for technical assistance.
- ◆ Interagency conference groups associated with each of the eight regional training workshops, which permit participants to share information and develop and sustain collaborative relationships.

Each of OJJDP’s workshops may be integrated into different training settings and customized as technical assistance to meet the needs of diverse agencies and community institutions. Jurisdictions may request that workshops be conducted online and onsite as technical assistance programs. The requesting jurisdiction or agency must provide all program recruitment, participant notification, the training facility, and other related logistics.

### **Coordination of Technical Assistance Requests**

Requests for technical assistance may originate with the JJLETTA recipient, the State Point of Contact for the JAIBG program, OJJDP, or the national JAIBG program grantee. Should the program involve support for the JAIBG program, the request will be coordinated with the national JAIBG program grantee regardless of its point of origination. Other requests will be processed by the JJLETTA recipient with the approval of OJJDP. In the interest of efficiency, a master schedule should be developed early in each grant year, approved by OJJDP, and used as the basis for delivering service.

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The JJLETTA recipient will cooperate with and receive guidance from OJJDP staff, designated evaluators, and other training and technical assistance providers working in Federal and State agencies and local and tribal communities.

Although these workshops have been well accepted by the law enforcement community, the applicant will enhance their quality by offering options for improving the content, organization, or structure of the current offerings. Applicants should also suggest other training and technical assistance offerings that, in their experience, will effectively meet current or emerging needs in law enforcement agencies or address barriers to effective use of existing programs.

## **Deliverables**

The recipient shall develop and implement a training workshop delivery strategy within 30 days of the award. The workshop delivery strategy will list the training and technical assistance workshops proposed, the regions and specific communities where training is recommended, and the expected impact of providing the proposed training in the locations where training is recommended. Within this context, the recipient shall:

- ◆ Receive and process student applications for each program in order to develop a class roster for each program 30 days before conducting the program.
- ◆ Communicate with local officials regarding information requests related to the regional training and technical assistance workshops.
- ◆ Conduct, at a minimum, the following training and technical assistance workshops and activities during each year of the cooperative agreement:
  - ✧ Two of each of these workshops: CEO Forum; MJO; SAFE POLICY; Tribal Juvenile Justice Training and Technical Assistance Program; Youth Gang, Gun, and Drug Policy; and Youth-Oriented Community Policing. The recipient also shall conduct at least five of each of these workshops: SHOCAP and Youth Violence Reduction Integrated Action Program.
  - ✧ Twenty-four 2-day onsite technical assistance actions using consultant services only.
  - ✧ One 2-day planning workshop and one 1-day Policy and Strategy workshop.
  - ✧ Two visits per year to OJJDP in Washington, D.C., if appropriate. Each visit will require at least one recipient representative for 2 days.

To facilitate realistic costing of deliverables, OJJDP's experience with costing workshops is provided below:

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The approximate number of consultants/facilitators per workshop is as follows:

- ✧ CEO Forum—5 facilitators and 25 participants.
- ✧ MJO—6 facilitators and 40 participants.
- ✧ SAFE Policy—6 facilitators and 40 participants.
- ✧ SHOCAP—5 facilitators and 40 participants.
- ✧ Tribal Juvenile Justice Training and Technical Assistance—5 facilitators and 40 participants.
- ✧ Youth Gang, Gun, and Drug Policy—8 facilitators and 60 participants.
- ✧ Youth-Oriented Community Policing—6 facilitators and 40 participants.
- ✧ Youth Violence Reduction Integrated Action Program—6 facilitators and 50 participants.

The estimated average cost for recipient and facilitator staff air and ground transportation is \$500 per round trip. The estimated cost for recipient and consultant lodging and per diem is \$110 per day. Participant lodging expenses (double occupancy) are estimated at \$110 per room per day.

- ◆ Design and develop the CEO Forum, Youth-Oriented Community Policing, and Tribal Juvenile Justice Training and Technical Assistance workshops within 120 days of the cooperative agreement award date.
- ◆ Provide a schedule for revision of the SAFE Policy and Youth Gang, Gun, and Drug Policy workshops during the first year of the cooperative agreement, and as OJJDP directs thereafter. Additionally, each of the other regional training workshops may either be updated or revised during the 3-year project period.
- ◆ Make up to 10 consultant days available to jurisdictional teams for developmental assignments and special requests made by the OJJDP National Training and Technical Assistance Center in relation to OJJDP-approved assignments.
- ◆ Within 3 months of the award date, develop and maintain systems for online access to reference and referral services and create structures that enable users to engage in online discussions about training workshop and juvenile justice issues, with the recipient as broker.
- ◆ Establish a home page on the World Wide Web, where users can access information about OJJDP's law enforcement training and technical assistance program offerings.

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OJJDP does not intend to support a significant physical plant. However, the project's office, location, equipment needs, and resources are significant considerations to be covered in the application. Applicants are encouraged to be realistic in costing out the deliverables and in developing timelines for the implementation schedule. Applicants are also encouraged to be creative and innovative in their proposals to implement the overall project.

## **Eligibility Requirements**

OJJDP invites applications from public and private agencies, organizations, institutions, and individuals. Private, for-profit organizations must agree to waive any profit or fee. Joint applications from two or more eligible applicants are welcome; however, one applicant must be clearly indicated as the primary applicant (for correspondence, award, and management purposes) and the others indicated as coapplicants.

## **Selection Criteria**

Applications will be evaluated and rated by a peer review panel according to the criteria outlined below.

### **Conceptualization of Need (10 points)**

The applicant must convey a clear understanding of the purpose of the workshops, work requirements, and related issues addressed in this solicitation. The applicant should discuss the issues and problems related to youth reflected in law enforcement practice in recent years. Problems and obstacles associated with delivery of training and technical assistance to law enforcement agencies should also be addressed. The applicant must demonstrate the capability to engage the appropriate stakeholders in its planning process and a clear understanding of how best to address these issues and impediments. The applicant must further demonstrate knowledge of law enforcement best practices and promising policies, programs, services, and strategies and must convey an understanding of the expected results of this effort and of possible obstacles to their achievement.

### **Goals and Objectives (10 points)**

The applicant must outline its vision for providing training and technical assistance in relation to the stated goals and objectives of the program. The applicant must also provide justification for the development of recommended training and technical assistance sites and explain the proposed effort based on an assessment process. Major issues and obstacles related to achieving the goals and objectives of this project should be delineated and prioritized.

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## **Project Design (30 points)**

The applicant must include an implementation plan that provides a workplan with specific tasks and procedures to be carried out, projected performance schedules, expected accomplishments, and products. The plan should include protocols for delivery of training, technical assistance, and evaluation; resource needs and potential barriers and measures that can be taken to overcome them; and timelines for annual updates of the plan.

The performance schedule should include a detailed milestone chart that specifies the objectives in relation to milestones and the related tasks as well as the lead staff responsible and a timeline with interim benchmark dates and end dates for task completion. The plan must enhance the project's training goals and objectives and reflect the conceptualization of the stated need. Project design elements should link directly to the achievement of specific objectives. Obstacles for achieving expected results should be identified with alternative plans and rationale included.

Applicants must address the requirement for coordination and collaboration with the JAIBG grantee and the OJJDP National Training and Technical Assistance Center and propose approaches to avoid duplication and to maximize utilization of Federal resources.

OJJDP will consider recommendations for modification and enhancement of the products to be delivered to accommodate cost considerations. Where such recommendations are made, justification and alternatives should be proposed. Modifications or enhancements must reflect the concept, must be sound, and must be innovative.

## **Management and Organizational Capability (40 points)**

Applicants must describe a sound management structure capable of carrying out the proposed initiative and demonstrate readiness to immediately train and provide technical assistance. The applicant should discuss the organization's history of collaboration and planning with law enforcement agencies as it is addressed or addresses the workshops offered in this solicitation. Participants, major milestones, and the process of conducting training needs assessments, training, and technical assistance should be described. Applicants must demonstrate strong experience in delivery of training and technical assistance in law enforcement and the systems improvement field.

The project's management structure and staffing must be appropriate for the successful implementation and management of the Law Enforcement Training and Technical Assistance cooperative agreement. Factors to be considered include the reasonableness of the staffing plan, the appropriateness of staffing in terms of onsite work, and the specific skills and knowledge of staff.

Emphasis also will be placed on the applicant's detailed description of organizational and management capabilities to support the cooperative agreement. Applicants should give

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consideration to geographic, regional, and other factors related to the cultural proficiency needs of Federal, State, local, and tribal communities.

In addition to expertise in the subject area of juvenile justice law enforcement practice, key project staff must also demonstrate substantive experience in program, training, and technical assistance management, curriculum development, and understanding and knowledge of the cultural and ethnic diversity that characterize those State, local, and tribal communities where high levels of youth crime and delinquency occur.

Résumés of key staff and consultants must be included in the appendix. For proposed staff, the applicant must include résumés and letters of commitment in the appendix. Job descriptions and staff qualifications should also be included.

Organizational ability to administer and support the project successfully must be clearly demonstrated in the application. The documentation must include organizational experience in the subject areas (as described under the Program Strategy) and with projects of the type and scope described in this solicitation. Applicants must also describe and demonstrate an organizational infrastructure that would support the technological and resource requirements of this project.

### **Budget (10 points)**

The proposed budget must be reasonable, allowable, and cost-effective in relation to the activities to be undertaken.

### **Format**

The narrative must not exceed 50 pages in length (excluding forms, assurances, and appendixes) and must be submitted on 8½- by 11-inch paper, double spaced on one side of the paper in a standard 12-point font. This is necessary to maintain fair and uniform standards among all applicants. If the narrative does not conform to these standards, OJJDP will deem the application ineligible for consideration.

### **Award Period**

This project will be funded for 3 years in 1-year budget periods. Funding of the project in each subsequent budget period will be contingent upon OJJDP's assessment of continuing need, performance of the recipient, and availability of funds.

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## Award Amount

Up to \$1,300,000 is available for the award of a cooperative agreement for the first 1-year budget period. It is anticipated that a consistent level of funding will be available for each year of the 3-year project.

## Catalog of Federal Domestic Assistance (CFDA) Number

For this program, the CFDA number, which is required on Standard Form 424, Application for Federal Assistance, is 16.542. This form is included in OJJDP's *Application Kit*, which can be obtained by calling the Juvenile Justice Clearinghouse at 800-638-8736 or sending an e-mail request to [puborder@ncjrs.org](mailto:puborder@ncjrs.org). The *Application Kit* is also available online at [www.ncjrs.org/ojjhome.htm](http://www.ncjrs.org/ojjhome.htm). (See the Introduction for more contact information.)

## Coordination of Federal Efforts

To encourage better coordination among Federal agencies in addressing State and local needs, the U.S. Department of Justice (DOJ) is requesting applicants to provide information on the following: (1) active Federal grant award(s) supporting this or related efforts, including awards from DOJ; (2) any pending application(s) for Federal funds for this or related efforts; and (3) plans for coordinating any funds described in items (1) or (2) with the funding sought by this application. For each Federal award, applicants must include the program or project title, the Federal grantor agency, the amount of the award, and a brief description of its purpose.

"Related efforts" is defined for these purposes as one of the following:

- ◆ Efforts for the same purpose (i.e., the proposed award would supplement, expand, complement, or continue activities funded with other Federal grants).
- ◆ Another phase or component of the same program or project (e.g., to implement a planning effort funded by other Federal funds or to provide a substance abuse treatment or education component within a criminal justice project).
- ◆ Services of some kind (e.g., technical assistance, research, or evaluation) to the program or project described in the application.

## Delivery Instructions

All application packages must be mailed or delivered to the Office of Juvenile Justice and Delinquency Prevention, c/o Juvenile Justice Resource Center, 2277 Research Boulevard, Mail Stop 2K, Rockville, MD 20850; 301-519-5535. **Note:** *In the lower left corner of the envelope,*

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you must clearly write, "Juvenile Justice Law Enforcement Training and Technical Assistance Program."

## Due Date

Applicants are responsible for ensuring that the original and five copies of the application package are received by 5 p.m. ET, on August 17, 1998.

## Contact

For further information, call Bob Hubbard, Program Manager, Training and Technical Assistance Division, 202-616-3567, or send an e-mail inquiry to [hubbard@ojp.usdoj.gov](mailto:hubbard@ojp.usdoj.gov).

## References

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# School Safety Training and Technical Assistance

## Purpose

To provide training and technical assistance to assist school districts, schools, and communities in their efforts to create and maintain a safe learning environment free of crime and violence, including development or enhancement of comprehensive safe schools action plans, and to assist them in dealing effectively with the aftermath of school-related crime or violence when it occurs.

## Background

Sections 244, 245, and 246 of the Juvenile Justice and Delinquency Prevention Act of 1974, as amended, authorize support of training and technical assistance programs for juvenile justice and other youth service personnel. The Office of Juvenile Justice and Delinquency Prevention (OJJDP) has provided such support through awards to various organizational entities competent in training and technical assistance development and delivery in many different subject areas, including the National School Safety Center (located at Pepperdine University in California), which has received funding from OJJDP and the U.S. Department of Education since 1984.

OJJDP and the Safe and Drug-Free Schools Program (SDFSP) of the U.S. Department of Education are aware of the ongoing problems many school districts, schools, and communities are experiencing in the delivery and maintenance of safe schools and safe learning environments. The March 1998 publication *Violence and Discipline Problems in U.S. Public Schools: 1996–1997* shows clearly that the majority of America's schools are safe. However, the report also states that too many children face a frightening reality every time they enter school. In 1996, there were more than 10,000 physical attacks or fights with weapons in schools, 7,000 robberies, and 4,000 rapes and sexual assaults. The threat of such violence can close children's minds to learning and prevent teachers from teaching effectively.

In April 1998, the Bureau of Justice Statistics and the National Center for Education Statistics released the study *Students' Reports of School Crime: 1989 and 1995*, a collaborative effort to collect information about students' experience of crime and crime-related conditions at school. This study presents a national portrait of the extent to which students ages 12 to 19 experience violent crime or theft at school and their perceptions of the presence of guns, street gangs, and illegal drugs at school. The study's findings provide additional data to support the need for specialized training and technical assistance in the areas of safe schools and safe learning environments. The study reported that there was an increase in the percent of students in 1995 likely to be victimized by a violent crime—physical attack or a robbery by force, weapon, or threat—compared with 1989. In 1995, 4.2 percent of all 12- to 19-year-old students experienced a violent crime, compared with 3.4 percent 6 years earlier. Violent victimization was also reported to be associated with the presence of street gangs. In 1995, half of Hispanic students ages 12 through 19 reported gangs in their schools, compared with 35 percent of the black

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students and 23 percent of the white students. For the study, "school" included areas in school buildings, on school grounds, or on school buses. This definition of school is also applicable to this program announcement for all references to school.

OJJDP and SDFSP will offer assistance to school districts, schools, and communities to make their schools safe and free of violent crime through the services of a safe schools training and technical assistance provider. OJJDP and SDFSP will work with professional organizations in juvenile justice, education, law enforcement, social services, and youth-serving groups to meet the safe school training and technical assistance needs of school districts, schools, and communities through the use of the most recent advances in training and dissemination technologies.

This program will result in a competitively awarded 3-year cooperative agreement funded initially with fiscal year (FY) 1998 funds from OJJDP and SDFSP, to a safe schools training and technical assistance provider. OJJDP will administer the cooperative agreement in consultation with SDFSP.

## **Goal**

To support and enhance the capacity of school districts, schools, communities, and related agencies and organizations to provide safe and orderly learning environments for students through the development, implementation, and evaluation of safe schools action plans, training, and technical assistance.

## **Objectives**

The objectives of this program are to:

- ◆ Provide a centralized information access point for schools and related agencies regarding the availability of training and technical assistance to create and maintain safe schools and safe and orderly learning environments.
- ◆ Assist schools, communities, law enforcement, juvenile justice, and related agencies to assess needs, identify resources, and develop and implement comprehensive, communitywide safe schools action plans.
- ◆ Involve school districts, schools, communities, law enforcement, juvenile justice, and related agencies in identifying and responding appropriately to existing and emerging safety and security needs that can be addressed through training and technical assistance.
- ◆ Develop a crisis response team of expert practitioners who have been trained to provide onsite technical assistance to school systems when a crisis has occurred within a school that

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has threatened or placed in jeopardy the safety and welfare of students, teachers, and other staff or harmed them in any physical or psychological way.

- ◆ Develop and disseminate a variety of publications on school safety issues and concerns that highlight programs, strategies, services, and activities; identify “best practices and programs”; note future training opportunities; and provide indepth case studies on the delivery of training and technical assistance to a broad spectrum of recipients from large to small, rural to urban, and to Native American communities where ethnic and cultural differences are addressed.
- ◆ Develop and disseminate internal standards and formats for the preparation and distribution of training and technical assistance materials for purposes of ensuring quality, usability, and relevance in collaboration with OJJDP’s National Juvenile Justice and Delinquency Prevention Training and Technical Assistance Center.
- ◆ Develop a systematic customer feedback process with scoring criteria to assess customer satisfaction of the applicant’s programs, resources, and training and technical assistance to determine levels of effectiveness and areas that need improvement.
- ◆ Provide staff support for one meeting a year of training and technical assistance providers who are experts in the fields of education and safe schools planning and implementation to share information and coordinate efforts on collaborative projects.
- ◆ Develop a methodology for gathering the most current research and evaluation information on school safety issues and transferring that information into training and technical assistance support.

## **Program Strategy**

OJJDP and SDFSP are soliciting innovative proposals for this competitive program. Applicants are encouraged to submit creative proposals addressing how they would achieve the goal and objectives in a manner that will attract the most interest and participation of the target groups and provide applicable and appropriate training and technical assistance in a dynamic manner with a consistent level of performance, imparting subject matter to participants effectively and efficiently. In addition, the applicant is expected to describe a comprehensive design for user-friendly publications and online services that use state-of-the-art computer technology to develop, maintain, and disseminate these services. The applicant’s services are to reflect its ability to respond to cultural differences within urban, rural, and Native American school systems and districts.

The applicant is expected to work collaboratively with school districts, schools, communities, law enforcement, juvenile justice, and related agencies and organizations in the development and implementation of safe and orderly learning environments. The collaboration will include more than 50 State and local education agencies and OJJDP and SDFSP contractors and grantees to

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make their applicable training and technical assistance more easily accessible to school districts, schools, communities, and related agencies and organizations.

The provider is also to work closely with OJJDP's National Juvenile Justice and Delinquency Prevention Training and Technical Assistance Center, the Hamilton Fish National Institute on School and Community Violence, and the Department of Education's Comprehensive Regional Assistance providers to access organizations and programs that can be useful to school districts, schools, communities, and related agencies in the promotion and enhancement of safe schools and safe learning environments.

The applicant, working with States, the District of Columbia, local education agencies, and OJJDP and SDFSP contractors and grantees, will share information for the purposes of using meetings and conferences and other forums to disseminate information on the applicant's available services. It is expected that training and technical assistance contractors, grantees, and others will provide requested materials and share responsibility for developing materials for common use. The applicant will have access to appropriate OJJDP and SDFSP program materials and publications in carrying out its responsibilities under this project.

On an ongoing basis throughout the grant, the applicant is to promote the use of computer technology by schools and school districts to facilitate, but not be limited to, assessments of the problem and existing services, communication, training, program evaluation, and information dissemination in the delivery of safe schools and safe learning environments.

The tasks outlined below are consistent with the stated OJJDP and SDFSP goals and objectives. Applicants are encouraged to be creative in their proposals to implement the overall project. An annual breakdown of expected activities and accomplishments is provided as a guide. Modifications are expected as the work of the grantee evolves and needs assessments are conducted. The major requirements are that the proposal describe, in appropriate detail, how the applicant will deliver training and technical assistance to schools and school districts and how the goals and objectives will be achieved.

OJJDP and SDFSP do not intend to support an elaborate or costly physical plant. However, the project's office, equipment needs, location, and access to training facilities and resources are significant considerations to be addressed in the application.

## **Deliverables**

### **Year 1**

- ◆ Within the first 3 months of the project, the applicant will develop, in coordination with the Office for Victims of Crime, a list of expert consultants who can provide, by request of the funding agencies only, crisis intervention services onsite to a school when a crisis within a school has threatened or placed in jeopardy the safety and welfare of students, teachers, and other staff or harmed them in any physical or psychological way.

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- ◆ Provide two focus group and program development meetings that address issues unique to school districts, schools, and communities and that bring together experts in related fields to address problems that threaten school safety and safe learning environments.
  - ◆ Develop, publish, and disseminate on an ongoing basis throughout the grant a minimum of four publications per year—a combination of reports, bulletins, fact sheets, updates, and related publications on specific aspects of current school safety issues to provide a comprehensive approach to the development, delivery, and evaluation of a safe schools action plan.
  - ◆ Develop on an ongoing basis throughout the grant a minimum of four media packages and/or limited searches of major issues impacting school safety and safe learning environments, Federal and State legislation on or related to school safety, and other information to assist the field with school safety planning and policy development, implementation, and evaluation.
  - ◆ Develop and maintain a data base that shall include, but not be limited to, training and technical assistance programs, instructors, curriculums, materials, and costs for purposes of supporting marketing, cross use of educational resources by contractors and grantees, and use of related OJJDP and SDFSP training and technical assistance programs.
  - ◆ Develop and publish a training and technical assistance resource directory of current school training and technical assistance providers, resources, and activities including schedules, costs, locations, eligibility requirements, instructors, and course descriptions.
  - ◆ Operate an 800 number that provides access to general information for ordering various publications; schedules of trainings; qualified trainers and their areas of expertise; training curriculums on effective and promising safe school, delinquency, crime, and violence prevention programs; and general training resources such as methodologies, theories, and techniques.
  - ◆ Develop a system to implement a training curriculum protocol that ensures consistency in style and content from one training and technical assistance provider to another to avoid duplication of efforts. The expectation is that the grantee will work with OJJDP's National Juvenile Justice and Delinquency Prevention Training and Technical Assistance Center grantee, which has developed some of these kinds of materials.
  - ◆ Develop training programs that demonstrate state-of-the art instructional strategies that incorporate trainee participation and computer technology for the instructors into the delivery of safe schools training and technical assistance to schools and school districts and related agencies.
  - ◆ Document and analyze user responses to the applicant's services and prepare a report that includes who used the services, what services were available, who benefited from them and how, and lessons learned to improve future service delivery.

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- ◆ Formulate a marketing strategy that takes into account practitioners' training needs in education and related fields for the development and maintenance of safe schools and safe learning environments in school districts and communities throughout the United States and its territories.
  - ◆ Provide assistance through specialized training and onsite technical assistance to a significant number of school districts in the development or enhancement, implementation, and evaluation of a safe schools action plan.
  - ◆ Prepare an annual report that includes information from the user responses on the number of safe schools and safe learning environments that have been developed or enhanced as a result of the applicant's training and technical assistance services—what services were delivered and by whom, who used the services, and how recipients benefited from the services.

## **Year 2**

- ◆ Conduct a one-time national conference to bring together expert practitioners, researchers, and professionals from education, law enforcement, juvenile justice, probation, social services, youth-serving organizations, faith-based groups, service clubs, parents, students, and related organizations to share information on best practices, lessons learned, and the latest technology available to provide a comprehensive communitywide approach to the development, implementation, and evaluation of a safe schools action plan, onsite security and school resource officers, specialized services, training packages, technical assistance, and available options such as in-school suspensions, educational passports, identification badges, alternative education programs, and career academies—and any other areas and issues that need to be addressed. Prepare a report on the conference.
- ◆ Develop and implement up to four workshops to bring school safety teams together for specialized training based on assessment forms completed by the attending schools and school districts with limited onsite technical assistance available as a followup.
- ◆ Provide a mechanism for an annual update of needs assessment reflected in focus group meetings held in Year 1.
- ◆ Develop and maintain systems for online access to reference and referral services and create structures that enable users to engage in online discussions about training workshops, safe schools and positive learning environments, and training and technical assistance issues, with the applicant as the broker.
- ◆ Develop an evaluation manual, if found to be necessary after an assessment of current program evaluation tools, that describes a process with user-friendly guidelines that schools, school districts, community-based organizations, and related agencies can use to assess the multitude of safe school programs and school-related delinquency, crime, and violence prevention/intervention programs, policies, strategies, and techniques available to them in the

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development of safe schools and safe learning environments—to help them identify promising or effective programs and strategies and best practices.

- ◆ Establish a second data base that can be made available on a Web site that gives schools, school districts, community-based organizations, and related agencies easy access to promising or effective programs that promote safe schools, safe learning environments, and the prevention and intervention of school-related delinquency, crime, and violence.
- ◆ Establish and distribute an updated directory of all of the applicant's training and technical assistance resources including schedules, locations, eligibility requirements, instructors, and course descriptions.
- ◆ Develop training guides and evaluation manuals on school safety programs that are user friendly for schools, school districts, and related agencies.
- ◆ Review and upgrade training and technical assistance technologies used by the applicant to deliver services and disseminate information in order to ensure that service delivery in all areas use the latest innovations and cost-effective measures.
- ◆ Provide assistance through specialized training and onsite technical assistance to a significant number of school districts in the development/enhancement, implementation, and evaluation of a safe schools action plan.
- ◆ Propose a plan and a process for charging reasonable, appropriate fees for publications and training services under this award. This system of cost recovery for services would be implemented at a future date; however, the proposed plan must make a proportion of the services available on a no-fee basis to accommodate high-need districts.
- ◆ Prepare an annual report that includes information from user responses on the number of safe learning environments that have been developed or enhanced as a result of the applicant's training and technical assistance services—what services were delivered and by whom, who used the services, and how recipients benefited from the services.

### **Year 3**

- ◆ Maintain and continue to provide training, technical assistance, publications, information dissemination, and other tasks as described above in Years 1 and 2.
- ◆ Provide assistance through specialized training and onsite technical assistance to a significant number of school districts in the development or enhancement, implementation, and evaluation of a safe schools action plan.
- ◆ Prepare an annual report that includes information from user responses on the number of safe learning environments that have been developed or enhanced as a result of the applicant's

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training and technical assistance services—what services were delivered and by whom, who used the services, and how recipients benefited from the services.

## **Eligibility Requirements**

OJJDP invites applications from public and private agencies, organizations, institutions, and individuals. Private, for-profit organizations must agree to waive any profit or fee. Joint applications from two or more eligible applicants are welcome; however, one applicant must be clearly indicated as the primary applicant (for correspondence, award, and management purposes) and the others indicated as coapplicants.

## **Selection Criteria**

Applicants will be evaluated and rated by a peer review panel according to the criteria outlined below.

### **Problem(s) To Be Addressed (15 points)**

The applicant must convey a clear understanding of the approaches used nationally to address the problems of promoting, creating, and sustaining safe learning environments and of the multiple purposes of this cooperative agreement. In particular, the applicant must present a clear concept of how it intends to promote and increase the number of safe learning environments across the country. The applicant must further convey an understanding of the expected results of this effort and of possible obstacles to their achievement and proposed solutions for these potential obstacles.

### **Goals and Objectives (10 points)**

The goals and objectives to be achieved by the project must be clearly defined in operational terms with measurable outcomes that are consistent with the issues and performance requirements set forth in the conceptualization of the problem section of the application.

### **Project Design (35 Points)**

The application must include a project design indicating a workplan that identifies responsible staff, their time commitment, major tasks, and milestones; specific procedures to be developed and carried out; projected performance schedules and expected accomplishments; and products. The design must correspond with the project's goals and objectives and with the conceptualization of the problem. Activities must constitute a coherent, sustained program of training and technical assistance in the development, maintenance, and evaluation of safe learning environments and in the fields of delinquency, drug and alcohol abuse, and crime and violence prevention/intervention as they relate to school safety and safe learning environments.

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Performance feedback and continuous improvement must be integral to the project design. An evaluation process with a scoring criterion should be incorporated into performance feedback to make improvements and build on successes. Training or professional development services must be of sufficient quality, intensity, and duration to lead to improvements in the practice of developing, implementing, and maintaining safe learning environments by the recipients.

### **Management and Organizational Capability (30 points)**

The project's management structure and staffing must be appropriate for the successful implementation of the project. Applicants must present credentials of staff with expertise in the development, maintenance, and evaluation of safe learning environments and related concerns and issues that are applicable to the goals and objectives of this cooperative agreement.

Key staff must have significant experience in school-based programming, training, and technical assistance delivery and management, computer technology, and in the performance of other work outlined in this announcement. Staff must also have successfully worked in the areas of delinquency, drug and alcohol abuse, crime and violence prevention/intervention, and safe school planning for safe learning environments. Key staff résumés should be attached in an appendix.

The applicant must also describe how it intends to pull together education and directly related community-based providers to deliver training and technical assistance to schools and school districts to develop or enhance, implement, and maintain safe school planning for safe learning environments.

The applicant's organizational ability to administer the project successfully must be clearly documented in the proposal and should include available computer technology and computer programs that will be utilized in the attainment of the objectives. The documentation must include past or current organizational experience in the subject areas and skills required to achieve the objectives and with projects of the magnitude and complexity described in this program announcement.

The applicant must demonstrate that it has the capability to use computer technology to develop and disseminate the variety of publications and online access to services, described above, in a timely manner.

The applicant must demonstrate that it can provide programmable support to OJJDP and SDFSP on school-related issues or, alternatively, indicate how it will reach out to locate the necessary providers.

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## **Budget (10 points)**

Applicants must provide a proposed budget that is complete, detailed, reasonable, allowable, and cost effective in relation to the activities to be undertaken.

A 12-month budget period should be programmatically structured for the continuation and, where appropriate, the completion of work started in the two previous project years. The year's program should reflect the applicant as an established entity with some cyclical aspects to its activities.

## **Format**

The narrative portion of this application must not exceed 50 pages (excluding forms, assurances, and appendixes) and must be submitted on 8½- by 11-inch paper, double spaced on one side of the paper in a standard 12-point font. This is necessary to maintain fair and uniform standards among all applicants. If the narrative does not conform to these standards, OJJDP will deem the application ineligible for consideration.

## **Award Period**

The project will be funded for 3 years in three 1-year budget periods. Funding after the first budget period will be contingent upon OJJDP's and SDFSP's assessment of continuing need, performance of the grantee, and availability of funds.

## **Award Amount**

Up to \$1 million is available for the first-year budget period.

## **Catalog of Federal Domestic Assistance (CFDA) Number**

For this program, the CFDA number, which is required on Standard Form 424, Application for Federal Assistance, is 16.542. This form is included in OJJDP's *Application Kit*, which can be obtained by calling the Juvenile Justice Clearinghouse at 800-638-8736 or sending an e-mail request to [puborder@ncjrs.org](mailto:puborder@ncjrs.org). The *Application Kit* is also available online at [www.ncjrs.org/ojjhome.htm](http://www.ncjrs.org/ojjhome.htm). (See the Introduction for more contact information.)

## **Coordination of Federal Efforts**

To encourage better coordination among Federal agencies in addressing State and local needs, the U.S. Department of Justice (DOJ) is requesting applicants to provide information on the following: (1) active Federal grant award(s) supporting this or related efforts, including awards

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from DOJ; (2) any pending application(s) for Federal funds for this or related efforts; and (3) plans for coordinating any funds described in items (1) or (2) with the funding sought by this application. For each Federal award, applicants must include the program or project title, the Federal grantor agency, the amount of the award, and a brief description of its purpose.

“Related efforts” is defined for these purposes as one of the following:

- ◆ Efforts for the same purpose (i.e., the proposed award would supplement, expand, complement, or continue activities funded with other Federal grants).
- ◆ Another phase or component of the same program or project (e.g., to implement a planning effort funded by other Federal funds or to provide a substance abuse treatment or education component within a criminal justice project).
- ◆ Services of some kind (e.g., technical assistance, research, or evaluation) to the program or project described in the application.

## **Delivery Instructions**

All application packages should be mailed or delivered to the Office of Juvenile Justice and Delinquency Prevention, c/o Juvenile Justice Resource Center, 2277 Research Boulevard, Mail Stop 2K, Rockville, MD 20850; 301-519-5535. **Note:** *In the lower left-hand corner of the envelope, you must clearly write “School Safety Training and Technical Assistance.”*

## **Due Date**

Applicants are responsible for ensuring that the original and five copies of the application package are received by 5 p.m. ET on August 28, 1998.

## **Contact**

For further information contact Robin Delany-Shabazz, Program Manager, Training and Technical Assistance Division, 202-307-9963, or send an e-mail inquiry to [delany@ojp.usdoj.gov](mailto:delany@ojp.usdoj.gov).

## **References**

Amundson, K. J. *Violence in the Schools: How America’s School Boards Are Safeguarding Our Children*, Alexandria, VA.: National School Boards Association and Office of Federal and National Education Issues Advocacy, 1993.

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Chandler, K.A., Chapman, C., Rand, M.R., and Taylor, B.M. *Students' Reports of School Crime: 1989 and 1995*. Washington, DC: U.S. Departments of Education and Justice, 1998.

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Heaviside, S., Rowand, C., Williams, C., Faris, E., Burns, S., and McArthur, E. *Violence and Discipline Problems in U.S. Public Schools: 1996-97*. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, 1998 (March).

Ingersoll, S., and LeBoeuf, D. *Reaching Out to Youth Out of the Education Mainstream*. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention, 1997 (February).

Kenney, D., and Keough, K.E. *Reducing Fear in the Schools*. Washington, DC: Police Research Forum, 1998 (April).

Louis Harris and Associates, Inc. and LRH Research, Inc. *A Survey of Experiences, Perceptions, and Apprehensions About Guns Among Young People in America*. New York: Louis Harris and Associates, Inc. and LRH Research, Inc., 1993.

Sickmund, M., Snyder, H., and Poe-Yamagata, E. *Juvenile Offenders and Victims: 1997 Update on Violence*. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention, 1997 (August).

Sickmund, M. *Offenders in Juvenile Court*. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention, 1997 (December).

Snyder, H., and Sickmund, M. *Juvenile Offenders and Victims: A National Report*. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention, 1995 (August).

Snyder, H., Sickmund, M., and Poe-Yamagata, E. *Juvenile Offenders and Victims: 1996 Update on Violence*. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention, 1996 (February).

Trone, J. *Teaching Brain Power, Not Gun Power*. New York, New York: Vera Institute of Justice, 1997.

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# **Field-Initiated Research Program**

## **Purpose**

To generate high-quality research conducted by researchers representing multiple academic disciplines and strategies, including juvenile justice, delinquency prevention, mental health, child welfare, and social services. This research will identify issues pertinent to the advancement of the juvenile justice and delinquency prevention field and explore topics relevant to State and local juvenile justice policies and practices.

## **Background**

Since its inception in 1974, the Office of Juvenile Justice and Delinquency Prevention (OJJDP) has been charged with sponsoring research to build a knowledge base on juvenile crime, its etiology, characteristics, and trends; the impact of juvenile crime and victimization; and appropriate responses to juvenile crime and violence, including prevention, early intervention, and graduated sanctions.

Recognizing that innovative research ideas often spring from those working outside of the Federal Government, OJJDP encourages researchers and practitioners to form partnerships to undertake new avenues of inquiry regarding delinquent behavior and innovative approaches to the problem of juvenile crime. Several landmark studies conducted by the National Academy of Sciences, the OJJDP Study Group on Serious and Violent Offenders, and the University of Maryland have identified fruitful areas for scientific inquiry. Researchers are encouraged to consult these sources or to suggest their own ideas.

In past years, OJJDP has sponsored field-initiated research and evaluation programs, supporting research on such diverse topics as gangs in correctional institutions, mental health issues in juvenile justice, the child welfare and juvenile justice systems, and juvenile sex offending. In fiscal year 1998, the field-initiated program will focus exclusively on innovative nonevaluation research.

## **Goals**

To foster original, rigorous scientific research and to use innovative research methods to study important issues of juvenile delinquency and juvenile justice. This program seeks to encourage empirical research in the areas of youth delinquent and criminal behavior, interventions with youthful offenders, and juvenile justice system policies and practices. Through these research projects, OJJDP intends to inform the field by conceptualizing specific problems and developing specific answers.

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## Objectives

- ◆ Conceptualize and investigate new research questions.
- ◆ Develop new methodological approaches to address problems not previously investigated.
- ◆ Expand and validate hypotheses on juvenile delinquency.
- ◆ Develop knowledge that will lead to new hypotheses, techniques, approaches, or methods to improve the juvenile justice system and delinquency prevention efforts.

## Program Strategy

Through the Field-Initiated Research Program, OJJDP is actively soliciting from the field innovative research proposals that will contribute to the prevention and reduction of juvenile delinquency and to the development of more effective juvenile justice practices and policies.

## Products

Proposals should contain a description of all products to originate from the research project. At a minimum, each grantee will be required to produce a report that provides an overview of the research, including the underlying theory and hypotheses; methodology; findings; policy implications resulting from the research; and recommendations for future action. Applicants must also indicate a willingness to provide a written report suitable for publication as an OJJDP Bulletin no later than 60 days after the grant ends.

## Eligibility Requirements

OJJDP invites applications from public and private agencies, organizations, institutions, and individuals. Private, for-profit organizations must agree to waive any profit or fee. Joint applications from two or more eligible applicants are welcome; however, one applicant must be clearly indicated as the primary applicant (for correspondence and award purposes) and the others indicated as coapplicants. Where appropriate, collaborative relationships are encouraged between researchers and practitioners; if required for conducting the research, assurances should be provided that such collaboration exists.

## Selection Criteria

Applicants will be evaluated and rated by a peer review panel according to the criteria outlined below.

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### **Problem(s) To Be Addressed (25 points)**

Applicants must include in the project narrative a clear description of the research questions the proposed project will address. Applicants should also provide a discussion of the importance of these research questions and indicate to what extent they can be answered by previous research. Applicants will be judged on the value and contribution of the proposed research. The applicant must also demonstrate an understanding of other research relevant to the field's understanding of delinquency and the juvenile justice system.

### **Goals and Objectives (25 points)**

The application must include a concrete statement of the project goal. The goal should relate to and be supported by the "Problems To Be Addressed" section of the application. The objectives of the project should correspond to specific tasks that the applicant will undertake to achieve the overall goals. The objectives must be clear and measurable.

### **Project Design (25 points)**

The application should discuss in detail the overall design of the project. The discussion should include a description of all research questions and the proposed methodology. The methodology must logically connect with the data available or the data the project will collect.

The application must include a timeline that indicates when specific tasks will be started and completed. The timeline must be referenced as appropriate in the narrative, but should be placed in appendix A of the application.

### **Management and Organizational Capabilities (15 points)**

Applicants must demonstrate a management structure that will achieve the goals and objectives of the project in an efficient and cost-effective manner. Applicants should pay particular attention to ensuring that the project tasks, as delineated in the "Project Design" section of the application, are adequately staffed. Where appropriate and feasible, applicants should indicate the number of staff days required per task.

Applicants must also demonstrate an organizational capacity to complete the work anticipated in the project design. The applicant should include a description of similar projects undertaken by the organization. Applicants proposing research that involves other governmental agencies, organizations, or programs should submit letters of cooperation from them.

### **Budget (10 points)**

Applicants must provide a proposed budget that is complete, detailed, reasonable, allowable, and cost effective in relation to the activities to be undertaken.

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## **Format**

Proposals that request awards of less than \$50,000 will be considered “small grants.” Applicants for small grants are required to limit their proposals to a total of 15 pages. Applicants requesting more than \$50,000 must submit a program narrative that does not exceed 30 pages in length. These page limits do not include the budget narrative, appendixes, application forms, or assurances. The appendixes must include the following: résumés of the project manager and other key staff, the timeline of the project’s major milestones with dates for submission included, and letters of cooperation.

The narrative portion of this application must be submitted on 8½- by 11-inch paper, double spaced on one side of the paper in a standard 12-point font. These standards are necessary to maintain a fair and uniform standard among all applicants. If the narrative does not conform to these standards, OJJDP will deem the application ineligible for consideration.

## **Award Period**

This program will be funded for a period not to exceed 2 years. For projects exceeding 1 year, the initial budget period cannot exceed 1 year. Funding after the initial budget period depends on grantee performance, availability of funds, and other criteria at time of award.

## **Award Amount**

Up to \$650,000 is available for awards under this program in FY 1998. Individual grants can range between \$25,000 and \$300,000. Total project costs, regardless of the length of the project, may not exceed \$300,000.

## **Catalog of Federal Domestic Assistance (CFDA) Number**

For this program, the CFDA number, which is required on Standard Form 424, Application for Federal Assistance, is 16.542. This form is included in OJJDP’s *Application Kit*, which can be obtained by calling the Juvenile Justice Clearinghouse at 800-638-8736 or sending an e-mail request to [puborder@ncjrs.org](mailto:puborder@ncjrs.org). The *Application Kit* is also available online at [www.ncjrs.org/ojjhome.htm](http://www.ncjrs.org/ojjhome.htm). (See the Introduction for more contact information.)

## **Coordination of Federal Efforts**

To encourage better coordination among Federal agencies in addressing State and local needs, the U.S. Department of Justice is requesting applicants to provide information on the following: (1) active Federal grant award(s) supporting this or related efforts, including awards from the U.S. Department of Justice; (2) any pending application(s) for Federal funds for this or related efforts; and (3) plans for coordinating any funds described in items (1) or (2) with the funding

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sought by this application. For each Federal award, applicants must include the program or project title, the Federal grantor agency, the amount of the award, and a brief description of its purpose.

“Related efforts” is defined for these purposes as one of the following:

- ◆ Efforts for the same purpose (i.e., the proposed award would supplement, expand, complement, or continue activities funded with other Federal grants).
- ◆ Another phase or component of the same program or project (e.g., to implement a planning effort funded by other Federal funds or to provide a substance abuse treatment or education component within a criminal justice project).
- ◆ Services of some kind (e.g., technical assistance, research, or evaluation) to the program or project described in the application.

## **Delivery Instructions**

All application packages should be mailed or delivered to the Office of Juvenile Justice and Delinquency Prevention, c/o Juvenile Justice Resource Center, 2277 Research Boulevard, Mail Stop 2K, Rockville, MD 20850; 301-519-5535. **Note:** *In the lower left-hand corner of the envelope, the applicant must clearly write “Field-Initiated Research Program.”*

## **Due Date**

Applicants are responsible for ensuring that the original and five copies of the application package are received by 5 p.m. ET on August 10, 1998.

## **Contact**

For further information, contact Elissa Rumsey, Research and Program Development Division, 202-616-9279, or send an e-mail inquiry to [rumseye@ojp.usdoj.gov](mailto:rumseye@ojp.usdoj.gov).

## **References**

Chalk, R., and King, P., eds. 1998. *Violence in Families: Assessing Prevention and Treatment Programs*. Washington, DC: National Academy of Sciences.

Loeber, R., and Farrington, D.P. 1998. *Serious and Violent Juvenile Offenders: Risk Factors and Successful Interventions*. Thousand Oaks, CA: Sage Publications, Inc.

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Panel on Research on Child Abuse and Neglect. Commission on Behavioral and Social Sciences and Education, National Research Council. 1993. *Understanding Child Abuse and Neglect*. Washington DC: National Academy of Sciences.

Reiss, A.J., Jr., and Roth, J.A., eds. 1993. *Understanding and Preventing Violence*. Washington, DC: National Academy of Sciences.

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# **Office of Juvenile Justice and Delinquency Prevention National Training and Technical Assistance Center**

## **Purpose**

To facilitate systematic coordination of the Office of Juvenile Justice and Delinquency Prevention's (OJJDP's) training and technical assistance resources for purposes of expanded coverage, increased responsiveness to practitioner needs, and enhanced quality of services provided.

## **Background**

Sections 244, 245, and 246 of the Juvenile Justice and Delinquency Prevention Act of 1974, as amended, authorize support of training and technical assistance programs for juvenile justice and other youth services personnel. OJJDP pursues its training mission through the award of grants and contracts to various organizational entities competent in training and technical assistance development and delivery in many different subject areas, as opposed to establishment of a centralized training institute. This approach has resulted in greater flexibility in responding to emerging needs and more variation in approaches for accomplishing OJJDP's training and technical assistance mission. The expertise of OJJDP award recipients and the management controls built into the applicant selection and subsequent project oversight process have generally resulted in high-quality training and technical assistance. However, training/technical assistance programs and materials generated under OJJDP auspices differ markedly in terms of format, method of delivery, scope of coverage, access, availability, and relevance to OJJDP's consumer audiences.

OJJDP relies on professional organizations in the juvenile justice and youth service fields to meet the training/technical assistance needs in these areas through grants, contracts, and other appropriate means of funding. At the same time, OJJDP is interested in enhancing its training/technical assistance capability, coverage, and impact and increasing the cost effectiveness of its training efforts. OJJDP recognizes the expanding universe of juvenile justice and related programs, of advances in training technologies, and of growing training/technical assistance audiences.

A competitive 3-year cooperative agreement was awarded with fiscal year (FY) 1994 funds to develop and operate the OJJDP National Training and Technical Assistance Center (the Center). The mission of the Center is to upgrade and expand the professional skills of juvenile justice and delinquency prevention practitioners and increase their ability to reduce youth crime and improve the juvenile justice system. The Center also works to streamline access by the juvenile justice field to OJJDP-funded services, increase the dissemination of information about its training and technical assistance programs, increase communications across grantees, and facilitate the development and utilization of common protocols for development of training, delivery of

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technical assistance, and evaluation of training. This award will support the expansion and enhancement of OJJDP-supported services and the upgrading of services offered.

This mission is pursued through the Center's collaborative work with more than 50 OJJDP-funded contractors and grantees to make the training and technical assistance offered more easily accessible to State and local agencies and other entities. In response to inquiries, the Center provides information on a variety of training and technical assistance resources that respond to the needs of juvenile justice practitioners.

Training and technical assistance resources and products are identified, collected, and organized through a resource data base and clearinghouse. The OJJDP National Training and Technical Assistance Center's clearinghouse function enables State and local agencies, OJJDP staff, contractors, and grantees to use an 800 number and a World Wide Web site to access information concerning the organizations representing the full spectrum of expertise in juvenile justice and delinquency prevention that provide training and technical assistance under OJJDP grants and contracts. A comprehensive listing and overview of these services and other information about the Center's activities are available through the Center's home page at [www.nttac.com](http://www.nttac.com).

To provide state-of-the-art information to the juvenile justice field, OJJDP contractors and grantees, participants in OJJDP-sponsored trainings, and OJJDP staff, the Center developed a training and technical assistance data base. This data base provides rapid access to information concerning (1) all OJJDP-scheduled training on selected topics, complete with locations, trainers, and dates; (2) a roster of OJJDP-certified trainers with expertise on various topics; (3) abstracts of training and technical assistance resources in the clearinghouse; (4) an overview of OJJDP contractor and grantee organizations, their projects, and available resources; and (5) general characteristics of OJJDP-provided training and technical assistance services, which include, but are not limited to, the number and nature of technical assistance requests, characteristics of the individual and/or agency making the request, and followup and outcome of requests.

Through the use of the clearinghouse and resource data base, inquiries are answered and requests are referred to the appropriate resources. The brokering of training and technical assistance can be accomplished onsite or via a variety of electronic media. The Center is not expected to carry the financial burden of the delivery of technical assistance requested by the field, but from a modest set-aside, can supplement grantee/contractor expenses that cannot be met any other way.

The training and technical assistance contract supported through the OJJDP Formula Grants Program has responsibility for responding to the needs identified in each State's Comprehensive Juvenile Justice Plan. Effective collaboration and coordination with the OJJDP State representatives and the State Formula Grant juvenile justice specialists will facilitate effective utilization of these training and technical assistance resources.

The Center, in cooperation with the Training and Technical Assistance Division of OJJDP, facilitates the work of the Child, Youth, and Family (CYF) Affinity Group. The CYF Affinity Group consists of OJJDP contractors and grantees whose projects and programs address child

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advocacy, e.g., child abuse and neglect and family strengthening, and was formed to improve group members' individual and collective capabilities to assist agencies and communities in coordinating outreach and training and technical assistance efforts, sharing resources, exchanging information on lessons learned and successful strategies, and supporting the work and projects of other CYF members. The work of the group is carried out through regular teleconference meetings, an active listserv, annual planning meetings, and individual communication. Additional information on the CYF Affinity Group is available on the Center's home page.

The Center also compiles and disseminates annually the *Training and Technical Assistance Resource Catalog*, which provides an overview of OJJDP contractors and grantees that provide training and technical assistance on behalf of the Office and a listing of all OJJDP-sponsored training events. The catalog describes the training and technical assistance resources that are available and contains information on organizations and descriptions of the programs funded by OJJDP each fiscal year. The catalog is also available online through the OJJDP home page at [www.ncjrs.org/ojjhome.htm](http://www.ncjrs.org/ojjhome.htm). The Center publishes a bimonthly newsletter, *National Training and Technical Assistance Center (NTTAC) News*, which highlights the Center's services and activities and future training opportunities. The newsletter also features indepth profiles on OJJDP training and technical assistance contractors and grantees.

The Center collaborates with the OJJDP Juvenile Justice Clearinghouse and with information data bases related to juvenile justice and delinquency prevention. The purpose of this collaboration is to maximize the Center's ability to provide state-of-the-art information to practitioners.

Another vital function of the Center is conducting ongoing assessments of emerging juvenile justice trends and issues and training and of technical assistance needs of elected officials, practitioners, citizen advocates, and youth. The Center also identifies and coordinates a training and technical assistance network of leading planners, practitioners, and scholars to assist State and local agencies in responding to these trends and issues.

To address identified trends and issues, the Center has begun to develop a proactive and comprehensive set of Jurisdictional Technical Assistance Packages to assist State and local jurisdictions. The first package, Corrections, is scheduled to be completed in August 1998. The specific objectives of Jurisdictional Technical Assistance Packages are to assess a problem or need, define desired outcomes, engage appropriate decisionmakers in moving toward a solution, provide technical expertise to achieve the desired solutions in ways that build capacity and local expertise in the process, and establish a mechanism to monitor and fashion desired outcomes.

## Goals

To develop, enhance, and expand the professional skills of juvenile justice and delinquency prevention practitioners; improve the functioning of the juvenile justice system; and enhance the capability of the juvenile justice system to increase the social competence and

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accountability of youth served by collaboration with the full spectrum of juvenile justice technical assistance and training service providers and by proactive assessment of the field's needs and effective coordination of OJJDP-supported services.

## **Objectives**

- ◆ To facilitate the delivery of OJJDP-supported training and technical assistance to juvenile justice and delinquency prevention agencies through brokering services available through OJJDP.
- ◆ To systematically design, manage, and administer a centralized mechanism for facilitating access to and information about the full range of OJJDP's training and technical assistance resources through playing a brokerage role in collaboration with OJJDP's cross-cutting support grants/contracts such as the Formula Grants training and technical assistance provider, the Juvenile Accountability Incentive Block Grant Program's national training and technical assistance provider, and the Juvenile Justice Telecommunications Assistance Project.
- ◆ To involve juvenile justice practitioners in periodic assessments of existing and emerging training and technical assistance needs.
- ◆ To market Center services and OJJDP-sponsored trainings and technical assistance workshops and conferences.
- ◆ To develop and maintain juvenile justice training and technical assistance "best practices" curriculum and resource materials, and to develop a training and technical assistance curriculum bibliography. These resources will be made available online and in a hardcopy version.
- ◆ To enhance and strengthen OJJDP training and technical assistance contractors' and grantees' capabilities through activities that include, but are not limited to, the following: develop a training and technical assistance document review process; provide systematic and uniform evaluations from users of OJJDP training and technical assistance programs and from providers of training and technical assistance; review and document training and technical assistance technologies used by OJJDP contractors and grantees and by innovators of such technology; disseminate standards and formats for the development and distribution of OJJDP-supported curriculums and training and technical assistance materials to ensure quality, usability, and relevance; and enhance and encourage communication among—and eliminate duplication by—OJJDP contractors and grantees through support of "affinity groups" and other collaborative initiatives.
- ◆ To enhance and maintain the data base of users of OJJDP training and technical assistance programs, instructors, curriculums, materials, and costs to support marketing, cross-use of

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resources by contractors and grantees, and management of OJJDP training and technical assistance programs.

- ◆ To develop Jurisdictional Technical Assistance Packages that will assist State and local jurisdictions in responding to evolving juvenile justice issues for which there are no comprehensive technical assistance responses.
- ◆ To develop and distribute biannually a hardcopy and online listing of all OJJDP-sponsored training and technical assistance programs.
- ◆ To provide logistical support for an annual meeting of OJJDP training and technical assistance contractors and grantees for purposes of sharing information and coordinating efforts on collaborative projects.
- ◆ To provide support to the training and technical assistance needs of the Juvenile Accountability Incentive Block Grants Program, as directed by OJJDP. This support would be limited in scope and may include coordination of technical assistance teams and resources.

## **Program Strategy**

Applicants are expected to conceptualize and present a design for the operation of the OJJDP National Training and Technical Assistance Center that reflects knowledge of OJJDP contractor and grantee capabilities, an understanding of their relationship with OJJDP, and the applicant's ability to form effective collaborative working relationships with contractors and grantees. Applicants should provide recommendations on how the existing Center's operations or specific services could be enhanced and refined. Particular emphasis will be placed on the applicant's ability to provide a detailed description of organization, staffing, management, and enhancement of the Center's operations.

It is expected that OJJDP technical assistance and training contractors and grantees will provide requested materials and share responsibility for developing shared training and technical assistance materials. The grantee will have access to appropriate OJJDP records and staff in carrying out its responsibilities under this project.

The tasks involved in the deliverables are consistent with the stated OJJDP goals and objectives. Applicants are encouraged to be creative and innovative in their proposals to implement the overall project, particularly with respect to enhancements and refinements of current Center operations. An annual breakdown of expected activities and accomplishments is provided as a guide. Modifications are expected as the work of the Center evolves and needs assessments are conducted.

While OJJDP does not intend to support an elaborate or costly physical plant, the project's office, equipment needs, location, and access to training facilities and resources are significant

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considerations to be addressed in the application. Applicants are encouraged to be realistic in costing out the deliverables as well as in developing timelines for the implementation schedule.

## **Deliverables**

Deliverables that continue throughout the 3-year project period are:

- ◆ Operate the OJJDP National Training and Technical Assistance Center Clearinghouse.
- ◆ Operate and maintain the 800 number.
- ◆ Maintain the OJJDP Training and Technical Assistance Center Data Base.
- ◆ Maintain a system for online access to reference and referral resources.
- ◆ Conduct a minimum of one training and technical assistance needs assessment per project year and provide a report to OJJDP for purposes of informing the development of OJJDP's annual Program Plan.
- ◆ Produce and disseminate OJJDP Center Bulletins on training and technical assistance "best practices" and Fact Sheets on issues identified by OJJDP.
- ◆ Produce and disseminate the annual OJJDP *Training and Technical Assistance Center Resource Catalog* and make it available electronically.
- ◆ Produce and distribute a biannual directory of juvenile justice training events and make it available electronically.
- ◆ Market the Center's activities and OJJDP-sponsored trainings and technical assistance, curriculums, and conferences.
- ◆ Respond to requests for technical assistance by brokering services from the appropriate OJJDP contractor or grantee; where no appropriate service exists, provide such assistance from the Center's consultant pool and budget in limited instances.
- ◆ Facilitate the assignment of jurisdictional teams in response to requests or assignments by OJJDP, using OJJDP contractors and grantees.
- ◆ Publish online and in hard copy a bimonthly newsletter.
- ◆ In cooperation with OJJDP's Training and Technical Assistance Division, facilitate collaborative initiatives such as the Child, Youth, and Family Affinity Group.

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- ◆ Provide ongoing coordination and support to the Juvenile Accountability Incentive Block Grants Program as directed by OJJDP.
  - ◆ Assist in the planning and provide logistical support for an annual OJJDP contractor and grantee meeting.
  - ◆ Provide monthly Technical Progress Reports in narrative form addressing progress made to date on specific work to be accomplished; summary of work in progress; assessment of training and technical assistance assignments; consultant activity; problems and difficulties encountered; previous problems and difficulties solved, including delinquent assignments; assistance and/or guidance required of the OJJDP Program Manager; and next work scheduled to be undertaken.
  - ◆ Maintain and sustain a system for online access to reference and referral services and create structures that enable users to engage in online discussions about training workshop and juvenile justice issues, with the grantee as broker. The recipient will also maintain, upgrade, and enhance the Center's home page on the World Wide Web.

The deliverables assigned to the 3 project years are subject to modification, based on the priorities of OJJDP, the annual assessment of training and technical assistance needs, and direction provided by OJJDP's contractors and grantees. The following deliverables reflect current priorities as envisioned at this point over the 3-year project period:

#### **Year 1**

- ◆ Refine and enhance the OJJDP National Training and Technical Assistance Center Clearinghouse.
- ◆ Enhance and maintain the Training and Technical Assistance Data Base and ensure compatibility with OJJDP's existing data bases.
- ◆ Enhance and disseminate training, technical assistance, and evaluation protocols under development to standardize the methods by which OJJDP contractors and grantees evaluate the effectiveness and outcomes of their services and determine the impact that the delivery of those services has on making juvenile justice system improvements.
- ◆ In collaboration with OJJDP contractors and grantees, inventory OJJDP-supported curriculums, video conferences, manuals, and other technical materials suitable for marketing to expanded audiences and develop a strategy and implementation plan for appropriate revision and expanded use.
- ◆ Establish a curriculum development protocol that ensures consistency in style and content from one OJJDP contractor or grantee to another. In addition to identification of essential elements of curriculum development, the protocol will provide standards to assure high

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quality with respect to content, application of adult learning theory, and expectations for certification of instructors/trainers.

- ◆ Upgrade the Corrections Jurisdictional Technical Assistance Package with the addition of three corrections issues areas and develop a Female Services Jurisdictional Technical Assistance Package in collaboration with the OJJDP Gender-Specific Program Training and Technical Assistance grantee.
- ◆ Develop and implement a marketing plan for use of the Center's services and dissemination of the Corrections Jurisdictional Technical Assistance Package and the Female Services Jurisdictional Technical Assistance Package, which will be developed in Year 1.
- ◆ Publish and disseminate a minimum of two Center Bulletins on training and technical assistance "best practices" and one OJJDP Fact Sheet on a topic identified by OJJDP.

## **Year 2**

- ◆ Develop, test, and disseminate, in collaboration with the Juvenile Justice Trainers Association and the National Institute of Corrections, a curriculum for training juvenile justice trainers.
- ◆ Develop a program to certify instructors to deliver training and technical assistance.
- ◆ Provide for a "training of trainers" course that can be handed off to appropriate stakeholders in juvenile justice training.
- ◆ Develop, test, and disseminate a Jurisdictional Technical Assistance Package on Mental Health Services for Youth in the Juvenile Justice System.
- ◆ Develop, test, and disseminate one Jurisdictional Technical Assistance Package on an issue to be identified through the annual needs assessment or by OJJDP.
- ◆ Develop a certification program for participants in OJJDP-sponsored trainings as a mechanism to improve the quality of training and to provide additional incentive for participation in the programs.
- ◆ Publish and disseminate a minimum of two Center Bulletins on training and technical assistance "best practices" and one OJJDP Fact Sheet on a topic identified by OJJDP.

## **Year 3**

This 12-month budget period should be programmatically structured for the continuation and, where appropriate, for the completion of work started in the 2 previous project years. The

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year's program should reflect the Center as an enhanced and refined entity with cyclical aspects to its activities (e.g., the ongoing need to update the catalog of OJJDP training and technical assistance programs and program materials). Additional deliverables for year 3 include the following:

- ◆ Publish and disseminate a minimum of two Center Bulletins on training and technical assistance "best practices" and one OJJDP Fact Sheet on a topic identified by OJJDP.

## **Eligibility Requirements**

OJJDP invites applications from public and private agencies, organizations, institutions, and individuals. Private, for-profit organizations must agree to waive any profit or fee. Joint applications from two or more eligible applicants are acceptable; however, one applicant must be clearly indicated as the primary applicant (for correspondence, award, and management purposes) and the others indicated as coapplicants.

## **Selection Criteria**

Applicants will be evaluated and rated by a peer review panel according to the following criteria outlined below.

### **Conceptualization of the Need (10 points)**

The applicant must convey a clear understanding of the purpose, program(s), work requirements, and related issues addressed in this program announcement. In particular, the applicant must present a clear concept of the Center's structure, functions, and capabilities. The applicant must further convey understanding of the expected results and benefits of this effort and of possible obstacles to their achievement.

### **Goals and Objectives (5 points)**

The goals and objectives to be achieved by the project must be clearly defined and expressed in operational terms consistent with the issues and performance requirements set forth in the conceptualization of need and benefits to the field section of the application.

### **Project Design (30 Points)**

The application must include a project design, indicating a workplan, specific procedures to be carried out, projected performance schedules, expected accomplishments, and products. The design must correspond with the project's goals and objectives and with the conceptualization of the Center. Obstacles to achieving the expected results should be identified, reasons discussed, and alternative options identified with supporting rationale for their selection.

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## **Management and Organizational Capability (45 points)**

The project's management structure and staffing must be appropriate for the successful implementation and management of the Center. Key staff must also demonstrate experience in juvenile justice programs, training, and technical assistance delivery; management; production development; and the performance of other work outlined in this announcement. When staff are identified, résumés must be provided in the appendix. When staff have not been identified, job descriptions must be provided in the appendix. Key staff must demonstrate experience with program implementation and accomplishments in collaboration and coordination with persons and organizations whose participation is crucial to the success of the effort.

The applicant organization's ability to administer the project successfully must be clearly demonstrated in the proposal. The documentation must include organizational experience in the subject areas and with projects of the type described in this program announcement and an organizational infrastructure that would support the technological requirements of this project, i.e., computer and production capabilities. Because of the complexity of this program, applicants may find it more cost effective to establish contractual relationships to provide technical or specialized functions that the Center has responsibility for maintaining, e.g., clearinghouse, document production, and data base functions. Where anticipated, these relationships should be described in detail. Further, because this is a cooperative agreement and requires major involvement by OJJDP staff, the grantee must demonstrate the capability to accomplish this fairly intense collaboration with OJJDP staff in a cost-effective manner.

## **Budget (10 points)**

Applicants must provide a proposed budget that is complete, detailed, reasonable, allowable, and cost effective in relation to the activities proposed to be undertaken. OJJDP will consider recommendations for modification of the schedule of deliverables to accommodate cost considerations. Where such recommendations are made, justification and alternatives should be proposed.

## **Format**

The narrative portion of this application must not exceed 60 pages (excluding forms, assurances, and appendixes) and must be submitted on 8½- by 11-inch paper, double spaced on one side of the paper in a standard 12-point font. This is necessary to maintain fair and uniform standards among all applicants. If the narrative does not conform to these standards, OJJDP will deem the application ineligible for consideration.

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## Award Period

This project will be funded for 3 years in three 1-year budget periods. Funding after the first budget period depends on grantee performance, availability of funds, and other criteria established at the time of award.

## Award Amount

Up to \$600,000 is available for the initial 1-year budget period.

## Catalog of Federal Domestic Assistance (CFDA) Number

For this program, the CFDA number, which is required on Standard Form 424, Application for Federal Assistance, is 16.542. This form is included in OJJDP's *Application Kit*, which can be obtained by calling the Juvenile Justice Clearinghouse at 800-638-8736 or sending an e-mail request to [puborder@ncjrs.org](mailto:puborder@ncjrs.org). The *Application Kit* is also available online at [www.ncjrs.org/ojjhome.htm](http://www.ncjrs.org/ojjhome.htm). (See the Introduction for more contact information.)

## Coordination of Federal Efforts

To encourage better coordination among Federal agencies in addressing State and local needs, the U.S. Department of Justice is requesting applicants to provide information on the following: (1) active Federal grant award(s) supporting this or related efforts, including awards from the U.S. Department of Justice; (2) any pending application(s) for Federal funds for this or related efforts; and (3) plans for coordinating any funds described in items (1) or (2) with the funding sought by this application. For each Federal award, applicants must include the program or project title, the Federal grantor agency, the amount of the award, and a brief description of its purpose.

"Related efforts" is defined for these purposes as one of the following:

- ◆ Efforts for the same purpose (i.e., the proposed award would supplement, expand, complement, or continue activities funded with other Federal grants).
- ◆ Another phase or component of the same program or project (e.g., to implement a planning effort funded by other Federal funds or to provide a substance abuse treatment or education component within a criminal justice project).
- ◆ Services of some kind (e.g., technical assistance, research, or evaluation) to the program or project described in the application.

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## Delivery Instructions

All application packages should be mailed or delivered to the Office of Juvenile Justice and Delinquency Prevention, c/o Juvenile Justice Resource Center, 2277 Research Boulevard, Mail Stop 2K, Rockville, MD 20850; 301-519-5535. **Note:** *In the lower left-hand corner of the envelope, you must clearly write "OJJDP National Training and Technical Assistance Center."*

## Due Date

Applicants are responsible for ensuring that the original and five copies of the application package are received by 5 p.m. ET on August 17, 1998.

## Contact

For further information, call Michael Goodnow, Program Manager, Training and Technical Assistance Division, 202-307-3676, or send an e-mail inquiry to [goodnow@ojp.usdoj.gov](mailto:goodnow@ojp.usdoj.gov).

## References and Resources

*National Training and Technical Assistance Center (NTTAC) News.* Available by calling the OJJDP National Training and Technical Assistance Center or online at [www.nttac.com](http://www.nttac.com).

Office of Juvenile Justice and Delinquency Prevention. 1997. *Training and Technical Assistance Resource Catalog*. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

OJJDP Child, Youth, and Family Affinity Group listserv: [www.nttac.com](http://www.nttac.com).

OJJDP home page: [www.ncjrs.org/ojjhome.htm](http://www.ncjrs.org/ojjhome.htm).

OJJDP National Training and Technical Assistance Center (800-830-4031).

OJJDP National Training and Technical Assistance Center Web site: [www.nttac.com](http://www.nttac.com)

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# **Systems Improvement Training and Technical Assistance Project**

## **Purpose**

To provide training and technical assistance to the Office of Juvenile Justice and Delinquency Prevention (OJJDP) grantees and other selected communities seeking to reorganize and reform their service delivery systems as part of a collaborative effort to prevent and control juvenile crime and victimization.

## **Background**

As the juvenile justice field continues to recognize prevention as central to its mission and to focus its prevention efforts on those factors that place children at risk for delinquent or criminal activity, practitioners are increasingly recognizing that the segmentation and fragmentation of community service delivery systems is a serious obstacle to effective services for at-risk youth in disadvantaged settings (Gerry and Morrill, 1990). In addition, practitioners and policymakers are beginning to recognize the potential of communities and community justice to address problems related to delinquency and crime. In particular, communities have a vital role in making and implementing decisions regarding juveniles already involved with the juvenile justice system, particularly decisions concerning the balance of public safety, juvenile accountability, and juvenile rehabilitation. This potential for what National Institute of Justice Director Jeremy Travis calls a "powerful alignment" of communities and criminal justice (1996) requires rethinking and reorganizing the juvenile justice and related systems and community structures and resources. The Federal Government has a role, not only in reorganizing and restructuring its own activities to promote and facilitate such reorganization on the community level, but also in stimulating community-based systems improvement by providing financial and technical assistance to communities engaged in collaborative reform processes (Conly and McGillis, 1996).

In recent years, community-based efforts to address the needs of children and families, initiated by practitioners in mental health, medical, education, and social services, have taken the lead in acknowledging that coordination of community-based systems of care that are preventive and address multiple risk factors requires considerable reform of the service delivery system. Coordination within communities must occur on two levels, one concentrating on the needs of individual families and another concentrating on the problems of the system itself (Bronheim, Keefe, and Morgan, 1993).

There is broad consensus that current juvenile justice practice is often ineffective. Services are crisis oriented and divide children and families into distinct, often arbitrary, categories. Communication among service providers is often poor, resulting in an inability to treat families holistically, meet their needs, and develop comprehensive solutions (Melaville and Blank, 1993).

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Service providers have become increasingly specialized and professionalized over the course of the 20th century, even as the needs of children, youth, and families have become more complex, multidimensional, and interrelated.

In contrast, effective service delivery systems are family centered and driven; preventive; integrated; comprehensive; developmental; flexible; sensitive to race, culture, gender, and disability; and outcome oriented (Melaville and Blank, 1993). Successful development of such systems occurs through a variety of strategies, which include collaborative partnerships, sharing and development of resources, provider and family participation in system development, and the planning of broad-based community inclusion coupled with respect for and recognition of differences within the projected system of care. The implementation of a broad-based continuum of prevention, treatment, and support services includes:

... techniques such as repositioning or colocation of staff, one-stop shopping centers; case management to ensure children and families receive services they need; focus on the whole family; empowerment of children and families; and evaluation of effectiveness based on impact of services on children's and families' lives, rather than on units of services provided (Melaville and Blank, 1991).

Such techniques both create and facilitate change in the service delivery systems that include localizing decisionmaking; centering, or at least connecting, services with schools; initiating and reconsidering programming based on data and cost-effectiveness assessments; flexible funding to encourage innovative solutions to specific problems; and designing outcome-driven approaches to service provision. Systems development strategies, implementation techniques, and changes in the service delivery system are, therefore, integrally combined in the process of systems improvement. The juvenile justice system is increasingly looking to communities to address problems of public safety and juvenile crime and is currently funding systems change initiatives within communities in an effort to determine how such initiatives will accomplish its objectives. While community-based efforts initiated in other arenas have largely served the interests of the justice field and are thus sources of information and models for replicative projects, the sponsoring of collaborative systems improvement approaches to prevent, control, and reduce juvenile crime is a relatively new venture.

Juvenile justice's collaborative programs arrived late on the scene in the late 1980's, joining systems improvement efforts in mental health, medical, child, and family services; child care; and early education, special education, and education (Kagan and Neville, 1993). In particular, while prevention efforts in other arenas, both publicly and privately funded, had largely included the goals of the juvenile justice field, very few collaborative, integrative initiatives had focused on adjudicated youth (Soler, 1992).

Understanding of the importance of youth, parents, and community members in both the planning and the service delivery processes has increased. In addition, there is consensus among juvenile justice practitioners that training of key leaders, frontline staff, and key stakeholders (youth, parents, and community members) is essential and that training must include both

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cross-training and facilitation of “buy in” to the process and its philosophy. Also, collaboration and cooperation are required at all levels of government—Federal, State, local, and tribal—for even small projects to be truly effective, and changing the behavior and attitudes of people is often more essential than changing policies or laws (Dunkle, 1994).

While “top-down” approaches have produced some fruitful experiments and some changed practices, real power sharing, program integration, and large-scale implementation efforts have so far proved unsuccessful. At the same time, small “bottom-up” approaches have achieved success in linking services, but these efforts have remained largely outside the major service-providing agencies (Morrill, 1993). A National Center for Services Integration (NCSI) field survey in 1993 determined there is general consensus that “it will take combined efforts, throughout the structure at all levels, . . . 1) to bring one or more of the ongoing broad reforms to sufficient scale, so that important issues of service combinations, governance, financing, performance, and accountability can be explored; and 2) to obtain evidence so that the political system and the public can be confident that different also means better” (Morrill, 1993). Experts contend that service integration, if it is to work, must be both top down and bottom up and must couple systems change and service improvement strategies, with each informing the other.

Evaluation of the few community-based collaborative programs for adjudicated youth has identified necessary features of successful programs, such as clear goals, a well-defined target area or population, sound management, strong leadership, fiscal accountability, outcomes-based planning, and a “full range of services from highly restrictive to those approximating normal family living” (Behar, 1986). These services should be “provided in the children’s own communities to maximize family involvement and reintegration into their natural environments,” and should be accompanied by “linkages among the various components of the system as well as to other children’s services systems, flexibility in funding and decisionmaking, . . . and individualized treatment and educational planning through broadly defined case management” (Behar, 1986). Controls must be appropriately restrictive and supervisory, consistent with the youth’s offense and rehabilitative chances, and include ongoing available legal advice (Benjamin, 1995). Case managers must have broad authority, access to necessary services, and the ability to craft solutions where none present themselves (Soler, 1992). Systems-level changes among the necessary features include the elimination of statutory and regulatory barriers, the development of communication processes, and the collaborative involvement of public and private sectors with flexibility in and commitment to funding. Mechanisms for interagency dispute resolution and the facilitation of information collection management and retrieval must be established (literary review cited in Soler, 1992).

Community-based collaborations in juvenile justice, such as those sponsored by OJJDP, must make use of these salient learnings in developing successful reform efforts. “Community human services coordination cannot be achieved without an investment by the state (or federal government) in training, technical assistance, new technologies and service/program evaluation” (North Central Regional Educational Laboratory Report, 1996). Specific areas of technical assistance include the establishment and maintenance of a community governing structure; strategic planning; mechanisms for facilitating collaboration; methods of delivery of reformed

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services, and training for and implementation of family-centered frontline practices (Cohen and Ooms, 1993a). Community partners must not only have enough “content knowledge to design and implement appropriate programmatic interventions and to create a comprehensive system of supports, services, and opportunities sufficient to produce outcomes,” they must also develop skills in developing, managing, and maintaining a collaborative decisionmaking process (Together We Can, 1996). Technical assistance in the collaborative decisionmaking area has been grossly underprovided by Federal program support of comprehensive initiatives (Together We Can, 1996). OJJDP is committed to providing such support and helping communities facilitate reforms of the policies, practices, and services of the justice, child welfare, family services, and other related systems in an effort to promote a comprehensive, responsive, and seamless continuum of care for children at risk of or already engaged in delinquent activities.

OJJDP is soliciting for an organization or consortium of organizations to provide training and technical assistance on systems improvement strategies for communities under a 4-year cooperative agreement. Targeted communities are (1) the six SafeFutures and five Safe Kids/Safe Streets program sites (intensive onsite and cross-site work); and (2) cross-site cluster trainings (one for each of the following three programs per year) for grantees of the Comprehensive Community-Wide Approach to Gang Prevention, Intervention, and Suppression (Comprehensive Gang) Program; the Partnerships To Reduce Juvenile Gun Violence Program, and the Safe Start/Child Development-Community Policing (CDCP) Program. In addition, OJJDP will provide some limited onsite support to other, not yet identified, communities engaged in local systems improvement. This support will include approximately 10 onsite visits to this group of communities. This support will be determined in conjunction with OJJDP and the communities and will be based on need.

## **Goal**

To assist communities to develop, expand, and enhance their skills and capacity to implement system changes leading to an integrated system of care for at-risk and delinquent youth and their families.

## **Objectives**

### **Phase I (1–6 months)**

- ◆ Identify and collect existing systems reform resource materials and tools.
- ◆ Develop or adapt curriculum modules that are tailored to the specific needs and issues of the OJJDP recipients being supported through this solicitation. The variety of topics—such as fund reallocation, collaboration, team building, integrated case management, conflict resolution, and others—must be based on and meet the needs of the target communities.

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- ◆ Develop information and technical assistance tools on systems improvement for OJJDP fund recipients and other jurisdictions across the country.
  - ◆ Prepare manuals, guides, and other written and visual products to disseminate information about systems-improvement strategies.
  - ◆ Develop assessment/protocol tools to determine a community's needs related to systems reform.
  - ◆ Assess communities' systems-reform needs.

### **Phase II (6 months and longer)**

- ◆ Increase the ability of the multiple systems that interact with children, adolescents, and their families to effectively organize services around the strengths, needs, and challenges of at-risk and delinquent youth and their families in specific communities.
- ◆ Increase the ability of communities to mobilize key policymakers to engage in systems-reform efforts and to sustain involvement of key agencies and leaders.
- ◆ Increase the ability of communities to mobilize a broad cross-section of community members (youth, parents, faith leaders, businesspeople, informal community leaders, and others) to participate in systems-reform efforts.
- ◆ Identify strategies for how current services and resources can be redeployed, public and private funding reallocated, and other resources leveraged to support at-risk and delinquent children and adolescents and their families.
- ◆ Develop effective ongoing cross-training programs for the collaboratives, local agencies, and staff.
- ◆ Assist communities in systematically identifying and implementing reform strategies at the policy, management, and frontline practice levels.
- ◆ Assist communities in implementing program and policy flexibility that fosters the most effective case management practices.

### **Program Strategy**

Applicants are expected to conceptualize and present a design for the implementation of systems improvement training and technical assistance (TTA) that meets the needs of OJJDP fund recipients being assisted under this award. The recipients to be served under this award with onsite and offsite, ongoing intensive TTA are the six SafeFutures sites and the five Safe Kids/Safe Streets sites. In addition, grantee cluster (cross-site) training will be provided to the

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following grantees: Comprehensive Gang program (five sites), Partnerships To Reduce Juvenile Gun Violence program (four sites), and Safe Start/CDCP sites (number of sites to be determined). Also under this initiative, the applicant must include provision of TTA to a select group of as yet unidentified sites. There will be approximately 10 onsite visits to this group of jurisdictions needing support. The number of visits to jurisdictions will vary based on need.

Applicants should provide a detailed plan and recommendations for assisting sites and should demonstrate strong evidence of training and technical assistance expertise in systems change, service delivery improvement, service integration, integrated case management, and management information systems technologies. Knowledge and expertise of the service delivery systems is critical as is strong evidence of organizational capability and expert staffing and management. Applicants also must address how they will provide for the varied geographic/regional factors and other factors related to the cultural proficiency needs of OJJDP grantees. Specifically, at least two tribal sites will be served through this TTA grant. Applicants must demonstrate an ability to work with these communities, including staffing with expertise in tribal governance issues and processes.

The recipient of this award will be expected to work with OJJDP staff, national evaluators, TTA coordinators for the various OJJDP grantees, and other TTA providers working in the sites to coordinate their training and technical assistance. The recipient will also be expected to provide materials developed under this cooperative agreement to all essential parties and share responsibility for developing materials for common use. The recipient will have access to appropriate OJJDP records and staff in performing its duties. Each applicant should provide assurances and describe how this coordination will be managed within the applicant organization as a part of the management plan.

The applicant should address the project office's location, equipment needs, and resources in the application. Applicants are encouraged to be realistic in costing out the deliverables and in developing timelines for implementation.

Applicants for this project should obtain information on each of the identified OJJDP grantees from the Juvenile Justice Clearinghouse (JJC) at 800-638-8736 and from the OJJDP Web page at [www.ncjrs.org/ojjhome.htm](http://www.ncjrs.org/ojjhome.htm). Original solicitations, Fact Sheets, and other materials are available on the Web page or from JJC. Potential TTA needs of the sites will be broad ranging and may include the following: funding reallocation; collaborative decisionmaking, management of collaborative staff, team-building, strategic planning, conflict resolution, management information system design and implementation for case management and service planning, interagency communication, confidentiality issues, resource management, legislation and regulatory reform at all levels, and ongoing "coaching" on systems change.

The tasks involved in delivering the products listed below are consistent with the stated OJJDP goals and objectives. Applicants are encouraged to be creative and innovative in their proposals to implement the overall project.

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## **Products**

### **Phase I (1–6 months)**

- ◆ Develop a curriculum that is consistent with the needs of the identified OJJDP grantees and that includes components tailored to each site.
- ◆ Develop assessment tools for assessing the specific systems change needs of the recipient jurisdictions.
- ◆ Conduct assessment work on systems improvement needs for SafeFutures and Safe Kids/Safe Streets sites in coordination with the sites, OJJDP, and the TTA coordinator for these initiatives (initial and ongoing assessment with these intensive TTA communities) and provide an assessment report and TTA plan.
- ◆ Conduct assessment work with the OJJDP grantees receiving cluster or cross-site training (Comprehensive Gang—five sites, Partnerships To Reduce Juvenile Gun Violence—four sites, and Safe Start/CDCP sites—number to be determined) and provide an assessment report and TTA plan.

### **Phase II (6 months and longer)**

#### **National Training and Technical Assistance Support**

- ◆ Prepare and present systems improvement workshops at OJJDP-sponsored events.
- ◆ Provide information and resources on service delivery reform and systems improvement to jurisdictions as needed through phone consultation or referral by OJJDP.
- ◆ Develop and provide written information to be disseminated by OJJDP through JJC, including such publications as OJJDP Fact Sheets, Bulletins, Summaries, and Reports for general dissemination.
- ◆ Develop subjects and information for the systems improvement section of OJJDP's Web page with links to the SafeFutures and Safe Kids/Safe Streets sites, including a resource list and other general information. Other technologies for general and specific TTA are to be proposed. OJJDP will provide technical development. The recipient is responsible for the content and recommendations for any specific design elements.
- ◆ Work with OJJDP on the content development and implementation of an OJJDP satellite teleconference on systems improvement strategies. OJJDP will provide for the production and advertisement services.

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### **Intensive Site Training and Technical Assistance: SafeFutures and Safe Kids/Safe Streets Sites**

- ◆ Deliver onsite TTA, consultations, and followup activities for the SafeFutures and Safe Kids/Safe Streets grantees as needed, projecting a minimum of two onsite visits per year for each of the 11 sites and participate in one cross-site meeting for each.

### **Cross-Site Training for Specific OJJDP Grantees: Comprehensive Gang Program Sites, Partnerships To Reduce Juvenile Gun Violence Sites, and Safe Start/Child Development-Community Policing Sites**

- ◆ Deliver cluster trainings for each of the three projects identified above for cross-site training.

### **General Site Training and Technical Assistance on Systems Improvement for Nonspecified Jurisdictions**

- ◆ Conduct assessment work and provide TTA to the general OJJDP-selected sites (yet to be identified) to receive onsite TTA as needed (approximately 10 onsite visits).

## **Eligibility Requirements**

OJJDP invites applications from public and private agencies, organizations, institutions, and individuals. Private, for-profit organizations must agree to waive any profit or fee. Joint applications from two or more eligible applicants are welcome; however, one applicant must be clearly indicated as the primary applicant (for correspondence, award, and management purposes) and the others indicated as coapplicants. Applicants must have strong, demonstrated experience in delivery of systems improvement TTA.

## **Selection Criteria**

Applications will be evaluated and rated by a peer review panel according to the criteria outlined below.

### **Problem(s) To Be Addressed (10 points)**

The applicant must convey a clear understanding of the purpose, the programs, the work requirements, and the related issues addressed in this program announcement. In particular, the applicant must present a clear conceptualization of site-specific systems improvement TTA and general TTA delivery and tool development. The applicant must, therefore, further demonstrate knowledge of both the leading systems-change and service-integration information and the problems they are designed to address, and must convey an understanding of the expected results of these efforts and of possible obstacles to their achievement.

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## **Definition of Goals and Objectives (5 points)**

The goals and objectives to be achieved by the project must be clearly defined, measurable, and related directly to achieving this grant's stated goals, and must be consistent with and supportive of the goals and objectives of the OJJDP-sponsored grantees served under this award.

## **Project Design (30 points)**

Applicants must include a project design, indicating a workplan with specific tasks and procedures to be completed, projected performance schedules, expected accomplishments, and products. The performance schedule should include a detailed chart that specifies each milestone, the related tasks, the lead staff responsible, and a timeline with interim benchmark dates and dates for task completion. The design must correspond with the project's goals and objectives, the conceptualization of need, and product achievement identified in this solicitation. Project design elements should directly link to the achievement of specific objectives. Obstacles for achieving expected results should be identified with alternative plans and rationales included.

OJJDP will consider recommendations for modification and enhancement of the products to be delivered to accommodate cost considerations. Where such recommendations are made, justification and alternatives should be proposed. The competitiveness of applications will be enhanced when such modifications and/or enhancements reflect the concept and are sound and innovative.

## **Management and Organizational Capability (45 points)**

### **Project Management (25 points)**

The management and staff structure must be appropriate for the successful implementation and management of the grant. Areas to be considered include reasonableness of the staffing plan, appropriateness of staffing in terms of onsite work, and the specific skills and knowledge of TTA staff in terms of systems improvement and service integration, TTA, juvenile justice and related service delivery, cultural/tribal expertise, and understanding of localities to be served. In addition to expertise in systems improvement, key project staff must also demonstrate at least 5 years of experience in program management, training, technical assistance and consultation, and production development. Résumés of known staff must be included in the appendix. For proposed staff, the applicant must include résumés and letters of commitment in the appendix. For positions that are not designated for identified staff, job descriptions and staff qualifications must be included.

### **Organizational Capability (20 points)**

Organizational ability to administer the project successfully must also be clearly demonstrated in the application. The documentation must include organizational experience in the subject areas described under the program strategy and with projects of the type and scope described.

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Applicants must also describe and demonstrate an organizational infrastructure that would support the technological and resource requirements of this project. Applicants may find it more cost effective to establish contractual relationships for technical or specialized functions required under the grant.

### **Budget (10 points)**

Applicants must provide a proposed budget and budget narrative that are complete, detailed, reasonable, allowable, and cost effective in relation to the activities to be undertaken. For budget purposes, applicants should plan to conduct at least four onsite consultations or trainings for OJJDP.

### **Format**

The narrative must not exceed 35 pages in length (excluding forms, assurances, and appendixes) and must be submitted on 8½- x 11-inch paper, double-spaced on one side of the paper in a standard 12-point font. This is necessary to maintain fair and uniform standards among all applicants. If the narrative does not conform to these standards, OJJDP will deem the application ineligible for consideration.

### **Award Period**

This project will be funded for a 4-year project period in four 1-year budget periods. Funding after the first budget period depends on grantee performance, availability of funds, and other criteria established at the time of award.

### **Award Amount**

Up to \$560,000 is available for this cooperative agreement for the first 1-year budget period.

### **Catalog of Federal Domestic Assistance (CFDA) Number**

For this program, the CFDA number, which is required on Standard Form 424, Application for Federal Assistance, is 16.541. This form is included in OJJDP's *Application Kit*, which can be obtained by calling the Juvenile Justice Clearinghouse at 800-638-8736 or sending an e-mail request to [puborder@ncjrs.org](mailto:puborder@ncjrs.org). The *Application Kit* is also available online at [www.ncjrs.org/ojjhome.htm](http://www.ncjrs.org/ojjhome.htm). (See the Introduction for more contact information.)

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## Coordination of Federal Efforts

To encourage better coordination among Federal agencies in addressing State and local needs, the U.S. Department of Justice (DOJ) is requesting applicants to provide information on the following: (1) active Federal grant award(s) supporting this or related efforts, including awards from DOJ; (2) any pending application(s) for Federal funds for this or related efforts; and (3) plans for coordinating any funds described in items (1) or (2) with the funding sought by this application. For each Federal award, applicants must include the program or project title, the Federal grantor agency, the amount of the award, and a brief description of its purpose.

“Related efforts” is defined for these purposes as one of the following:

- ◆ Efforts for the same purpose (i.e., the proposed award would supplement, expand, complement, or continue activities funded with other Federal grants).
- ◆ Another phase or component of the same program or project (e.g., to implement a planning effort funded by other Federal funds or to provide a substance abuse treatment or education component within a criminal justice project).
- ◆ Services of some kind (e.g., technical assistance, research, or evaluation) to the program or project described in the application.

## Delivery Instructions

All application packages must be mailed or delivered to the Office of Juvenile Justice and Delinquency Prevention, c/o Juvenile Justice Resource Center, 2277 Research Boulevard, Mail Stop 2K, Rockville, MD 20850; 301-519-5535. **Note:** *In the lower left-hand corner of the envelope, you must clearly write “Systems Improvement Training and Technical Assistance Project.”*

## Due Date

Applicants are responsible for ensuring that the original and five copies of the application package are received by 5 p.m. ET on August 17, 1998.

## Contact

For further information, contact Kristen Kracke, Program Manager, Special Emphasis Division, 202-307-5914, or send an e-mail inquiry to [krackek@ojp.usdoj.gov](mailto:krackek@ojp.usdoj.gov).

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# Truancy Reduction Demonstration Program

## Purpose

To reduce the number of truant children and adolescents because truancy can be a first step to a lifetime of unemployment, crime, and incarceration.

## Background

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) and the Executive Office of Weed and Seed (W&S) within the Office of Justice Programs at the U.S. Department of Justice and the Safe and Drug-Free Schools Program (SDFSP), U.S. Department of Education, are supporting a grant program to reduce the problem of truancy. These agencies will also support a separate project to evaluate the Truancy Reduction Demonstration Program. The evaluation solicitation appears elsewhere in this program announcement under the title Evaluation of the Truancy Reduction Demonstration Program. The funded sites for the demonstration will be expected to cooperate fully with the national evaluator by collecting process, impact, and baseline data and to collaborate across sites in order to document through qualitative and quantitative measures the training and implementation processes and the variables indicating success, the efficacy of specific program components, and the impact of the program.

For both program announcements, *truancy* is defined as being gone from school for some portion of at least 3 school days during a 5-day school week without a legitimate excuse (Huizinga and Jacob-Chien, 1998).

OJJDP and SDFSP have jointly supported a comprehensive initiative entitled Youth Out of the Education Mainstream to address the needs of youth who do not attend school regularly because they are truants or dropouts, afraid to go to school, suspended or expelled, or in need of help to be reintegrated into mainstream schools from juvenile detention or correctional settings. This solicitation specifically addresses the problem of truancy that continues to plague many schools and communities across the country.

Truancy often leads to dropping out of school, delinquency, and drug abuse. OJJDP has supported the longitudinal Program of Research on the Causes and Correlates of Delinquency in which teams at the University of Albany, State University of New York; the University of Colorado; and the University of Pittsburgh interviewed 4,000 participants at regular intervals for nearly a decade (Huizinga, Loeber, and Thornberry, 1995). Findings from the three study sites (Rochester, NY; Denver, CO; and Pittsburgh, PA) provide valuable data on delinquency that help explain how truant behavior may be a pathway for later delinquency and criminal activity. From the Pittsburgh Youth Study, which examined an all-male sample, the study shows that the development of disruptive and delinquent behavior of boys generally takes place in a progressive fashion along developmental pathways. Child and adolescent development of disruptive

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behaviors can be viewed from the less serious problem behaviors (such as running away and truancy) preceding more serious problem behaviors (such as lying and shoplifting to stealing and assault). This kind of information is beneficial in guiding program designs to address truancy reduction.

Failure to address the underlying needs of these at-risk youth can impose staggering economic and social costs on society if youth are left without adequate skills to secure employment and become self-sufficient adults. If truancy leads to failure to graduate, this costs students an education and results in reduced earning capacity. It costs school districts hundreds of thousands of dollars each year in lost Federal and State funds that are based on average daily attendance figures. All taxpayers pay when young people do not graduate from school. For example, there are high law enforcement and welfare costs related to dropouts who choose to follow a life of crime or enter welfare rolls. Businesses bear additional costs to train uneducated workers who need remedial reading instruction before training can begin on specific job skills. This is consistent with findings from the Causes and Correlates study that found students with low reading achievement show delinquent behavior more often than students with higher reading scores and thus are at greater risk of truancy and dropping out of school (Huizinga, Loeber, and Thornberry, 1995).

The amount of time actually spent in class is a good measure of student access to an education. Each instance of absence or lateness means a student has given up an opportunity to learn or experience the continuity of the academic program of study. In public schools across the country, many students are absent on a daily basis without a legitimate excuse.

Truant students are at higher risk of being drawn into behavior involving drugs, alcohol, gangs or violence. A California deputy assistant attorney who handles truancy cases says he has "never seen a gang member who wasn't a truant first" (Kass, 1996). Several studies have documented the correlation between drug use and truancy. A report from the University of Maryland found that 51 percent of female juvenile detainees not in school at the time of their arrests tested positive for drug use (Wish, Gray, and Levine, 1996). Another study by the U.S. Department of Justice's Drug Use Forecasting program reported that more than half (53 percent) of a group of 403 male juvenile arrestees in San Diego, CA, tested positive for illicit drugs when taken to juvenile hall. Not surprisingly, those who did not attend school were more likely (67 percent versus 49 percent) to test positive for illicit drugs than those who did attend (San Diego Association of Governments, 1996).

Many police departments report that daytime crime rates are rising in part because of incidents involving truants. They are vandalizing cars, shoplifting, and scrawling graffiti on buildings (Shuster, 1995).

When police in Van Nuys, CA, conducted a 3-week truancy sweep, shoplifting arrests of juveniles fell 60 percent. Similar reductions in crime resulted in other jurisdictions when police began picking up truants and taking them to a truancy dropoff center or student attendance center (Shuster, 1995).

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In 1995, the courts formally processed approximately 37,400 truancy cases, a 46-percent increase from 1991 and an 80-percent increase from 1986—that is, 5- and 10-year trends respectively in the courts' processing of truancy cases (Sickmund, 1997).

OJJDP's longitudinal research program also provides valuable data on the later behavior of truant youth:

For both males and females, roughly two-thirds of serious violent offenders and one half of serious nonviolent offenders were truant. This compares to about 40 percent for delinquents and 20 percent for nondelinquents. Among males, serious offenders account for about one half of all the truants. However, this sizable overlap is not seen for females, where only 18 percent of truants were serious offenders (Huizinga and Jacob-Chien, 1998).

This research data reinforces the premise that truant behavior is a risk factor for later delinquency and serious and violent juvenile offending. Approaches to prevention of and intervention with truancy that seek to reduce identified risk factors and, at the same time, enhance protective factors are likely to be most effective in preventing serious, violent, and chronic delinquency and crime (Howell, 1995).

Truancy has become such a problem that some cities have passed ordinances allowing citations to be issued to either the parent or the truant. Court proceedings can result in a \$500 fine or 30 days in jail for the parent and suspension of the youth's license to drive (National School Safety Center, 1994).

Two broad, common influences, each with its own risk factors, underlie the reasons that youth leave school:

- (1) Environmental influences. These influences include negative role models exemplified by friends who are truant; pressures related to family, health, and/or financial concerns; difficulties related to coping with teen pregnancy, teen marriages, or parenthood; alcohol and drug use; lack of family support and motivation for education in general; and fear of attending school due to violence in or near youth's homes and/or schools.
- (2) School-related influences. These include the lack of motivation related to poor academic performance, such as the inability to read and perform math exercises at grade level and the failure to keep pace with other students in lessons or promotions, and low self-esteem derived from being classified as verbally deficient or a slow learner (National School Safety Center, 1994).

Findings from numerous research studies indicate that prevention of delinquency requires accurate identification of risk factors, such as truancy, that increase the likelihood of delinquent behavior and the protective factors, such as bonding or connectedness with parents, family, and school and a positive home environment, that enhance positive adolescent development. The

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implications of the Pittsburgh Youth Study on developmental pathways for prevention of disruptive and delinquent behavior are that age-appropriate strategies must be devised to assist children in mastering key developmental tasks. Child development cannot be neatly compartmentalized, so a comprehensive approach must be followed to meet the needs, identify the interests, and foster the strengths of the total child or adolescent. Several preventive intervention strategies and programs identified as effective in the area of truancy reduction are featured in OJJDP's *Guide to Implementing the Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders* (Howell, 1995). Also, joint publications of OJJDP and SDFSP, *Creating Safe and Drug-Free Schools* and *Manual To Combat Truancy*, provide descriptive information on effective and promising truancy intervention programs (OJJDP and the Office of Elementary and Secondary Education, 1996; SDFSP and OJJDP, 1996).

Applicants are expected to incorporate best practices in truancy reduction from research literature and other related publications and innovative strategies from the field to help in the development of the program design. See the References section at the end of this solicitation for information on useful publications.

## Goals

To develop and implement or expand and strengthen comprehensive truancy programs that pool education, justice system, law enforcement, social services, and community resources to (1) identify truant youth; (2) cooperatively design and implement comprehensive, systemwide programs to meet the needs of truant youth; and (3) design and maintain systems for tracking truant youth.

## Objectives

Program objectives are provided under the Program Elements section of this solicitation.

## Project Strategy

This solicitation is directed toward urban, rural,<sup>1</sup> and tribal schools and communities and Weed and Seed sites that are engaged in integrated, communitywide plans to ameliorate truancy. The solicitation outlines a comprehensive program with four major components: (1) system reform and accountability; (2) continuum of services to address the needs of children and adolescents

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<sup>1</sup> Rural is defined here as a State that has a population density of 52 or fewer persons per square mile or a State in which the largest county has fewer than 150,000 people, based on the 1990 decennial census. Under this definition, rural States are Alaska, Arizona, Arkansas, Colorado, Idaho, Iowa, Kansas, Maine, Montana, Nebraska, Nevada, New Mexico, North Dakota, Oklahoma, Oregon, South Dakota, Utah, Vermont, and Wyoming. The following are eligible: all States on behalf of rural jurisdictions, Indian tribal governments, local governments of rural States, and public and private entities of rural States. (The definition of a rural jurisdiction within a nonrural State is determined by the State.)

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who are truant; (3) data collection and evaluation; and (4) a community education and awareness program that addresses the need to prevent truancy from kindergarten through grade 12 and intervene with youth who are truant.

Because of the challenging nature of the program, applications are invited from entities that can demonstrate (1) a commitment to undertake system reform, (2) the existing capacity to effect this major enterprise through a communitywide collaborative,<sup>2</sup> and (3) the existence of legislation and/or policies that promote unified education, justice, law enforcement, and other systems approaches, encourage innovative reform of the education and justice systems, and strengthen coordination between and integration of the two systems. It is important to understand that proposed programs are to be developed within larger community-based initiatives<sup>3</sup> or plans already under way in the applicant jurisdiction, when feasible. Applicants must work collaboratively with local school districts, law enforcement, juvenile justice; social services agencies, and community organizations to develop and implement a comprehensive, systemwide truancy prevention and intervention program. Applicants must demonstrate efforts to collaborate by providing written commitments from the above entities that include staffing, funding, services, other resources, and/or in-kind support. Finally, applicants are encouraged to leverage this grant with other new or reallocated public/private funding or in-kind services. Specific information should be provided on collaborative efforts and the leveraging of funds or any in-kind support and services in the appropriate sections of the application (i.e., Program Design and Budget sections). Written documentation of collaborative efforts, leveraged funds, and in-kind support and services for this particular truancy reduction program should be provided in an appendix.

During a 6-month planning phase, recipients will develop a plan for a multiagency training curriculum that is based on an assessment of training needs among personnel in the education, juvenile justice, law enforcement, social services systems, and youth-serving organizations that includes (1) people and professions to be trained, (2) cultural considerations in policy and practice, (3) recognition of risk factors that may lead to truant behavior, (4) the importance of comprehensive assessment and treatment of children and adolescents who are truant, (5) cross-discipline instruction, and (6) followup resources.

During the planning phase, both the program sites and the national evaluation grantee will be required to work collaboratively to develop a logic model showing how project inputs, activities,

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<sup>2</sup> The communitywide collaborative must have representation from all relevant stakeholders and their written commitments that describe the type of specific participation each will provide. This includes policymakers, decisionmakers, and frontline workers from law enforcement, education, prosecution, the courts, child welfare, health, and family services. Other key stakeholders are families, resource experts, community and neighborhood organizations, and religious institutions.

<sup>3</sup> Programs are to be firmly centered within larger community-based initiatives. Examples would include the Weed and Seed program, Comprehensive Communities Program, Family Support and Preservation Plans, State Court Improvement Program, SafeFutures, Project PACT (Pulling America's Communities Together), HopeVI, Empowerment Zones and Enterprise Communities, OJJDP's Title V and Challenge Grant demonstrations, New Futures, Cities In Schools, and the projects of the National Funding Collaborative on Violence Prevention.

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and outputs are expected to accomplish goals and objectives. During this phase, sites may expect the assistance of the national evaluation grantee to determine appropriate roles for participants in the collaborative, to clarify goals, and to set up a data base. Sites should expect the national evaluator to provide continual monitoring of the processes and feedback to project staff for corrective action.

It is anticipated that the remaining project period will focus on, but not be limited to:

- ◆ The development of implementation and evaluation plans that link children and adolescents who are truant with community-based services and programs.
- ◆ A timeline of activities and deliverables that address implementation and evaluation objectives.
- ◆ Preparation of a Resource Directory of local services to address the needs of children and adolescents and their families in the areas of truancy and risk factors related to truancy.
- ◆ Development and implementation of a Prevention Education and Public Information media package.
- ◆ Full implementation of the community's comprehensive systemwide plan to prevent and intervene with the problem of truancy.

## **Target Population**

The target population for this project includes (1) children and adolescents identified as truant, (2) supportive family members or guardians of truants, and (3) the community at large where the applicant is located.

## **Program Elements**

### **System Reform and Accountability**

Jurisdictions are to engage in innovative strategies to improve policies, practices, and services of the education, justice, social services, law enforcement, and health systems in preventing, identifying, and intervening in truancy cases; improving outcomes for truants and their families; and providing an approach that holds truants and parents or guardians of truants accountable for truant behavior. Critical to the effort is comprehensive, ongoing, cross-discipline training. Education personnel including administrators, principals, teachers, and counselors; justice, law enforcement, and social services personnel; and policymakers need to be sensitized to the barriers to successful outcomes and knowledgeable about the personal and social consequences of repeated school failure, the frustration of illiteracy and learning disabilities, and the fear of being held back or placed in a remedial class or program.

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The objectives of this program element are:

- ◆ To increase the ability of the multiple systems<sup>4</sup> that interact with children, adolescents, and their families to prevent, identify, and treat truancy.
- ◆ To ensure the accountability of truants and parents or guardians of truants for truant behavior.
- ◆ To improve the ability of courts to effectively and productively adjudicate all cases relating to children and adolescents who are truant.
- ◆ To improve the communication and relationships among education, law enforcement, social services, justice system, youth-serving organizations, businesses, and other professional groups that deal with truancy or are impacted adversely by truant youth through the development of innovative partnering approaches, especially community policing.
- ◆ To ensure the effectiveness of community mechanisms for identifying and delivering services to help truants return to school on a regular basis and to help those at risk of truancy.
- ◆ To promptly identify the risk factors in the lives of truant children and adolescents that lead to truancy and develop strategies to mitigate those risk factors.
- ◆ To strengthen the knowledge base and capabilities of professionals at all levels of the agencies responding to truancy to ensure that the community's policymakers, agency and program administrators, and practitioners deliver services in a manner that reflects their understanding of community norms and the ethnic and cultural backgrounds of the children and families they serve.

### **Continuum of Services To Support Children and Youth Who Are Truant and Their Families**

Jurisdictions and schools are to collaborate in the development and/or strengthening of a continuum of support services for truant children and adolescents to help promote regular school attendance and to provide parent or guardian training on the importance and value of an education and on the laws requiring mandatory school attendance.

The objectives of this program element are:

- ◆ To identify gaps in providing a full range of education and social services, including health, mental health, and family support services.
- ◆ To develop, initiate, or expand needed services, especially prevention and early intervention programs such as home visitation and followup visits.

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<sup>4</sup> At a minimum, these are the justice, child welfare, family services, medical, mental health, and education systems.

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- ◆ To improve the delivery and expansion of services to underserved and rural areas through the use of new technologies, trained practitioners, and satellite offices.
  - ◆ To identify ways, when feasible, that current services and resources available through the school system, social service agencies, community-based organizations, the faith community, and youth-serving organizations can be redeployed and other resources leveraged to support truant children, adolescents, and their families or guardians.
  - ◆ To identify and make use of the school system, youth-serving organizations, and informal networks such as extended families in the assessment and delivery of education, social services, and family services for truant children and adolescents and their families or guardians.
  - ◆ To assess barriers that prevent the school system and the community from implementing effective truancy prevention programs and implement strategies to overcome those barriers.

### **Data Collection and Evaluation**

Grantees will participate in a national evaluation of the Truancy Reduction Demonstration Project. Schools and jurisdictions are to ensure that quality data are collected and used consistent with laws governing information sharing between schools and other youth-serving agencies under the Family Educational Rights and Privacy Act,<sup>5</sup> in collaboration with the national evaluator of this program. Schools and jurisdictions are also to ensure the compatibility of the data collected on the various components of the education, justice, social services, and related systems and on the family. The exchange of such data among system components should be fostered to achieve expedient yet complete outcomes of truancy cases. Collaboration for the evaluation is encouraged and may include adjustments in data collection and evaluation protocols that will permit measurement of processes and outcomes across sites, where this is possible.

The objectives of this program element are:

- ◆ To improve information sharing across systems and agencies relative to the management of truancy cases that is consistent with laws governing pupil privacy and to put into effect uniform data collection standards.
- ◆ To participate in the national evaluation of this program's practices and outcomes to determine whether a communitywide, interdisciplinary response is making a positive difference for truant children and adolescents and their families or guardians and to evaluate

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<sup>5</sup> Educators and other youth-serving professionals will find clear directions on how to share information while complying with the Family Educational Rights and Privacy Act in the joint publication of OJJDP and the Family Policy Compliance Office within the Department of Education entitled *Sharing Information: A Guide to the Family Educational Rights and Privacy Act and Participation in Juvenile Justice Programs* (free copies are available from the Juvenile Justice Clearinghouse at 800-638-8736).

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the effectiveness of providing prevention and early intervention services tailored to the child's/adolescent's and family's particular risk factors and needs.

Grantees will be expected to cooperate with OJJDP's national evaluator in collecting process and impact evaluation data and generating process and impact evaluation reports. Examples of other types of information to be collected include, but are not limited to, descriptions of the following:

- ◆ Local planning mechanisms and processes and factors, distinguishing structural features and services, budgets, staffing, target populations, clients served, average length of program services, and short-term results.
- ◆ External factors such as budget issues, changing demographics, and local statutes and policies affecting the operation and outcomes of the collaborative partnerships to prevent and intervene in truancy.

Each funded site will be expected to acquire the capability to use the Internet to communicate with other sites, the evaluator, and OJJDP.

### **Prevention Education and Public Information**

Jurisdictions are to conduct broad-based, multimedia information and prevention education campaigns to increase general awareness of a truant referral process (to be developed by each grantee), acquaint community members with services and initiatives resulting from the program, and educate parents about behaviors and risk factors that may place a child or adolescent at risk of truancy and about strategies to address those behaviors and risk factors.

The objectives of this program element are:

- ◆ To educate community residents about the need to address truant behavior early.
- ◆ To decrease the school system's and the community's tolerance of truancy and increase the capacity of the community to address the needs of the truant or those at risk of truancy and their families.

### **Products**

The products may include:

- ◆ Training and technical assistance needs assessment of personnel who will work collaboratively across systems to address the problem of truancy.
- ◆ A training curriculum for personnel to learn to work collaboratively across systems to address the problem of truancy.

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- ◆ Interim and final evaluation reports for the national evaluator. Sites are to prepare interim and final evaluation reports as requested describing progress on process, impact, and baseline measures.
  - ◆ Comprehensive, systemwide implementation plan to address the problem of truancy.
  - ◆ A Prevention Education and Public Information media package to increase general awareness of the problem of truancy and ways to impact it proactively and comprehensively.
  - ◆ Final report of the Truancy Reduction Demonstration Project. Each site is to prepare a final project report that includes, but is not limited to, program impact, lessons learned, and success stories.

## **Eligibility Requirements**

OJJDP invites applications from public and private agencies, organizations, institutions, and individuals. Private, for-profit organizations must agree to waive any profit or fee. Joint applications from two or more eligible applicants are welcome; however, one applicant must be clearly indicated as the primary applicant (for correspondence, award, and management purposes) and the others indicated as coapplicants. School districts must apply jointly with law enforcement, juvenile justice, and youth-serving organizations. Applicants other than school districts must apply jointly with school districts.

## **Selection Criteria**

Applicants will be evaluated and rated by a peer review panel according to the criteria outlined below.

### **Problem(s) To Be Addressed (10 points)**

The applicant must outline the scope and nature of the truancy problem and the risk factors related to this problem in the applicant's school district, school, and community and describe the target population. The applicant must also provide justification for the proposed effort based on the results of a community assessment process and prioritize the major issues related to the truancy problem within the applicant community. Issues might include, for example, running away, shoplifting, staying out late, vandalism, stealing, and drug and alcohol use. The applicant should discuss the problems of communitywide/cross-agency collaboration and demonstrate that it has engaged the appropriate stakeholders in its planning process and that it possesses a clear understanding of the processes, supports, and necessary steps to overcome any impediments to community collaboration.

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## Goals and Objectives (10 points)

Applicants will be given a 6-month planning phase to develop the program and design the implementation plan around the goals and objectives.

The applicant must outline its vision for addressing truancy, describing how the involved systems and agencies will operate upon conclusion of the planning, training, and implementation phases. The applicant must provide goals and specific measurable objectives for the planning process. At a minimum, these objectives should address the priority issues delineated in the Problem(s) To Be Addressed section, the solicitation's goals, program elements and objectives, and the planning process as it supports achievement of the solicitation's goals and objectives.

## Project Design (35 points)

- ◆ The applicant must describe the intended planning process and detail the major activities that will be undertaken in the development of the implementation plan. A timeline of major planning, training, implementation events, and products must be included. Training or professional development services must be of sufficient quality, intensity, and duration to lead to sustained improvements in practice among system recipients. The applicant must describe how proposed plans will establish, build on, and/or fit within current and past communitywide planning processes to achieve the solicitation's objectives. (Sites containing Weed and Seed neighborhoods, for example, should show how their plans make use of Weed and Seed strategies to address truancy communitywide.<sup>6</sup>) For all applicants, this can be shown in a number of ways:
  - ◇ Expanding existing interagency agreements to include the additional stakeholders needed to address truancy.
  - ◇ Developing community policing efforts aimed at preventing, identifying, and intervening in truancy cases.
  - ◇ Creating or expanding targeted programs to address the needs of truant.
- ◆ The applicant must describe in detail activities, responsibilities, and timelines required to meet the goals and objectives of the truancy reduction program. Activities must be part of a comprehensive program that includes multiple systems.
- ◆ The applicant must indicate how proposed plans address or will address considerations for meeting the needs of truant children and adolescents and their families or guardians—including, where appropriate, multiethnic, multicultural, and gender-specific

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<sup>6</sup> Although Weed and Seed efforts are directed at discrete neighborhoods within a larger community, efforts to reduce truancy need the cooperation of systems and personnel located outside those neighborhoods.

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issues related to truancy reduction. The description should convey a clear understanding of those considerations and issues.

- ◆ With respect to data collection and evaluation, the national truancy reduction program evaluator (a separate grantee) will work with sites to identify specific variables or indicators by which to measure process, performance, and outcomes of the whole initiative and of selected component programs. The set of measures will include some variables that can be compared across sites. In this section, each applicant is to describe how it proposes to work with the national evaluator and other sites to develop the variables and to work with the national evaluator to collect the identified data. Performance feedback and continuous improvement must be integral to the project design.

Applicants are also to describe how they intend to work collaboratively with the national evaluator in developing their program design during the 6-month planning phase of the Truancy Reduction Demonstration Project.

### **Management and Organizational Capability (35 points)**

Applicants should use this section to describe a sound governance structure capable of carrying out the proposed initiative and to demonstrate the following:

- ◆ *Readiness to reform.* Discuss the community's history of collaboration and planning as it addressed or addresses truancy. Include a description of the participants, major milestones, and the process of assessment. Clarify what has been done, what is in process, and what remains to be done. Note any training or technical assistance that has been received and by whom.
- ◆ *Capacity to build and sustain a community collaborative.*<sup>7</sup> Demonstrate the viability of creating a multidisciplinary arrangement whereby various agencies in a jurisdiction are working cooperatively or collaboratively to improve the community's response to truant behavior. Descriptions should answer the following questions:
  - ◇ Who are members of the group?
  - ◇ How are members selected?
  - ◇ What constituency does each member represent?
  - ◇ What are the roles and responsibilities of each group member?

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<sup>7</sup> Applicants should note that collaboratives differ from coordinated or cooperating groups in that members of a collaborative share responsibility, accountability, and resources. In this instance, a communitywide collaborative will extend and institutionalize multidisciplinary practices across all the systems that prevent, intervene in, or treat truancy (or have the potential to do so). Core systems in such a collaborative are education, justice, social services, and youth-serving organizations. Additionally, communitywide responses to truancy may also involve the faith community, nonprofit agencies, and the media.

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Applicants also must document that the collaborative or cooperative groups represent all the relevant stakeholders<sup>8</sup> needed to reduce the incidence of truant behavior in the community. The documentation should provide answers to the following questions:

- ❖ How will the group make decisions?
  - ❖ How often will it meet?
  - ❖ How will responsibilities be divided among members?
  - ❖ How will the group carry out its activities?
  - ❖ What resources will the group manage?
  - ❖ What are the sources of those resources?
  - ❖ To what individual in what agency is the group responsible?
  - ❖ What authority will the group have?
- ◆ *Evidence of favorable policies and/or legislation.* Characterize the political and administrative environments and give evidence of political or administrative support for the proposed community-based planning effort to combat truancy. Give examples of favorable policies or legislation.

In demonstrating that the collaborative and governance structures form an infrastructure capable of carrying out the project outlined in this solicitation, applicants must also:

- ◆ Identify the roles and responsibilities of each involved agency, committee, board, or other entity and explain its relationship to the overall effort.
- ◆ Name and describe the capabilities and experience of all staff and consultants who will play lead roles in developing, implementing, and managing the program's design. Résumés of key personnel or consultants must be provided in an appendix.
- ◆ Indicate the percentage of time for each named staff or consultant.
- ◆ Describe the management practices that will be used to evaluate program progress and to ensure corrective action.

Staff must have experience and training appropriate to their job description for this program, e.g., personnel and/or consultants in the areas of systemwide planning and collaboration, training and technical assistance delivery, and management and in the performance of other work outlined in this announcement. Program staff must also have training and have successfully worked in the areas of truancy and/or delinquency prevention and intervention and in education and related services for children with special needs that include students with learning disabilities and related disabilities.

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<sup>8</sup> Stakeholders for this purpose are those parties who (a) are decisionmakers or influence makers, (b) are likely to be affected by decisions, or (c) have specific, needed expertise.

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## **Budget (10 points)**

The proposed budget must be complete, reasonable, allowable, and cost effective in relation to the work to be performed.

Applicants are also to identify all assistance that will be used to leverage this award, indicating the source and amount of funds.

Applicants from communities with Weed and Seed sites (refer to footnote #2) are to budget for up to \$15,000, while other applicants are to budget for up to \$25,000 for the planning phase of the program design with the remaining funds designated for training, implementation, and evaluation activities for the initial 1-year budget period. Once the planning phase has been completed and the plan approved, the balance of implementation funds for the initial budget period will be released.

Applicants are to provide specific and detailed planning budget figures and supporting budget narrative. The remainder of the award funds (up to \$35,000 per Weed and Seed sites and up to \$75,000 per larger community sites) should be designated for training, implementation, and evaluation activities. OJJPD, W&S, and SDFSP recognize that the implementation portion of the budget will need to be preliminary because the selected entities will develop detailed training and implementation budgets during the planning phase. The budget narrative must clearly and comprehensively describe the activities and strategies proposed and the persons or agencies responsible for training and implementation.

Travel funds are to be set aside in the budget to enable two to three people from each grantee to attend up to three meetings in Washington, D.C., during the first year and up to two meetings in Washington, D.C., over the 2 remaining years of the project period. Given the complexity of the solicited program, it is suggested that applicants assign one experienced, high-level person full time to manage the planning collaborative. Applicants should also allocate funds to enable one or more persons within the core systems to devote substantial time to coordinating efforts within their respective agencies. Similar initiatives have found the use of an outside facilitator essential to keeping the planning process moving.

As further evidence of commitment and capability, applicants are encouraged to leverage this award with other funds. The applicant must show the amount and source of any leveraged funding commitments or in-kind services and note whether the funds are reallocated or new. Reallocated funds can be local, State, or other Federal funds directed to this initiative.

## **Appendixes**

To help gauge the likelihood of grantee success, applicants are to submit the following appendixes as evidence of their readiness and potential:

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- ◆ **Statement of Collaborative Application.** Each applicant must submit documentation that the application is a collaborative or joint submission by all necessary stakeholders. As evidence, the applicant must submit a statement asserting that each party signing was substantially involved in the development of the application. The statement must contain each person's original signature, typed/printed name, address, telephone number, and affiliation (title and agency or role)—e.g., signatures from a school administrator, judge, law enforcement officer, and probation official within the target community.
  - ◆ **Collaborative Efforts.** The applicant must demonstrate that collaborative efforts with various groups, organizations, and agencies have been achieved to help ensure the success of this Truancy Reduction Demonstration Project. Evidence of collaborative efforts can be demonstrated by providing in an appendix interagency agreements and protocols that reflect a multidisciplinary approach to truancy prevention and early intervention. At a minimum, such agreements will be among the following organizations and agencies: social services, youth-serving organizations, community and business volunteer groups, the faith-based community, and the stakeholder groups of education, juvenile justice, law enforcement, and probation.
  - ◆ **Evidence of Favorable Policies and/or Legislation.** Applicants are to document the existence of a favorable climate by listing current agency policies or local or State legislation that aids interagency, communitywide collaboration in regard to truancy and related issues.

## **Format**

The narrative portion of this application must not exceed 25 pages in length (excluding forms, assurances, and appendixes) and must be submitted on 8½- by 11-inch paper, double spaced on one side of the paper in a standard 12-point font. All the appendixes cannot exceed 15 pages in length. These standards are necessary to maintain a fair and uniform standard among all applicants. If the narrative does not conform to these standards, OJJDP will deem the application ineligible for consideration.

## **Award Period**

The project period will be 3 years, funded in three 1-year budget periods. Funding after the first budget period depends on grantee performance, availability of funds, and other criteria established at the time of award.

## **Award Amount**

Up to \$550,000 is available for first-year funding of this program. A minimum of three cooperative agreements up to \$50,000 each are to be awarded to support programs that serve a Weed and Seed site. In addition, a maximum of four cooperative agreements up to \$100,000 each

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are to be awarded to support non-Weed and Seed jurisdictions. At least one of these awards will serve a large urban school district.

## Catalog of Federal Domestic Assistance (CFDA) Number

For this program, the CFDA number, which is required on Standard Form 424, Application for Federal Assistance, is 16.541. This form is included in OJJDP's *Application Kit*, which can be obtained by calling the Juvenile Justice Clearinghouse at 800-638-8736 or sending an e-mail request to [puborder@ncjrs.org](mailto:puborder@ncjrs.org). The *Application Kit* is also available online at [www.ncjrs.org/ojjhome.htm](http://www.ncjrs.org/ojjhome.htm). (See the Introduction for more contact information.)

## Coordination of Federal Efforts

To encourage better coordination among Federal agencies in addressing State and local needs, the U.S. Department of Justice is requesting applicants to provide information on the following: (1) active Federal grant award(s) supporting this or related efforts, including awards from the U.S. Department of Justice; (2) any pending application(s) for Federal funds for this or related efforts; and (3) plans for coordinating any funds described in items (1) or (2) with the funding sought by this application. For each Federal award, applicants must include the program or project title, the Federal grantor agency, the amount of the award, and a brief description of its purpose.

"Related efforts" is defined for these purposes as one of the following:

- ◆ Efforts for the same purpose (i.e., the proposed award would supplement, expand, complement, or continue activities funded with other Federal grants).
- ◆ Another phase or component of the same program or project (e.g., to implement a planning effort funded by other Federal funds or to provide a substance abuse treatment or education component within a criminal justice project).
- ◆ Services of some kind (e.g., technical assistance, research, or evaluation) to the program or project described in the application.

## Delivery Instructions

All application packages must be mailed or delivered to the Office of Juvenile Justice and Delinquency Prevention, c/o Juvenile Justice Resource Center, 2277 Research Boulevard, Mail Stop 2K, Rockville, MD 20850; 301-519-5535. **Note:** *In the lower left-hand corner of the envelope, you must clearly write "Truancy Reduction Demonstration Project."*

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## Due Date

Applicants are responsible for ensuring that the original and five copies of the application package are received by 5 p.m. ET on July 29, 1998.

## Contact

For further information, call Cora Roy-Stevens at 202-307-5914, or send an e-mail inquiry to royc@ojp.usdoj.gov.

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# National Juvenile Justice Data Analysis Project

## Purpose

To establish a data analysis source to serve the critical information needs of the juvenile justice community and assist the Office of Juvenile Justice and Delinquency Prevention (OJJDP) in fulfilling its responsibility to disseminate vital statistical information to the field and identify effective juvenile justice and delinquency prevention programs. The National Juvenile Justice Data Analysis Project (NJJDAP) will serve as a principal resource to provide quality data and information to juvenile justice practitioners.

## Background

Under Section 243(a)(14) of the Juvenile Justice and Delinquency Prevention Act of 1974, as amended, Congress mandated that OJJDP serve as a national information resource by performing the following function:

(14) routinely collect, analyze, compile, publish, and disseminate uniform national statistics concerning—

- (A) all aspects of juveniles as victims and offenders;
- (B) the processing and treatment, in the juvenile justice system, of juveniles who are status offenders, delinquent, neglected, or abused; and
- (C) the processing and treatment of such juveniles who are treated as adults for purposes of the criminal justice system.

In performing this function, OJJDP has, both individually and in concert with other Federal and State agencies, collected information about juveniles arrested for criminal acts, the processing of juveniles in court, youth who are neglected or abused, and juveniles in juvenile detention and correctional facilities. During the past several years, OJJDP has recognized the need to establish a single resource for the analysis of data collected by OJJDP and by other Federal agencies. Such a central resource would foster greater combined use of data sets and alleviate the inefficiencies inherent in coordinating several data analysis functions performed by several different projects.

While many individual data sets have programs that provide for the analysis and dissemination of data, no single project has the responsibility to collect related data sets, analyze complex issues, and produce reports for the field based on the findings. In the past, OJJDP has funded the development of several compendiums of statistical information, including *Juvenile Offenders and Victims: A National Report*. Other projects, such as OJJDP's Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders, have produced broad-based data analysis directed toward a specific goal and objective. However, these products were produced by projects that included significant other tasks. The production of these statistical analyses was an adjunct, albeit necessary, part of the project. Such a method of production can result in failure to maximize the analysis aspects of the project. Further, these projects did not provide for

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systematic, ongoing analyses of new data sets and emerging issues. This project is designed to fill this specific need.

A variety of data sets already exist that can directly inform juvenile justice policy at the national, State, and local levels. For example, numerous research studies have indicated a strong link between childhood abuse and neglect and subsequent violent behavior. To fully assess the national impact of this finding requires a determination of the number of youth who are abused or neglected and the proportion of those juveniles who might come to the attention of the juvenile justice system. While no single data source presently available completely answers this question, there are several Federal and State data systems that contribute critical data, such as the National Center on Child Abuse and Neglect's (NCCAN's) National Child Abuse and Neglect Data System (NCANDS).

In another example, research has demonstrated the correlation between extreme economic deprivation and delinquency. Analysis of Census Bureau county-level data and matching of those data with Federal Bureau of Investigation (FBI) county-level data can provide a national picture of this relationship. Other specific data sources that have proven useful in multisource analysis include the Supplementary Homicide Reports from the FBI, the Current Population Survey from the Bureau of Labor Statistics (BLS), and the National Crime Victimization Survey (NCVS) from the Bureau of Justice Statistics.

## **Goal**

To provide OJJDP with a source of statistical data and analyses that will inform the juvenile justice field concerning issues of current and future importance.

## **Objectives**

This project will include the following overall objectives:

- ◆ Produce assessments of specific data sets (related to juvenile and criminal justice and another disciplines).
- ◆ Provide initial analyses of specific data sets as noted above and report on the usefulness of the sets to analyze specific justice system issues.
- ◆ Prepare OJJDP Bulletins, Fact Sheets, and Summaries based on the analyses of various data sets.

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## **Program Strategy**

OJJDP has expended considerable resources and effort in developing data sources and identifying related sources that address the particular needs of the juvenile justice community. The next step requires development of a dedicated mechanism to analyze and disseminate the information gleaned from these data systems to the field. In other words, OJJDP must capitalize on the data sources available to actively contribute to improving the juvenile justice system.

## **Project Design**

Under the cooperative agreement to be awarded, applicants should anticipate a close working relationship with OJJDP. In particular, OJJDP will work closely with the recipient to identify data sets and information needs and set priorities for the work to be performed.

Skills and capabilities necessary for this project include, but are not limited to, the following:

- ◆ Ability to use statistical analysis software such as SPSS or SAS.
- ◆ Ability to present statistical information in table and graphics formats.
- ◆ Ability to use sophisticated data sets such as NCVS.
- ◆ Ability to manipulate large data sets such as NCVS (i.e., the computer facilities needed for such analyses).
- ◆ Ability to use new data sets from different disciplines including health, education, and economics.
- ◆ Ability to access and store data sets of interest to the juvenile justice field.
- ◆ Ability to analyze and report on numerous types of data sets and work with a wide range of electronic data bases.
- ◆ Ability to write clearly to explain findings to a lay audience.

Success of the project will depend in part on regular communication with OJJDP, including two trips per year to Washington, D.C., to discuss the project progress and future plans.

## **Products**

This cooperative agreement will produce a variety of Summaries and Reports for publication by OJJDP. The recipient will be expected to produce Reports that are timely and of publishable quality, both in terms of substantive content and appearance. While OJJDP has identified several

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topical areas that need to be addressed, the exact nature and extent of the publication portfolio to be produced will depend in large part on the analyses of identified needs of the juvenile justice field and the availability of data sets to address these needs. The exact number and extent of products will also depend on the capabilities of the grantee and the mix of salaries, overhead costs, and other expenses included in the budget. Applicants are advised to provide projections of the number of publications possible and to describe in detail the factors that affect this number (to provide OJJDP an understanding of what products are reasonable to expect from a particular project).

## **Deliverables**

In the first year, the following specific tasks will be included:

- ◆ Produce complete tables for publication based on OJJDP's new Census of Juveniles in Residential Placement (CJRP).
- ◆ Produce a Summary of findings based on CJRP.
- ◆ Produce a Summary covering the issue of disproportionate minority confinement (DMC) using pertinent data systems.
- ◆ Examine the National Longitudinal Survey of Youth 1997 from the BLS to appraise specific publication opportunities and priorities.

## **Eligibility Requirements**

OJJDP invites applications from public and private agencies, organizations, institutions, and individuals. Private, for-profit organizations must agree to waive any profit or fee. Joint applications from two or more eligible applicants are welcome; however, one applicant must be clearly indicated as the primary applicant (for correspondence, award, and management purposes) and the others indicated as coapplicants.

## **Selection Criteria**

Applicants will be evaluated and rated by a peer review panel according to the criteria outlined below.

### **Problems To Be Addressed (15 points)**

Applicants should clearly indicate their familiarity with and capability in three specific areas: (1) the juvenile justice system in the United States, (2) the analysis of complex data sets, and (3) the production of useful reports to the general juvenile justice community.

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In reviewing applications, OJJDP will be particularly interested in an applicant's familiarity with (1) current issues in juvenile justice, risk and protective factors for delinquency, and the organization of the juvenile justice system, and (2) data sets that can address these issues. Applicants should note that OJJDP does not expect an exhaustive list of issues and data sets. Rather, it will examine the breadth of an applicant's understanding of the issues and the applicant's ability to identify data sets of use in addressing these issues.

### **Goals and Objectives (15 points)**

NJJDP will set up and maintain an analysis center that will produce relevant information products based on various electronic data sets. Given this overall goal, applicants must clearly describe the tools, tasks, and objectives they will use to achieve this goal.

### **Project Design (25 points)**

Applicants should design a project that fulfills two related tracks or tasks. First, the project will have primary responsibility to analyze OJJDP-produced data sets resulting from the CJRP and the upcoming Juvenile Residential Facility Census (JRFC). Second, the project will be responsible for determining information needs in the field and designing an appropriate report or product to fill that need. The project will require a mechanism to assess specific topic ideas and analysis designs. OJJDP will have review authority over them.

This project will undertake the analysis of completed data sets only. It will not undertake the development or implementation of data collections.

Applicants also should clearly indicate their proposed product production methods.

### **Management and Organizational Capabilities (30 points)**

The project management structure must be adequate to conduct the program successfully. Of particular importance will be an organizational or management structure that is solid, yet flexible enough to achieve several divergent tasks within a specific deadline.

Applicants must demonstrate that the individuals involved in the project have the experience and knowledge necessary to successfully complete the project. OJJDP will assess not only the individual staffing capabilities but also the match between the staff members and the anticipated needs of this project.

The applicant must name the individual who would serve as the Project Manager. As part of the cooperative agreement, the recipient may not replace this key staff person without OJJDP's prior approval.

In support of the organizational capabilities statement, OJJDP will require in each application copies of three statistical analyses that the applicant has performed, e.g., published reports (from

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journals or other publications), reports illustrating the applicant's ability to analyze large data sets, and reports dealing specifically with the juvenile justice system. There is no limit on the length of these analyses, but OJJDP will examine these pieces for clarity and succinctness. Books will not be accepted in support of applications.

No single organization or individual will have the experience with all juvenile justice and delinquency issues on which OJJDP may need to report or with all data sets of interest to the Office. Therefore, the management structure should include a mechanism for accessing the expertise and abilities of consultants. Applicants will be assessed on the breadth of consultants available to them as listed in the application and the management mechanisms in place to ensure that outside experts will be consulted as necessary.

The recipient in this cooperative agreement must cooperate fully with other contractors and recipients of OJJDP grants. In particular, although no specific Internet-related computer skills are required, the applicant must demonstrate its capability of cooperating in the development and maintenance of an OJJDP statistics Web site.

### **Budget (15 points)**

Applicants must provide a proposed budget that is complete, detailed, reasonable, allowable, and cost effective in relation to the activities to be undertaken. Given the nature of this project, applicants must be clear in indicating the amount of staff and consultant time available for various activities. Specifically, applicants should address staffing for activities including data analysis, computer assistance, writing, and document production. In OJJDP's analysis of the budget, it will closely examine the number of staff days available for analyzing the electronic data files and writing reports. OJJDP also expects the budget to include and clearly indicate the necessary administrative duties of the Project Manager and support staff.

### **Format**

Applicants must submit a program narrative that does not exceed 50 pages in length and that includes discussion of the problem to be addressed, the project's goals and objectives, the project design, and the management and organizational capabilities of the applicant. The budget and budget narrative are not included in this page limit. Applications must include executed copies of the application forms, assurances, and certifications. These forms and the appendixes will not be counted in the page limitation. The appendixes should be in the following order:

- Appendix A: Staff résumés.
- Appendix B: List of past projects.
- Appendix C: Three writing samples (statistical analyses).
- Appendix D: Supporting materials.

The narrative portion of this application must be submitted on 8½- by 11-inch paper, double spaced on one side of the paper in a standard 12-point font. These standards are necessary to

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maintain a fair and uniform standard among all applicants. If the narrative does not conform to these standards, OJJDP will deem the application ineligible for consideration.

## **Award Period**

This project will be funded for 3 years in three 1-year budget periods. Funding after the first budget period depends on grantee performance, availability of funds, and other criteria established at the time of award.

## **Award Amount**

Up to \$500,000 is available for the initial 1-year budget period.

## **Catalog of Federal Domestic Assistance (CFDA) Number**

For this program, the CFDA number, which is required on Standard Form 424, Application for Federal Assistance, is 16.542. This form is included in OJJDP's *Application Kit*, which can be obtained by calling the Juvenile Justice Clearinghouse at 800-638-8736 or sending an e-mail request to [puborder@ncjrs.org](mailto:puborder@ncjrs.org). The *Application Kit* is also available online at [www.ncjrs.org/ojjhome.htm](http://www.ncjrs.org/ojjhome.htm). (See the Introduction for more contact information.)

## **Coordination of Federal Efforts**

To encourage better coordination among Federal agencies in addressing State and local needs, the U.S. Department of Justice is requesting applicants to provide information on the following: (1) active Federal grant award(s) supporting this or related efforts, including awards from the U.S. Department of Justice; (2) any pending application(s) for Federal funds for this or related efforts; and (3) plans for coordinating any funds described in items (1) or (2) with the funding sought by this application. For each Federal award, applicants must include the program or project title, the Federal grantor agency, the amount of the award, and a brief description of its purpose.

"Related efforts" is defined for these purposes as one of the following:

- ◆ Efforts for the same purpose (i.e., the proposed award would supplement, expand, complement, or continue activities funded with other Federal grants).
- ◆ Another phase or component of the same program or project (e.g., to implement a planning effort funded by other Federal funds or to provide a substance abuse treatment or education component within a criminal justice project).

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- ◆ Services of some kind (e.g., technical assistance, research, or evaluation) to the program or project described in the application.

## **Delivery Instructions**

All application packages should be mailed or delivered to the Office of Juvenile Justice and Delinquency Prevention, c/o Juvenile Justice Resource Center, 2277 Research Boulevard, Mail Stop 2K, Rockville, MD 20850; 301-519-5535. **Note:** *In the lower left-hand corner of the envelope, you must clearly write "National Juvenile Justice Data Analysis Project."*

## **Due Date**

Applicants are responsible for ensuring that the original and five copies of the application package are received by 5 p.m. ET on August 28, 1998.

## **Contact**

For further information, call Joe Moone, Program Manager, Research and Program Development Division, 202-307-5929, or send an e-mail inquiry to [moone@ojp.usdoj.gov](mailto:moone@ojp.usdoj.gov).

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# **Rural Youth Gang Problems: Adapting the Office of Juvenile Justice and Delinquency Prevention's Comprehensive Approach**

## **Purpose**

To assist rural communities<sup>1</sup> in dealing with youth gang problems in a strategic manner. Through this 1-year planning, assessment, and strategy development project, the Office of Juvenile Justice and Delinquency Prevention's (OJJDP's) comprehensive gang model<sup>2</sup> will be adapted to the unique needs and conditions of rural communities that are experiencing emerging gang problems.

## **Background**

This program implements Part D, Subpart II, Section 282 of the Juvenile Justice and Delinquency Prevention (JJDP) Act of 1974, as amended. In 1987, OJJDP began supporting a long-term research, development, and testing project to design a comprehensive approach for the prevention of youth gang violence. This project—directed by Dr. Irving Spergel and others at the University of Chicago—concluded its initial phase of research and development in the early 1990's. From the initial phase, which included literature reviews, surveys, site visits, focus groups, and original research, a comprehensive model was developed for the prevention, intervention, and suppression of youth gang crime and violence. The comprehensive gang model calls for five core strategies to be delivered through an integrated and focused approach from a core team of community agencies and organizations. The five strategies are (1) community mobilization; (2) social intervention, including outreach; (3) provision of opportunities; (4) suppression, social control, and accountability; and (5) organizational change and development. The model requires that these strategies be delivered in a focused manner, based on a thorough assessment of the current gang problem, its potential causes, and contributing factors. Although the model specifically and principally involves intervention and suppression, it is based on the premise that focused prevention efforts consistent with the problem assessment are in place. An example of this type of focused prevention would be the full implementation of the Bureau of Alcohol, Tobacco and Firearms' Gang Resistance, Education, And Training (GREAT) curriculum in schools serving the areas targeted by the project. The GREAT program is demonstrating promising results in an evaluation funded by the National Institute of Justice.

In late 1994, OJJDP initiated the final component of this long-term research and development project—testing the comprehensive gang model. In 1994, OJJDP competitively awarded grants

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<sup>1</sup> See "Eligibility Requirements" on p. 7 for the definition of "rural communities" used in this program announcement.

<sup>2</sup> For more information on the model, contact the Juvenile Justice Clearinghouse.

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to five communities to implement the comprehensive gang model and participate in a national evaluation. Although this initial solicitation was open to all communities and jurisdictions, the communities selected through the competitive process were generally urban and suburban in nature.

Evidence suggests that youth gangs are emerging in rural areas. While responses to the 1996 National Youth Gang Survey have not yet been thoroughly analyzed, preliminary results appear to confirm the 1995 finding that gangs are not just a "big-city problem." Twenty-five percent of sheriffs' departments in a sample of rural counties reported active youth gangs in their jurisdictions during 1996. As defined by the Federal Bureau of Investigation's Uniform Crime Reporting program, rural counties are those outside a Metropolitan Statistical Area (MSA) and are mostly composed of unincorporated areas. In addition, 35 percent of police departments in a sample of cities and towns with populations between 2,500 and 25,000 reported youth gangs in 1996. Most small-city and rural-county reporting of gang problems trace gang emergence to the early to mid-1990's.

Other agencies have also confirmed emerging gang activity in rural areas. In one recent study of rural junior high and high school guidance counselors, more than one-third of the respondents indicated an increasing gang presence in their communities, with few reporting any prior history of gangs (Caldarella et al., 1996). More than one-third of counselors reported an increased presence of graffiti on or near their campuses, with the same percentage also indicating students displaying gang-related behaviors and clothing. This same study proposed that the emerging nature of the problem in these rural areas suggests that timely and coordinated interventions were needed and that more research is necessary to help better understand the unique issues of rural gang problem assessment, etiology, interventions, and outcomes.

Although the limited research available on the subject of rural gang activity suggests the need for a modified intervention strategy for rural gangs, a totally different model with an altogether different set of services does not appear to be required. OJJDP believes that implementing the comprehensive gang model in rural communities and adapting the processes used around the five core strategies is the key. This initiative represents the first steps in adapting this model to gang problems in rural areas. The adaptation of the model in up to four rural communities will be complemented by a technical assistance project already funded and by a process evaluation that is also being solicited in fiscal year 1998.

The intervention offered by the comprehensive gang model is based on services (treatment and sanctions) to individuals and changes in community and agency responses to the gang problem. The model is not necessarily dependent on an urban landscape or problems unique to urban areas. The strategies of community mobilization, social intervention, opportunities provision, suppression (including formal and informal social controls), and organizational development are expected to remain constant. The requirement that these strategies and the services provided within them be highly coordinated or integrated and focused on a specific population requires no adaptation, as notions of the benefits of integrated services span across geographic boundaries and population densities.

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## Goals

To support up to four rural jurisdictions in a planning and assessment process for adapting and eventually implementing the comprehensive gang model for gang prevention, intervention, and suppression.

## Objectives

The objectives of this project are to:

- ◆ Assist the selected demonstration sites in developing an understanding of the local gang problem, its origins, potential causes, and contributing factors.
- ◆ Assist the sites in understanding how the comprehensive gang model can be adapted and applied to the local gang problem identified and assessed, as a part of the planning process.
- ◆ Support the sites with relevant technical assistance, including technical assistance on the comprehensive gang model, gang incident data collection, crime analysis, gang problem assessment, community mobilization, and strategy development.
- ◆ Assist the selected sites in documenting the processes used in this planning and assessment project through a process evaluation of their efforts.

## Program Strategy

Based on OJJDP's experience with the currently funded gang demonstration sites in Mesa and Tucson, AZ; Riverside, CA; Bloomington, IL; and San Antonio, TX, the need for a detailed problem assessment and planning process prior to implementing the comprehensive gang model is clear. OJJDP and the five demonstration sites spent approximately 9 to 18 months conducting an assessment of the local youth gang problem and planning the implementation of the model based on their findings. In many cases, the capacity for collecting the necessary data (e.g., gang-crime incident data, youth-related indicators, and risk factors) in the necessary manner (e.g., aggregated and de-aggregated to subjurisdictional levels) did not exist. In some cases, limited service delivery began prior to the completion of the assessment and planning process, causing some considerable difficulties that needed to be resolved during the second year of the 3-year projects. To avoid these same situations and to prepare funded sites for program implementation and evaluation of the model in rural areas, OJJDP will make initial awards to conduct an intensive 1-year youth gang assessment and planning process.

Jurisdictions selected for award under this announcement must have fully addressed in their application, and be willing and committed to undertake, the following basic assessment and planning processes:

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## Data Collection

If selected, as part of the planning process, jurisdictions must first identify and begin to collect data on problems affecting youth in the jurisdiction. The data should span several domains, including individual/peer, family, community, and school. Simply collecting data on youth gang crimes or in a single domain is insufficient because the youth gang problem and its causes are not limited to a single domain or dimension. The following are examples of domain levels and related indicators.

- ◆ Individual/Peer. Data on individuals/peers include substance abuse, crime, delinquency, and victimization data; and aggregate data reported by youth who have come into contact with the juvenile justice or social service systems regarding youth assets, problems, and experiences.
- ◆ Family. Data on family include family unit/composition data, employment history data, criminal justice system involvement data on family members, welfare system involvement, and transiency history.
- ◆ Community. Data on the community include population and demographic data, data on juvenile delinquency and crime, data on youth gang crimes and violent incidents, other risk factors, services available, service characteristics, agency capacities for information sharing, and other organizational level indicators.
- ◆ School. Data on schools include school attendance data, Chapter I (free or reduced lunch program) eligible youth, suspensions, expulsions, weapons seized, drugs seized, disturbances, academic performance of youth in the jurisdiction, problems on school campuses, and demographics of students enrolled.

In general, data collected should be the most recent available in a form that permits analysis below the community level—geocoded data would be the ideal, although not required. While some data will presumably be available through routine reports and previous studies, this may not be sufficient. Certain data, such as gang and nongang crime data, may need to be collected or cross-tabulated in a special manner to observe certain patterns, such as offense locations, time of day, and race, sex, and ethnicity trends. In cases where this level of detail is necessary, some original data collection and/or analysis may be necessary. Because of the importance of law-enforcement-based crime and delinquency data, especially youth gang incident data, one requirement for the project is that the law enforcement agency with primary jurisdiction in the area affected by this project must already be collecting youth gang incident data in some form or have the capacity and willingness to begin doing so in the event of an award under this initiative. It is possible that, with the exception of gang incident data, other data may be substituted for or added to this listing of data. The assessment of the jurisdiction's gang problem must be based on data. Some of these data are already available, and some—because of their importance to the model—must be collected for the gang problem assessment. Applicants should note that not all of the data used in this process need to be quantitative. The perceptions and anecdotal evidence of focus groups, citizens, youth, service providers, and others can be an important tool and can

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sometimes provide information that official records and other data cannot. Applicants should describe in their applications what data may be available and a proposal for how these data would be collected and additional data identified and collected. Also, a discussion of data that are not available and methods for collecting supplemental data to compensate for this lack of availability should be provided.

## **Data Analysis and Assessment**

Once the data collected are in the proper form (community, area, street, individual address level, or otherwise geocoded), jurisdictions must begin to create an assessment of the gang problem. Although commercial, generic, and structured community problem assessment models exist, jurisdictions do not have to use one or any of these. Questions to be answered in this phase of the process include:

- ◆ From where do youth gang members originate?
- ◆ Who are they (demographics)?
- ◆ What do they do? When? Where?
- ◆ Why have youth gangs formed here?
- ◆ What helps youth gangs operate here?
- ◆ What keeps youth in the gangs?

Also, assessing agencies' current and past responses to gangs and gang-involved youth will be critical to the assessment process.

Once the data have been thoroughly analyzed and these types of questions, and others relevant to local concerns, have been answered, the jurisdiction will complete the assessment by identifying key findings about the current nature and scope of the youth gang problem and its potential causes. The model is based on the premise that focused prevention services must also be in place; therefore, these findings will form the basis for the eventual comprehensive strategy that will include prevention, intervention, and suppression services. The "buy-in" of agency leaders and the community at all phases in this process is key, so that the resulting strategies will have broad support. This process does not require scientific research procedures. While following scientific or quasi-scientific procedures would add value to, and enhance confidence in, the findings of the assessment (and should never be discouraged), the key is to identify and answer key questions for purposes of short- and eventually long-term policy development. Applicants should describe a plan that includes identifying key individuals to be involved in this process and critical factors to be considered.

## **Planning and Strategy Development (Adaptation of the Model)**

Once the selected applicants have collected the necessary data and conducted an assessment of the youth gang problem, a planning and strategy development process based on the comprehensive gang model can begin in earnest. It is essential that key agency leaders and a diverse group of community and youth representatives are involved at this stage and committed

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to the model. Members of this group must be fully briefed by those responsible for overseeing the process on what data have been collected, why they are important, and how they are being used. Then, the group can begin to discuss the findings of the assessment, suggest further areas of exploration, and formulate a strategy for youth gang prevention, intervention, and suppression that is responsive to the assessment's findings. A strategy developed through this process should be multidimensional and based on the assessment results. The strategy must also be consistent with and build upon the model's required core strategies and elements:

### **Overarching**

- ◆ Prevention, intervention, and suppression.
- ◆ Focused approach (target populations identified by the assessment).
- ◆ Assessment of the gang problem. (This element would be addressed as a plan for continued assessment because the problem will change over time.)

### **Core Strategies and Services**

- ◆ Community mobilization.
- ◆ Social intervention (including outreach).
- ◆ Opportunities provision (social, academic, and economic).
- ◆ Suppression (including traditional law enforcement, informal and formal social controls, accountability, and graduated sanctions).
- ◆ Organizational change and development (including modification of agency responses to the youth gang problem and to service delivery).
- ◆ Additional supports (as identified by the assessment).

### **Operationalization of Core Strategies and Services**

- ◆ Highly coordinated and integrated services.

One key outcome of the assessment and planning process is to enable community agencies and leaders to differentiate between youth gang problems and problems of general delinquency, group delinquency, and crimes associated with adult street gangs or criminal organizations. This differentiation is critically important to developing a relevant youth gang prevention, intervention, and suppression strategy (see Decker and Howell, in press).

### **Use of Technical Assistance**

Grantees will be able to obtain technical assistance throughout the planning process from OJJDP's National Youth Gang Center. Grantees are expected to use OJJDP's technical assistance at key points in the planning process in an effort to create support and commitment to the model. Potential areas of technical assistance may include data collection, analysis, system design and development, gang definitions, collaborative processes, community mobilization, and the comprehensive gang model.

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## Participation in National Evaluation

Applicants must certify their commitment to participating in the national evaluation of the Rural Gang Initiative. As part of this certification, applicants should recognize that the national evaluator will require access to planning meetings and minutes and direct access to key policymakers in their jurisdiction. Applicants must also certify their willingness, if selected, to share assessment data and findings with the national evaluator, including data from a variety of other system components. Policymakers writing in support of applications should indicate their willingness to facilitate proper access to necessary data.

## Eligibility Requirements

Applications are invited from local units of government in rural jurisdictions.<sup>3</sup> A local unit of government is defined as an agency or organization within a government structure with jurisdictional responsibilities for the areas affected by the project. Examples include county administrator or executive offices and local sheriffs', probation, and police departments. If the applicant has limited scope of authority within the area affected by the project, agencies with authority for those areas not covered must provide a written verification of their willingness to support the project, or should become a coapplicant. However, the relevant agencies and governmental bodies with jurisdiction in the county must provide certification of their willingness to participate and cooperate with the project and the evaluation. Joint applications are recommended.

Applicants must confirm that they have the support of key community and agency leaders<sup>4</sup> and are committed to working with the community and local agencies to complete a planning and assessment process addressing the local gang problem that is based on the comprehensive gang model. Joint applications with nongovernment agencies will be considered when one applicant is a local unit of government. Potential partners include local colleges or universities, school administrations, and community-based service providers. At least one applicant must be capable of or provide assurances with regard to accessing law-enforcement-based data, including gang incident data. No matching funds are required under this program. Applicants must describe how key agency leaders, community members, and youth will be involved in the project (e.g.,

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<sup>3</sup> For the purposes of this project, a rural area or jurisdiction is one that lies outside a Metropolitan Area (MA) as determined by the Office of Management and Budget (OMB) as of June 30, 1996, and that has a total population of no more than 100,000, based on the most recent census data. Tribal governments and small towns and cities may be included in this definition, provided they meet the above criteria. In small jurisdictions where the larger surrounding jurisdiction is responsible for providing any of the necessary human services (probation, law enforcement, social services, etc.), a joint application is recommended. To determine if a jurisdiction is within an MA and therefore ineligible, visit the Census Bureau's Web site at [www.census.gov/population/www/metroarea.html](http://www.census.gov/population/www/metroarea.html).

<sup>4</sup> See Spergel, Chance, et al. (1994) for a list of suggested key community agencies and groups to be involved in the comprehensive gang model.

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advisory committee) and must include letters of support for this project and for potential future implementation of the model from key public and private agencies.<sup>5</sup>

No actual service delivery will be funded during this initial 1-year project period. OJJDP will consider future implementation funding for these projects at the conclusion of this project period based on availability of funds and grantee performance.

Applicants should identify existing capabilities or make budgetary provisions for Internet access as a method of accessing technical assistance information. Budgetary provisions should also be considered for data collection or collectors, focus group activities, survey work, computer equipment, overall coordination, and other aspects of the project. Additionally, for budgeting purposes, applicants should anticipate having two to five project staff attend two cluster meetings in Washington, D.C., where they will meet with OJJDP, fellow grantees, the training and technical assistance team, and the national evaluator. The location of these meetings may be changed at a later date.

## **Selection Criteria**

Applicants will be selected according to the selection criteria outlined below, giving appropriate consideration to geographic diversity. In addition, at least one award will be made to a qualifying tribal community.

### **Problem(s) To Be Addressed (30 points)**

Applicants must provide a detailed statement of the existing youth gang problems and describe how the problems are currently being tracked and addressed. Applicants must provide assurances and documentation that they are in fact experiencing a significant local youth gang problem.

### **Goals and Objectives (15 points)**

Applicants must define goals and objectives for the planning process. Objectives should be specific and measurable where possible. It is suggested that applicants provide goals and objectives on the planning process, adopting the comprehensive gang model, accessing training and technical assistance, and participating in the national evaluation.

### **Project Design (20 points)**

Applicants must present a well-detailed, proposed “plan for planning.” Applicants should address the requirements and tasks listed above, along with any other significant issues related to the planning and assessment process design. Applicants should also provide initial thoughts on the applicability of the comprehensive gang model to the jurisdiction’s youth gang problem.

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<sup>5</sup> See Spergel, Chance, et al. (1994) for suggested agency categories.

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## **Management and Organizational Capability (25 points)**

Applicants' project management structure and staffing must be adequate and appropriate for the successful completion of the project. Applicants must present a management plan that identifies responsible individuals, their time commitment, major tasks, and milestones. Applicants must document evidence of the organization's ability to conduct the project successfully, including staff experience in working with gang issues, such as law enforcement, probation, schools, and gang outreach work. Applicants should clearly indicate that they will be the primary agency or organization designated to lead the planning effort and that they have the support of the community and other public and private agencies, thereby satisfying the collaborative requirements of this model. Staff résumés should be attached, as should letters of support and commitment from other agencies.

## **Budget (10 points)**

Applicants must provide a budget that is complete, detailed, reasonable, allowable, and cost effective in relation to the project's activities.

## **Format**

The narrative must not exceed 25 pages in length (excluding forms, assurances, and appendixes) and must be submitted on 8½- by 11-inch paper, double spaced on one side of the paper in a standard 12-point font. This is necessary to maintain fair and uniform standards among all applicants. If the narrative does not conform to these standards, OJJDP will deem the application ineligible for consideration.

## **Award Period**

OJJDP will award up to four planning and assessment grants of up to \$125,000 each for a 1-year budget and project period.

## **Award Amount**

Up to \$500,000 is available for this program.

## **Catalog of Federal Domestic Assistance (CFDA) Number**

For this program, the CFDA number, which is required on Standard Form 424, Application for Federal Assistance, is 16.544. This form is included in OJJDP's *Application Kit*, which can be obtained by calling the Juvenile Justice Clearinghouse at 800-638-8736 or sending an e-mail request to [puborder@ncjrs.org](mailto:puborder@ncjrs.org). The *Application Kit* is also available online at [www.ncjrs.org/ojjhome.htm](http://www.ncjrs.org/ojjhome.htm). (See the Introduction for more contact information.)

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## Coordination of Federal Efforts

To encourage better coordination among Federal agencies in addressing State and local needs, the U.S. Department of Justice is requesting applicants to provide information on the following: (1) active Federal grant award(s) supporting this or related efforts, including awards from the U.S. Department of Justice; (2) any pending application(s) for Federal funds for this or related efforts; and (3) plans for coordinating any funds described in items (1) or (2) with the funding sought by this application. For each Federal award, applicants must include the program or project title, the Federal grantor agency, the amount of the award, and a brief description of its purpose.

“Related efforts” is defined for these purposes as one of the following:

- ◆ Efforts for the same purpose (i.e., the proposed award would supplement, expand, complement, or continue activities funded with other Federal grants).
- ◆ Another phase or component of the same program or project (e.g., to implement a planning effort funded by other Federal funds or to provide a substance abuse treatment or education component within a criminal justice project).
- ◆ Services of some kind (e.g., technical assistance, research, or evaluation) to the program or project described in the application.

## Delivery Instructions

All applications and attachments should be mailed or delivered to the Office of Juvenile Justice and Delinquency Prevention, c/o Juvenile Justice Resource Center, 2277 Research Boulevard, Mail Stop 2K, Rockville, MD 20850; 301-519-5535. **Note:** *In the lower left-hand corner of the envelope, the applicant must clearly write “Rural Youth Gang Problems: Adapting OJJDP’s Comprehensive Approach.”*

## Due Date

Applicants are responsible for ensuring that the original and five copies of the application package are received by 5 p.m. ET on August 17, 1998.

## Contact

For further information, contact Jim Burch, Program Manager, Special Emphasis Division, 202-307-5914, or send an e-mail inquiry to [burchj@ojp.usdoj.gov](mailto:burchj@ojp.usdoj.gov).

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Caldarella, P., Sharpnack, J., Loosli, T., and Merrell, K.W. 1996. The spread of youth gangs into rural areas: A survey of school counselors. *Rural Special Education Quarterly* 15(4):18-27.

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# National Juvenile Defender Training, Technical Assistance, and Resource Center

## Purpose

To assist in the funding and development of a national training center that will provide training and technical assistance to State and local juvenile defenders and serve as a resource center for information and materials on juvenile defense issues.

## Background

In 1967, the Supreme Court, in the case of *In Re Gault*, 387 U.S. 1 (1967), established the constitutional right of children to counsel when they are charged with a crime in a delinquency or other proceeding that may result in a loss of liberty. Both the National Advisory Committee Standards on Juvenile Justice and the Institute for Judicial Administration/American Bar Association (ABA) Standards on Juvenile Justice require that all children charged with a crime in a delinquency proceeding be represented by counsel. However, in many jurisdictions, juveniles are still not represented by legal counsel in proceedings subject to *Gault*. Recent studies of selected jurisdictions have found that less than 50 percent of juveniles in juvenile court proceedings are represented by counsel (Feld, 1988). This lack of counsel has been attributed to several factors: parents' reluctance to retain an attorney, inadequate public defender legal services in nonurban areas, and judicial ambivalence toward advocacy in treatment-oriented courts. The last factor often results in pressure on juveniles and parents to waive counsel (Feld, 1984 and 1989).

Congress, in the 1992 reauthorization of the Juvenile Justice and Delinquency Prevention Act of 1974, modified Section 261(a)(3) to require that the Office of Juvenile Justice and Delinquency Prevention (OJJDP) fund advocacy programs and services that encourage the improvement of due process available to juveniles in the juvenile justice system and the quality of legal representation for such juveniles. In response to this requirement, OJJDP competitively funded a project in 1993 to determine the status of juvenile defense services in this country, develop training and technical assistance to support juveniles' increased access to counsel, and improve the quality of representation by juvenile defenders.

The grant was awarded to the ABA and its partners—the Youth Law Center of San Francisco, CA, and the Juvenile Law Center of Philadelphia, PA—and they examined juvenile defense services in the United States delivered by public defenders' offices, court-appointed attorneys, contract juvenile defenders, law school juvenile clinic programs, and children's advocacy centers. Their findings were reported in the monograph *A Call for Justice: An Assessment of Access to Counsel and Quality of Representation in Delinquency Proceedings*, published in 1995.

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Although the survey found that many dedicated attorneys follow sound advocacy practices for juvenile offenders, such representation was neither widespread nor common. Problems summarized in *A Call for Justice* included: (1) annual public defender caseloads of more than 500 cases including 300 juvenile cases; (2) lack of resources for independent evaluations, expert witnesses, and investigatory support; (3) lack of computers, telephones, files, and adequate office space; (4) juvenile public defenders' inexperience, lack of training, low morale, and salaries lower than those of their counterparts who defend adults or serve as prosecutors; and (5) inability to keep up with rapidly changing juvenile codes. Consistent with findings from earlier studies, the ABA also found that a disturbing number of juveniles waive the right to counsel.

Heavy caseloads were a primary source of problems with lawyers unable to adequately inform clients of the status of their cases and to adequately address detention and dispositional alternatives. This led to unnecessary detention and commitment of juveniles to facilities, with all the attendant negative consequences for youth and at enormous cost to the communities.

The ABA found that the most effective defenders worked in offices that included the following attributes:

- ◆ Supportive structural features, including limited caseloads, the ability to enter a case early in the process, and flexibility to represent a client in a collateral matter (e.g., special education).
- ◆ Comprehensive training and available resource materials.
- ◆ Adequate nonlawyer support and resources.
- ◆ Hands-on supervision of attorneys.
- ◆ A work environment that values juvenile court practice.

All of the above-stated work has set the stage for the development of a more permanent support system for juvenile defenders.

## Goal

The goal of this program is to increase access to counsel for juveniles charged with crimes (or other offenses involving a liberty interest) and to improve the quality of representation that juveniles receive in delinquency proceedings.

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## Objectives

The objectives of this project are to:

- ◆ Establish a training, technical assistance, and resource center to support juvenile defenders throughout the country.
- ◆ Develop effective training that will focus on strategies to improve access to counsel.
- ◆ Develop effective training to improve the advocacy skills of juvenile defenders.
- ◆ Develop a resource capacity that can provide defenders with the latest information on advocacy strategies, appeal issues, and a registry of expert witnesses in key areas of advocacy (e.g., special education, mental health, and ballistics).

## Program Strategy

The ABA's work in compiling information on the status of juvenile defense services in the United States and then developing training and technical assistance programs to address identified issues has been significant in advancing knowledge about juvenile defender services. OJJDP believes that the time has come to support the creation and establishment of such a permanent entity. In FY 1998, OJJDP will fund the initiation of the National Juvenile Defender Training, Technical Assistance, and Resource Center (Juvenile Defender Center). OJJDP hopes that in future years other funding partners will join OJJDP in assisting in the funding and development of the Juvenile Defender Center that will result in the creation of a permanent structure for this essential service.

It is expected that the Juvenile Defender Center will coordinate its development with the ABA's current efforts, as the ABA phases out of the initial project activities, in order to minimize disruption in the provision of training and technical assistance to the field. The grantee will be expected to establish a broad-based partnership of public and private organizations to help ensure long-term financial support for a permanent center.

The Juvenile Defender Center, in its first year, will be expected to become fully staffed, develop an initial plan for delivery of training and protocols for delivery of onsite and distance technical assistance, engage in the initial development of the Center's resource capacity, and begin delivering training and technical assistance. The grantee will be expected to develop products to assist with the tasks of this effort, such as a concise document for use in reporting on technical assistance delivery and relevant curriculums. Applicants should outline their plans for achieving these tasks and activities and provide a timeline for completing important milestones.

Applicants must address how they would develop and deliver training and technical assistance. What strategies are proposed to assist jurisdictions with increasing access to counsel and to enhance the advocacy and appellate skills of juvenile defenders? Should this be done through

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national, regional, or State training events? In addition, applicants must discuss how curriculums will be developed for the trainings. What curriculum is essential to the varied strategies, and how will it be tailored to the State and local communities? How does the applicant propose to determine technical assistance needs in State and local jurisdictions? How would the applicant prioritize the delivery of the technical assistance? What process would be used to deliver technical assistance onsite and through distance learning, such as satellite teleconferences, videoconferences, or Web-based instruction?

What should be the scope of the resource activities of the Juvenile Defender Center, and how should they be organized? What information and materials should the Center maintain, and how should they be maintained (e.g., electronically or hard copy)? How would this activity be coordinated with OJJDP's Juvenile Justice Clearinghouse? How would defenders access the information?

Staffing is another issue to be addressed. What will be the management structure for the program? What staffing does the applicant believe is necessary to provide the functions of the Juvenile Defender Center? To what extent will consultants be used for specific activities, particularly when training and technical assistance is focused on a State or local jurisdiction?

## **Eligibility Requirements**

OJJDP invites applications from public and private agencies, organizations, institutions, and individuals. Private, for-profit organizations must agree to waive any profit or fee. Joint applications from two or more eligible applicants are welcome; however, one applicant must be clearly indicated as the primary applicant (for correspondence, award, and management purposes) and the others indicated as coapplicants. Applicants must have substantial experience with issues related to the delivery of defense services, training and technical assistance, and resource dissemination, preferably with a focus on juvenile justice and juvenile court-related matters.

## **Selection Criteria**

Applicants will be evaluated and rated by a peer review panel according to the criteria outlined below.

### **Problem(s) To Be Addressed (15 points)**

Applicants must convey a clear understanding of the problem(s) to be addressed by this program. The problem statement must be consistent with the purpose of the program and its goal and objectives. The applicant must convey a clear understanding of the outcomes expected for the program and the obstacles to achieving these results.

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### **Goals and Objectives (10 points)**

The goals and objectives must be clearly defined, and the objectives must be measurable and outcome based. They must be consistent with the problem statement and provide the basis for the project tasks and activities.

### **Project Design (30 points)**

The project design must address the purpose, goals, and objectives of this effort. The applicant must address what will be accomplished by its conceptualization of the Juvenile Defender Center and how it will be organized to deliver training and technical assistance to juvenile defenders and disseminate resources. What products are proposed for development and publication? The applicant should also address who will be the recipients of these services and in what priority. Finally, the applicant should provide a rationale for its conceptualization of the project design.

### **Management and Organizational Capability (35 points)**

The project management structure and staffing must be appropriate to the successful implementation of the Juvenile Defender Center's functions and responsibilities. Key staff should have significant experience in the delivery of juvenile defender services and product development and must also demonstrate several years of experience in managing a grant or program of training and technical assistance. When staff are identified, résumés must be provided in the appendix. When staff have not been identified, job descriptions must be provided in the appendix.

The applicant organization's ability to conduct the project successfully must be clearly demonstrated in the application. The documentation must include organizational experience with defender services, training, technical assistance, and resource dissemination. Because of the complexity of this program, organizations are encouraged to form consortia or partnerships with other highly experienced agencies and organizations. The financial resources that the consortia or partnerships would provide or help develop should be identified, so as to determine how they would assist in creating a permanent center that would be sustained after Federal support has ended.

### **Budget (10 points)**

The proposed budget must be complete, reasonable, allowable, and cost effective in relation to the work to be performed.

Applicants must provide a general outline of a 5-year budget for the program and a detailed budget for the first budget year with all costs justified. Budgeted amounts for years 2 through 5 should reflect what the applicant thinks will be necessary to carry out the functions under this grant and bring the effort to scale.

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## **Format**

The narrative must not exceed 40 pages in length (excluding forms, assurances, and appendixes) and must be submitted on 8½- by 11-inch paper, double spaced on one side of the paper in a standard 12-point font. This is necessary to maintain fair and uniform standards among all applicants. If the narrative does not conform to these standards, OJJDP will deem the application ineligible for consideration.

## **Award Period**

The project will be funded for 5 years in five 1-year budget periods. Funding after the first year budget period depends on performance of the grantee, availability of funds, and other criteria established at the time of award.

## **Award Amount**

Up to \$300,000 is available for the initial 1-year budget period.

## **Catalog of Federal Domestic Assistance (CFDA) Number**

For this program, the CFDA number, which is required on Standard Form 424, Application for Federal Assistance, is 16.541. This form is included in OJJDP's *Application Kit*, which can be obtained by calling the Juvenile Justice Clearinghouse at 800-638-8736 or sending an e-mail request to [puborder@ncjrs.org](mailto:puborder@ncjrs.org). The *Application Kit* is also available online at [www.ncjrs.org/ojjhome.htm](http://www.ncjrs.org/ojjhome.htm). (See the Introduction for more contact information.)

## **Coordination of Federal Efforts**

To encourage better coordination among Federal agencies in addressing State and local needs, the U.S. Department of Justice (DOJ) is requesting applicants to provide information on the following: (1) active Federal grant award(s) supporting this or related efforts, including awards from DOJ; (2) any pending application(s) for Federal funds for this or related efforts; and (3) plans for coordinating any funds described in items (1) or (2) with the funding sought by this application. For each Federal award, applicants must include the program or project title, the Federal grantor agency, the amount of the award, and a brief description of its purpose.

"Related efforts" is defined for these purposes as one of the following:

- ◆ Efforts for the same purpose (i.e., the proposed award would supplement, expand, complement, or continue activities funded with other Federal grants).

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- ◆ Another phase or component of the same program or project (e.g., to implement a planning effort funded by other Federal funds or to provide a substance abuse treatment or education component within a criminal justice project).
  - ◆ Services of some kind (e.g., technical assistance, research, or evaluation) to the program or project described in the application.

## Delivery Instructions

All application packages should be mailed or delivered to the Office of Juvenile Justice and Delinquency Prevention, c/o Juvenile Justice Resource Center, 2277 Research Boulevard, Mail Stop 2K, Rockville, MD 20850; 301-519-5535. **Note:** *In the lower left-hand corner of the envelope, the applicant must clearly write "National Juvenile Defender Training, Technical Assistance, and Resource Center."*

## Due Date

Applicants are responsible for ensuring that the original and five copies of the application package are received by 5 p.m. ET on August 10, 1998.

## Contact

For further information, contact Douglas C. Dodge, Director, Special Emphasis Division, 202-307-5914, or send an e-mail inquiry to [doug@ojp.usdoj.gov](mailto:doug@ojp.usdoj.gov).

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# **Case Studies and Evaluation Planning of the Office of Juvenile Justice and Delinquency Prevention's Rural Youth Gang Initiative**

## **Purpose**

To assist local jurisdictions to successfully address youth gang problems. Through this 1-year process evaluation, the strategies used by the Office of Juvenile Justice and Delinquency Prevention's (OJJDP's) Rural Youth Gang Initiative demonstration sites to assess their local youth gang problems and plan for the adaptation and implementation of the Comprehensive Community-Wide Approach to Gang Prevention, Intervention, and Suppression Program in rural communities will be documented and subsequently disseminated to the field for use by other communities as a "how to" guide.

## **Background**

OJJDP is soliciting proposals for a program to address the problem of gangs in rural areas. This program, Rural Youth Gang Problems: Adapting OJJDP's Comprehensive Approach, represents the first step in adapting the Comprehensive Approach model, developed by Dr. Irving Spergel and colleagues at the University of Chicago, to gang problems in rural areas. The initiative will implement a process through which rural communities can address their youth gang problems using a structured strategy. Applicants responding to this program announcement should see the Rural Youth Gang Problems: Adapting OJJDP's Comprehensive Approach program announcement for more detailed information about OJJDP's gang initiatives. Copies of that announcement can be obtained by calling OJJDP's Juvenile Justice Clearinghouse at 800-638-8736 or sending an e-mail request to [askncjrs@ncjrs.org](mailto:askncjrs@ncjrs.org). OJJDP program announcements are also available online at [www.ncjrs.org/ojjhome.htm](http://www.ncjrs.org/ojjhome.htm).

A process evaluation that documents the processes used in each of up to four demonstration sites is a necessary first step in adapting the Comprehensive Approach model to rural areas. Because each jurisdiction selected as a demonstration site under this initiative is expected to have a unique set of problems related to the youth gang issue, such as data availability and accessibility, OJJDP anticipates that case studies will be the primary vehicle in this process evaluation and that additional comparisons can be made across sites, where applicable. Further, should implementation funding eventually be made available to sites funded under this initiative, OJJDP expects that the national evaluator selected under this solicitation will have laid the groundwork for an impact evaluation by providing an evaluation design applicable for site and cross-site analysis and preparing proposed data collection instruments, including but not limited to customizable yet consistent software developed for use in data collection and management in each of the sites. This type of initial design would greatly enhance data collection and impact evaluation efforts should implementation funding and further evaluation be undertaken.

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Although the limited research on rural gang activity suggests an intervention appropriate for rural areas, it does not appear that a different model, composed of different services, is required. Rather, an adaptation of the Comprehensive Approach model that maintains the same core services, holds promise for successfully addressing rural youth gang problems. Based on a thorough gang problem assessment, the processes for delivery of services and the mechanisms by which the target population is reached can be adapted to address the differences between urban and rural areas.

Because the intervention this model offers is based on services (treatment and sanctions) to individuals and changes in community and agency responses, an urban location is not necessary. The strategies of community mobilization, social intervention, opportunity provision, suppression (including formal and informal social controls), and organizational development are expected to remain constant. Also, the requirement that these strategies and the services provided within them be highly coordinated, integrated, and focused on a specific population needs no adaptation because the benefits of integrated services would be applicable in rural communities.

This process evaluation is designed to identify and document these distinctions. Further, the evaluator is asked to examine these decisions in the context of the local community and the assessment findings.

## **Goals**

The goals of this program are to:

- ◆ Conduct a process evaluation of the planning and assessment approaches used in OJJDP's Rural Gang Demonstration sites and document the approaches for replication by other communities.
- ◆ Develop an evaluation design and support package for use in the Rural Gang Demonstration sites should implementation funds be made available after the initial planning and assessment phase.

## **Objectives**

The objectives for this project are to:

- ◆ Document the planning and assessment approaches used in each of the Rural Gang Demonstration sites.
- ◆ Describe and develop baseline indicators of the nature and scope of the youth gang problem.
- ◆ Identify common and effective approaches used to assess the nature of the youth gang problem across the demonstration sites.

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- ◆ Document the outcome of the planning and assessment processes used by each demonstration site and compare these across sites.
  - ◆ Develop a preliminary evaluation design to be used if the demonstration sites are provided implementation funding in subsequent years.
  - ◆ Develop preliminary instruments for evaluating the implementation of the model in these sites.
  - ◆ Develop common software, data bases, or management information systems for these sites should they become operational.

## **Program Strategy**

Based on OJJDP's experience with the currently funded gang demonstration sites in Mesa and Tucson, AZ; Riverside, CA; Bloomington, IL; and San Antonio, TX, the need for a detailed problem assessment and planning process prior to implementing the Comprehensive Approach model is clear. OJJDP and each of the five demonstration sites spent between 9 and 18 months assessing the local youth gang problem and planning for implementation of the model based on assessment findings. In many cases, the capacity for collecting needed data (e.g., gang crime incident data, youth-related indicators, and risk factors) in the proper form (e.g., aggregated to subjurisdictional levels) did not exist. In some cases, limited service delivery began before the assessment and planning processes were completed, causing "disconnects" that needed to be resolved during the second year of the 3-year projects. To assist rural communities by developing an information base for assessing local youth gang problems and planning for the adaptation of a promising approach, the evaluation funded through this solicitation will focus on the processes used and will conduct full case studies of each of the sites. Additionally, cross-site comparisons will be made where applicable and useful. The evaluator will also be responsible for developing an evaluation design to be used should implementation funds be made available. As a part of this process, the evaluator should develop an evaluation design and data collection instruments for potential use in the sites and develop a software package or data base structure to be used. This data base would assist in collecting the necessary data on youth served in each site and facilitate more effective cross-site comparisons.

Organizations applying for an award under this announcement must fully address in their applications the areas discussed below.

### **Data Collection**

Organizations must address how they would begin collecting data in each of the sites. Specifically, what data would be captured during this phase of the site's assessment process and how? Applicants should also consider the process of identifying common data elements across sites and furthering this process by encouraging sites to seek common data elements being used by other jurisdictions.

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## **Data Analysis**

Applicants should consider what cross-site comparisons of youth gang problems would be useful based on site data identified during the assessment process. Applicants should also consider under this section what process data are suggested, taking into account the assessment and planning steps used in each site, the development of a strategy based on an adaptation of the model, and potential challenges and opportunities. OJJDP expects that the evaluator, as a part of a formative evaluation, will assist the sites by providing timely and meaningful feedback on the processes being used.

## **Planning and Strategy Development (Adaptation of the Model)**

In this section, applicants should address what type of analysis would be used to examine the strategy being developed in relation to the assessment findings. Discussed in this section would be issues of proper planning and strategy development and the model's adaptability. Applicants should also address any other possible types or areas of analysis that could be included in the case studies.

## **Evaluation Design for Future Impact Evaluation**

Applicants must address the development of an evaluation design based on the case study data being collected and the processes being observed across sites. Applicants must discuss instruments to be developed for use in impact evaluations and describe a process for creating a common management information system for cross-site use. Applicants must also discuss how they plan to evaluate the programs.

## **Cooperation With Technical Assistance**

Applicants should certify their willingness to cooperate and collaborate with the technical assistance providers and suggest further areas of collaboration or joint tasks between the technical assistance provider and the national evaluator.

## **Eligibility Requirements**

OJJDP invites applications from public and private agencies, organizations, institutions, and individuals. Private, for-profit organizations must agree to waive any profit or fee. Joint applications from two or more eligible applicants are welcome; however, one applicant must be clearly indicated as the primary applicant (for correspondence, award, and management purposes) and the others indicated as coapplicants.

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## **Selection Criteria**

Applicants will be selected according to the criteria outlined below.

### **Problem(s) To Be Addressed (15 points)**

Applicants must provide a discussion of the need for this type of project and of the challenges it represents. Applicants should also discuss the opportunities presented in what could amount to a 1-year evaluation planning effort to be followed by immediate implementation of an impact evaluation.

### **Goals and Objectives (25 points)**

Applicants must define goals and objectives for the process evaluation and case study approach. Objectives should be specific and measurable where possible.

### **Evaluation Design (25 points)**

Applicants must present process and impact evaluation designs or describe potential design approaches and their characteristics and discuss how these approaches would improve the resulting case studies. Applicants must ensure that other tasks described under the Program Strategy section of this announcement are addressed appropriately.

### **Management and Organizational Capability (25 points)**

Applicants' project management structure and staffing must be adequate and appropriate for the successful completion of the project. Applicants must present a management plan that identifies responsible individuals and their time commitment as a percentage of total time, major tasks, and milestones. Applicants must document evidence of key staff's and the organization's ability to conduct this type of project successfully. Résumés of staff to be assigned to this project should be attached.

### **Budget (10 points)**

Applicants must provide a budget that is complete, detailed, reasonable, allowable, and cost effective in relation to the project's activities.

## **Format**

The narrative must not exceed 40 pages in length (excluding forms, assurances, and appendixes) and must be submitted on 8½- by 11-inch paper, double spaced on one side of the paper in a standard 12-point font. This is necessary to maintain fair and uniform standards among all applicants. If the narrative does not conform to these standards, OJJDP will deem the application ineligible for consideration.

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## **Award Period**

OJJDP will make one cooperative agreement for a 1-year budget and project period.

## **Award Amount**

The award amount for the 1-year budget and project period will be up to \$250,000.

## **Catalog of Federal Domestic Assistance (CFDA) Number**

For this program, the CFDA number, which is required on Standard Form 424, Application for Federal Assistance, is 16.542. This form is included in OJJDP's *Application Kit*, which can be obtained by calling the Juvenile Justice Clearinghouse at 800-638-8736 or sending an e-mail request to [puborder@ncjrs.org](mailto:puborder@ncjrs.org). The *Application Kit* is also available online at [www.ncjrs.org/ojjhome.htm](http://www.ncjrs.org/ojjhome.htm). (See the Introduction for more contact information.)

## **Coordination of Federal Efforts**

To encourage better coordination among Federal agencies in addressing State and local needs, the U.S. Department of Justice (DOJ) is requesting applicants to provide information on the following: (1) active Federal grant award(s) supporting this or related efforts, including awards from DOJ; (2) any pending application(s) for Federal funds for this or related efforts; and (3) plans for coordinating any funds described in items (1) or (2) with the funding sought by this application. For each Federal award, applicants must include the program or project title, the Federal grantor agency, the amount of the award, and a brief description of its purpose.

"Related efforts" is defined for these purposes as one of the following:

- ◆ Efforts for the same purpose (i.e., the proposed award would supplement, expand, complement, or continue activities funded with other Federal grants).
- ◆ Another phase or component of the same program or project (e.g., to implement a planning effort funded by other Federal funds or to provide a substance abuse treatment or education component within a criminal justice project).
- ◆ Services of some kind (e.g., technical assistance, research, or evaluation) to the program or project described in the application.

## **Delivery Instructions**

All application packages should be mailed or delivered to the Office of Juvenile Justice and Delinquency Prevention, c/o Juvenile Justice Resource Center, 2277 Research Boulevard, Mail

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Stop 2K, Rockville, MD 20850; 301-519-5535. **Note:** *In the lower left-hand corner of the envelope, the applicant must clearly write "Case Studies and Evaluation Planning of OJJDP's Rural Youth Gang Initiative."*

## Due Date

Applicants are responsible for ensuring that the original and five copies of the application package are received by 5 p.m. ET on August 28, 1998.

## Contact

For further information, contact Charlotte Kerr, Assistant Director, Research and Program Development Division, 202-307-5929, or send an e-mail inquiry to [charlott@ojp.usdoj.gov](mailto:charlott@ojp.usdoj.gov).

## References

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## Arts and At-Risk Youth Program

*The arts—whether they be during or after school—provide opportunities for youth from all backgrounds to do something positive . . . with their talents and their time.*

—Janet Reno, Attorney General (Americans for the Arts, 1998)

### Purpose

To develop and implement a pilot demonstration program in the arts that addresses the need for youth at risk of delinquency and economically disadvantaged youth to have an innovative development program that integrates work and play in the nonschool hours.

### Background

*Juvenile Offenders and Victims: 1997 Update on Violence*, an Office of Juvenile Justice and Delinquency Prevention (OJJDP) report, included information showing the need to provide afterschool programs to address the problem of crime and delinquency after school. The report states that “. . . data from the FBI’s National Incident-Based Reporting System show that 1 in 5 violent crimes committed by juveniles occur in the four hours following the end of the school day (i.e., between 2 p.m. and 6 p.m.)” (Sickmund, Snyder, and Poe-Yamagata, 1997, p. 26.)

In the report of the Carnegie Foundation’s Task Force on Youth Development and Community Programs, *A Matter of Time: Risk and Opportunity in the Nonschool Hours* (1992), the problem of juvenile delinquency and crime during afterschool or nonschool hours is clearly framed. The report describes unstructured free time during nonschool hours as a threat to the safety and security of many adolescents who live in urban and rural neighborhoods. The report states that youth are influenced by these threats (or risk factors) in multiple ways:

Some injure their health by using tobacco, alcohol, and other drugs. Some engage in premature, unprotected sexual activity, which the presence of AIDS now renders deadly. Some commit acts of crime or live in neighborhoods where fear of violence pervades their daily lives. Although all adolescents face at least some of these hazards, those who live in urban and rural poverty areas face a higher level of risk. These outcomes can be reversed, if Americans decide to create communities that . . . provide opportunities [programs with protective factors] for them during the nonschool hours. (pp. 9–10)

This solicitation is designed to address the need for healthy, challenging, and attractive programs for youth at risk of delinquency and other problem behaviors during the nonschool hours (afterschool and during the summer months) to help transform their free time from a threat to their safety and security into opportunities to participate in enriching programs (Mortimer, 1994).

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Research confirms the existence of certain risk factors that increase the chances of youth developing behavior problems that may lead to delinquency, crime, and violence (Hawkins and Catalano, 1993; Loeber and Farrington, 1998). Risk factors can be identified in four general areas: (1) community (e.g., availability of drugs, firearms, media portrayals of violence, transitions and mobility, community disorganization, extreme economic deprivation); (2) family (e.g., family history of problem behaviors, family management problems, favorable parental attitudes toward and involvement in criminal behavior); (3) school (e.g., early and persistent antisocial behavior, academic failure in elementary school, lack of commitment to school); and (4) individual and peer risk factors (e.g., alienation, rebelliousness, lack of bonding to society, friends who engage in problem behaviors, and factors that have a biological or physiological foundation).

Studies indicate that many problems can be prevented if these risk factors are identified and program strategies are designed to address them. Similarly, protective factors can also buffer youth from negative outcomes by minimizing risk or by developing resiliency to risk. Identifying and building on an individual's protective factors can also be an effective prevention strategy. Examples of protective factors include individual characteristics such as temperament, healthy beliefs and clear standards, and bonding (Hawkins and Catalano, 1993; Howell, 1995).

To help determine if arts education programs benefit youth in the nonschool hours, Heath and Roach (1998) conducted a 10-year study to answer this question: What happens in learning environments outside of schools that attract young people to sustained participation, performance, and productions of high quality? Over a decade, approximately 30,000 young people in 120 youth-based organizations were sampled in 34 regions of the country. The research included 300 broad-based case studies of youth that extended for at least 3 years and 60 detailed case studies. The findings present a unique way of looking at afterschool or nonschool activities and programs providing developmentally meaningful activities for youth. The following was a significant outcome:

For those (youth) not attending organized nonschool activities and not extensively involved in extracurricular activities at school, each week offered them only 15–20 minutes of interaction with adults in sustained conversation (at least seven minutes in duration) on a single topic that included planning. What this means is that these individuals receive almost no practice in talking through future plans, developing ideas for execution, or assessing next steps from a current situation. (pp. 2–3)

The Heath and Roach research helps to confirm that arts programs encourage discussion and dialog between teachers and students regardless of age. Findings from the study show that "... the strong benefit that young students receive from the instruction and interaction of arts education programs is the promotion of natural language patterns that seek information, opinion, reflection, and critical comments." For at-risk youth, this type of opportunity to improve communication skills is invaluable because they often come from a world where positive, interactive communication is a rare commodity. In their report, Heath and Roach describe arts education programs as providing, as a matter of course, the opportunities for youth to "...

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engage in regular oral exchanges with older peers and adults around problem posing and hypothetical reasoning. These language forms emerge naturally, for they move along a group task that must be accomplished in a certain way to a high standard within a given period of time. A significant outcome of their participation in such art programs that set the stage for regular oral expression is that the youth's self-image and self-esteem increase greatly." Contact with the arts offers a positive stimulus and can interrupt the drift into a negative lifestyle.

OJJDP, the Bureau of Justice Assistance (BJA), and other Federal partners—the National Endowment for the Arts (NEA), the Safe and Drug-Free Schools Program (SDFSP) of the U.S. Department of Education, and the Employment and Training Administration (ETA) of the U.S. Department of Labor—are responding to reports of the need for healthy programs during nonschool hours for youth at risk of delinquency and other problem behaviors and the growing body of research findings on the effectiveness of the arts programs to positively impact this population of youth by asking applicants to:

Develop and implement a multicomponent arts program for youth at risk of delinquency and other problem behaviors (e.g., substance abuse, teen pregnancy, truancy, and dropping out of school) and economically disadvantaged youth that includes (1) training in preemployment skills, interpersonal communication skills, conflict resolution education during afterschool hours and the summer months and (2) arrangements during the summer for a job or paid internship for the youth.

The multicomponent arts program provides at-risk youth and their families with numerous opportunities to build skills, enhance protective factors, and form community partnerships that help to prevent delinquency and violence while making a positive impact not just in the youth and their families, but also in their communities (Costello, 1995; Weitz, 1996).

Overall, this program intends to help replace risk factors with protective factors that enhance youth development while fostering interpersonal communication and critical thinking skills that help to ensure future success for the target population. Through this program, youth are given the chance to envision future opportunities and are provided with experiences, training, and skills to turn these opportunities into reality. This program will help to promote a climate that allows for the development of personal goals and high expectations, respect for self and others, personal accountability for one's own actions, well-earned pride in accomplishments, a strong work ethic, and an understanding of how academic success can lead to expanded career options. Further, this program will work to provide numerous opportunities for parental involvement and linkages to community resources that will help to create strong bonds and/or strengthen existing bonds for youth at risk of delinquency and increase the number of positive role models in their lives.

## **Goal**

To prevent and reduce the incidence of juvenile delinquency, crime, and other problem behaviors (e.g., substance abuse, teen pregnancy, truancy, and dropping out of school) in at-risk youth 14 to 17 years old during afterschool hours and in the summer months by providing a multicomponent

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arts program that includes life skills training, the link between art and employment, and practical experiences in the workforce that will develop and/or strengthen the positive bonds of youth to their families, schools, and communities.

## Objectives

The objectives of this program are to:

- ◆ Develop and implement a multicomponent arts program for at-risk youth during afterschool hours and in the summer months that includes learning in the arts, occupations in the arts, and training and practical experiences in preemployment skills, interpersonal communication skills, and conflict resolution education and that allows them to build on existing strengths and develop new skills.
- ◆ Promote youth “ownership” of the program by allowing the target population to provide suggestions for experiences and training that they feel would enhance their participation and success in the multicomponent arts program.
- ◆ Provide an outline of youth membership in the arts program that includes clear, simple rules and/or guidelines for all its components; demonstrate how youth involvement will be provided in the design process and final outcome of these rules/guidelines to help ensure program success.
- ◆ In consultation with the applicant’s local Private Industry Council or Workforce Development Board, arrange jobs or paid internships during the summer months for the target population of youth at risk of delinquency and economically disadvantaged youth after discussions with them on specific areas of interest that allow them to practice and develop their cognitive, linguistic, social, and citizenship skills and abilities. Jobs or internships should be in technical occupations within the arts (e.g., sound or lighting, computer graphics, set design, etc.), in other businesses, or in community-based organizations.
- ◆ Design jointly with the target population monitoring and reporting systems that track the youth’s progress (e.g., maintain portfolios—collections of youth’s work that illustrate skills and knowledge gained) and that are completed by both the youth and their supervisors on a regular basis.
- ◆ Develop and/or strengthen the positive bonds of the target population of youth at risk of delinquency to their families, schools, and communities.
- ◆ Provide and promote within the program design coordinated, collaborative prevention efforts that work to decrease risk factors while increasing protective factors for the target population of at-risk youth.

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- ◆ Develop and implement a process evaluation and conduct pretest and posttest measures of program outcomes to help determine program success and lessons learned.
  - ◆ Create a program guide that includes a step-by-step outline of the approaches and strategies used in the development and implementation of the multicomponent arts program, including the development of information for job training and other program operators to take advantage of the numerous skilled, “behind the scenes” areas associated with the performing and visual arts.

## **Program Strategy**

OJJDP, in partnership with BJA, NEA, SDFSP, and ETA, is funding a national pilot demonstration program to support a multicomponent arts program. The Federal partnership will support two pilot demonstration programs for youth ages 14 to 17 years of age who are at risk of delinquency and other problem behaviors and/or economically disadvantaged youth that include six core components: (1) learning activities conducted by arts organizations or artists that require a high level of interactive involvement of the youth in activities designed to increase their understanding of or skills in the arts; (2) adult mentoring<sup>1</sup> through jobs or internship relationships in arts, cultural and community-based organizations, and businesses that provide summer jobs or paid internships for youth; (3) preemployment training and skills development; (4) training in interpersonal communication skills; (5) training in conflict resolution education; and (6) related work experiences for youth, consistent with child labor laws. This strategy seeks to give youth myriad learning experiences, trainings, and skills that will help them to communicate ideas, identify and deal positively with feelings and emotions, and forge connections and relationships that will better prepare them for successful lives as contributing members of society. Whenever appropriate, youth should be brought into the design of the program’s activities to help promote a sense of ownership and to better address their needs and concerns for specific experiences and skills.

This initiative will demonstrate that learning experiences in the arts help youth develop discipline and problem-solving and communications skills while fostering creativity and team building that help to increase self-esteem—all important foundations for success in school, employment, and personal relationships. Conflict resolution education additionally equips youth to retain a job because it provides them with principles, strategies, and skills to peacefully handle conflicts and disagreements that may typically arise in the workplace. Summer internships and jobs provide youth with meaningful opportunities to practice their communication and conflict resolution

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<sup>1</sup>“Mentoring,” as used in the second component above, does not refer to a significant commitment of time and energy by an adult volunteer to a youth that is devoted to personal, academic, or career development and social, athletic, or artistic growth, as defined by Becker (1994). For this program, a mentor relationship means that adults where the youth work or intern take a special interest in providing guidance on the job about the world of work, career options available in the field, and related information. While development of a positive and healthy mentor relationship from these work and intern placements is encouraged, this is not an expected outcome of this program.

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skills while gaining experience in the workforce. They also enable youth to develop relationships with adult role models within the business and art worlds and community-based organizations that may lead to careers in these and related fields. The applicant can identify program funds to pay for internships if the target community is not economically able to provide paying summer jobs to youth. The applicant would need to identify the limitations that preclude the community's support of this program component.

The continuation of the arts program over the summer months is specifically designed to address the problem that knowledge gained during the school year is often diminished or lost over the summer months when youth do not have enrichment programs to help them retain, apply, and enhance what they have learned during the school year. Through this multicomponent arts program, youth will be able to extend their knowledge base naturally over the summer months in a variety of situations that give them opportunities to use their existing knowledge while they are being presented with new knowledge to process and apply.

This program announcement is based on a collaborative effort of OJJDP and its Federal partners. In addition to the six core components, the selected demonstration programs must base program strategies on research, develop and implement a process evaluation, and create a program guide on the development and implementation of their approaches and activities. Applicants are given broad flexibility to design a program most relevant for the target population of youth 14 to 17 years of age and for the community where they live.

Applicants are encouraged to work with schools, school districts, and local education agencies (LEA's) in developing their applications.

All applicants must provide the following:

- ◆ The applicant should clearly state the number of youth expected to be served in their program.
- ◆ The target population should be defined, including age, gender, ethnicity, and identified risk factors.
- ◆ An assessment of the risk and protective factors should describe factors at the community, family, school, individual, and peer levels that relate specifically to this solicitation and the target population of youth.
- ◆ A comprehensive program strategy designed to reduce risk and build protective factors through a multicomponent arts program should be provided. In addition, proposed activities should fill gaps in services to the target population during afterschool hours and the summer months. Activities may identify various steps that will be taken by the applicant to address these service gaps that may lead to negative outcomes. These activities should complement and build on each other and link when possible to existing community programs and activities that contribute to positive youth development.

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- ◆ Description of arts activities should include information about the arts organizations and artists who will design and conduct the activities. If artists and program staff are known, their résumés may be included in the appendixes. Arts activities that will be coordinated with inschool arts education programs should include information regarding the school-based program.
  - ◆ Program designs should emphasize hands-on learning and mentoring through jobs and apprenticeship relationships.
  - ◆ Applicants should provide clear evidence that proposed activities are developmentally appropriate for the target population. The program design must be culturally relevant to the population defined. Activities should be integrated into existing community programs and, when possible, community programs incorporated into the arts program. When appropriate, meaningful parental involvement should be included in the activities.
  - ◆ A lasting benefit to the community and the youth who participate should be identified and described (e.g., activities, outcomes, and/or products that will last beyond the program funding cycle and will contribute to the community and/or provide skills to the youth).
  - ◆ The applicant's plans for involvement with the job training community and its coordination with the local Private Industry Council or Workforce Development Board should be described along with the program's plans to determine appropriate summer jobs and internships, consistent with Federal and State child labor laws.
  - ◆ An outcome evaluation should be described that will enable the applicant to measure progress toward the program's goals and objectives and data collection mechanisms for gathering predata and postdata that include academic progress, attendance information, disciplinary reports, and other relevant indicators.
  - ◆ An outline of a process evaluation should be provided that includes the program's approaches, strategies, and guidelines; a profile of the target population and the community; and other descriptive information on the program.
  - ◆ Applicants should also demonstrate plans for sustainability of the program beyond the funding cycle either through leveraging resources or through demonstrating ability to access additional funding.

## **Eligibility Requirements**

OJJDP invites applications from public and private nonprofit agencies, organizations, Job Training Partnership Act Service Delivery Areas, and institutions. Schools, school districts, and LEA's are eligible applicants. Joint applications from two or more eligible applicants are welcome; however, one applicant must be clearly indicated as the primary applicant (for correspondence, award, and management purposes) and the other(s) indicated as coapplicant(s).

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The applicant is expected to contact the State Job Training Partnership Act liaison in their area to determine what employment opportunities may be available for the youth during the summer months that are applicable to the intent of this project. A list of the State Job Training Partnership Act liaisons, with contract information, is available by request from the Juvenile Justice Clearinghouse along with other reference items pertaining to this solicitation.

## **Selection Criteria**

Applicants will be evaluated by a peer review panel on the extent to which they meet the criteria below.

### **Problem(s) To Be Addressed (15 points)**

Applicants must outline the scope and nature of the need for an afterschool and summer program for the target population of youth at risk of delinquency, crime, and other problem behaviors. They should provide justification for the proposed program based on the results of an informal community assessment of available afterschool and summer programs for the target population. Applicants must provide a clear description of the risk factors related to this target population and explain how youth would benefit from participation in a multicomponent arts program during afterschool hours and the summer months. Applicants must demonstrate the involvement of appropriate stakeholders, including their Private Industry Councils or Workforce Development Boards, in the planning process and a clear understanding of the processes, supports, and steps necessary to overcome any program impediments to community integration and/or collaboration for the success of this multicomponent arts program.

### **Goal(s) and Objectives (10 points)**

Applicants must provide succinct statements demonstrating an understanding of the goals, objectives, and tasks associated with the program that relate also to the issues identified in the Problems To Be Addressed section above. Objectives must be specific and measurable. Applicants must convey a clear understanding of the purpose, work, and expected results of the program and what youth are to gain from their summer employment experience.

### **Program Design (35 points)**

The application must include a program design, indicating a workplan, specific procedures to be carried out, performance schedules, and products to meet the goals and objectives of the arts program that fit with the conceptualization of the problem. The multicomponent arts program must include a program of learning in the arts and technical arts-related occupations and training in interpersonal communication skills, preemployment skills, and conflict resolution education and the provision during the summer months of paid internships or jobs. Proposed plans should describe how the applicant will establish or build on existing opportunities within the community that relate to this solicitation.

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The applicant must indicate how proposed plans address or will address consideration for meeting the needs of the target population that include, where appropriate, multiethnic, multicultural, and gender-specific issues related to the arts, communication skills, and employment. The description should convey a clear understanding of those considerations and issues.

The applicant should show how performance feedback and continuous improvement will be integrated into the program design in all facets of the program.

With respect to the process evaluation, the applicant is expected to describe premeasures and postmeasures that help to define the program's outcomes and successes that are linked to the goals and objectives of the program.

In addition, applicants should specifically describe coordination and collaboration efforts related to the program that can clearly demonstrate existing or future efforts through memorandums of understanding, interagency agreements, letters of commitment with specified arrangements, and other formal commitments of bona fide partnerships (e.g., in-kind support, delivery of services, employment and internship opportunities). These documents may be attached as appendixes. However, collaborative relationships must be clearly described in the application.

Also, applicants must provide a plan to sustain the program beyond the funding cycle for this program.

### **Management and Organizational Capability (30 points)**

The program's management structure and staffing must be appropriate for the successful implementation of the program. Applicants must present a workplan that identifies responsible staff, their time commitment, major tasks, and milestones.

Applicants must provide evidence of the organization's ability to conduct the program successfully. Documented organizational experience with an afterschool and/or summer multicomponent arts program and an understanding of workforce development issues are necessary. The documentation must include organizational experience with programs of this magnitude and complexity.

Key staff résumés must reflect significant experience in the delivery of an arts program with multiple components; training in interpersonal communication skills, conflict resolution education, and preemployment skills; and experience in job placement and management in the performance of the work outlined in this announcement. Program staff must also have successfully worked with at-risk youth and community programs or collaboratives. Staff and/or consultants who will deliver arts programs must have training and/or experience in the art and art-related fields they are representing.

Résumés for key staff and consultants should be attached as part of the appendixes.

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## **Budget (10 points)**

Applicants must provide a proposed budget that is complete, detailed, reasonable, allowable, and cost effective in relation to the activities to be undertaken. The applicant must show the amount and source of any cash funding commitments or inkind services and support.

## **Format**

The narrative must not exceed 25 pages in length (excluding forms, assurances, and appendixes) and must be submitted on 8½- by 11-inch paper, double spaced on one side of the paper in a standard 12-point font. This is necessary to maintain fair and uniform standards among all applicants. If the narrative does not conform to these standards, OJJDP will deem the application ineligible for consideration.

Applicants may submit examples, such as work products, job descriptions, and brochures, to demonstrate a capacity to carry out the scope of work described in this solicitation in appendixes. Applicants are also encouraged to submit materials in the appendixes that demonstrate existing collaboration activity and/or future letters of commitment with specified inkind support and dollar amounts of contribution. All appendixes combined cannot exceed 15 pages in length.

## **Award Period**

The program will be funded for 2 years in two 1-year budget periods. Funding of the program in the second budget period will be contingent upon the grantee's performance, availability of funds, and other criteria established at time of award.

## **Award Amount**

Up to \$210,000 is available for the initial budget period. Up to three demonstration programs will be selected for grant awards under this program; each grant will be up to \$70,000.

## **Catalog of Federal Domestic Assistance (CFDA) Number**

For this program, the CFDA number, which is required on Standard Form 424, Application for Federal Assistance, is 16.541. This form is included in OJJDP's *Application Kit*, which can be obtained by calling the Juvenile Justice Clearinghouse at 800-638-8736 or sending an e-mail request to [puborder@ncjrs.org](mailto:puborder@ncjrs.org). The *Application Kit* is also available online at [www.ncjrs.org/ojjhome.htm](http://www.ncjrs.org/ojjhome.htm). (See the Introduction for more contact information.)

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## Coordination of Federal Efforts

To encourage better coordination among Federal agencies in addressing State and local needs, the U.S. Department of Justice is requesting applicants to provide information on the following: (1) active Federal grant award(s) supporting this or related efforts, including awards from the U.S. Department of Justice; (2) any pending application(s) for Federal funds for this or related efforts; and (3) plans for coordinating any funds described in items (1) or (2) with the funding sought by this application. For each Federal award, applicants must include the program or project title, the Federal grantor agency, the amount of the award, and a brief description of its purpose.

“Related efforts” is defined for these purposes as one of the following:

- ◆ Efforts for the same purpose (i.e., the proposed award would supplement, expand, complement, or continue activities funded with other Federal grants).
- ◆ Another phase or component of the same program or project (e.g., to implement a planning effort funded by other Federal funds or to provide a substance abuse treatment or education component within a criminal justice project).
- ◆ Services of some kind (e.g., technical assistance, research, or evaluation) to the program or project described in the application.

## Delivery Instructions

All application packages should be mailed or delivered to the Office of Juvenile Justice and Delinquency Prevention, c/o Juvenile Justice Resource Center, 2277 Research Boulevard, Mail Stop 2K, Rockville, MD 20850; 301-519-5535. **Note:** *In the lower left-hand corner of the envelope, the applicant must clearly write “Arts and At-Risk Youth Program.”*

## Due Date

Applicants are responsible for ensuring that the original and five copies of the concept paper package are received by 5 p.m. ET on July 29, 1998.

## Contact

For further information, call Eric Stansbury, Program Manager, Special Emphasis Division, 202-307-5914, or send an e-mail inquiry to [stansbur@ojp.usdoj.gov](mailto:stansbur@ojp.usdoj.gov).

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# **Arts Programs for Juvenile Offenders in Detention and Corrections**

## **Purpose**

To develop and implement arts-based programming for juvenile offenders in juvenile detention and corrections facilities.

## **Background**

This program implements Section 261(a)(6) of the Juvenile Justice and Delinquency Prevention Act of 1974, as amended, and Section 5(o) of the National Foundation on the Arts and the Humanities Act of 1965, as amended.

Developmental studies of young people who have succeeded despite coming from high-risk environments highlight "self-righting tendencies that move children towards normal adult development under all but the most persistent adverse circumstances" (Werner and Smith, 1992). The positive developmental outcomes of this research mirror the characteristics that the creative arts enhance in youth (Benard, 1991; Sautter, 1994). These characteristics include all aspects of social competence; responsiveness to others; empathy; caring, communication, and problem-solving skills; a sense of identity and self-worth; and a sense of purpose and future.

Arts-based programs have been shown to be particularly effective in promoting positive youth development. Ross, Fabiano, and Ross (1988) studied research of corrections interventions during an 18-year period and examined components of effective programs. They found evidence that offenders often experience delays in cognitive skills (Ross, 1990). Combining the best techniques from the most effective programs, Ross, Fabiano, and Ross developed a model that addresses social skills, interpersonal communication and problem solving, creative and critical thinking, values enhancement, and emotional management (Ross, 1989).

The creative arts teach valuable skills such as logic, organizational teamwork, and patience and they incorporate the knowledge that "failure" is a critical element of discovery and learning. Studies by the National Arts Education Research Center show that integrating the creative arts into all learning experiences enhances academic, social, and personal developmental outcomes (Ross, 1991).

Coordinators of juvenile offender programs have learned that youth receive positive benefits from participation in arts programming and that arts programming tends to have a positive impact on self-image and self-esteem. These programs are more than opportunities to be expressive. Contact with the arts offers a positive stimulus that can interrupt the drift into a negative lifestyle. Arts programs have been shown to empower a population that few programs have been able to reach.

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Calabrese and Adams (1990) found that incarcerated juvenile delinquents have significantly higher levels of total alienation, isolation, and feelings of powerlessness compared to nonincarcerated youth. It has been documented that one significant value of arts programs in prisons is their capacity to reduce inmate violence, improve security, and lower recidivism. As a result of Hillman's (1993) efforts to bring arts programs into juvenile detention and corrections facilities, he has found that, "Coordinators of juvenile offender programs have learned that youth are even more apt to receive positive benefits from participation in the arts." He further states that, "Direct contact with the arts and professional artists provides positive stimulus and personal reinforcement which interrupts the slide into . . . negative lifestyles."

Arts-based programs for juvenile offenders are highly empowering and transforming for the participants. These programs support the premise that participation in arts programming reduces risk factors that cause youth to be more susceptible to problem behaviors and crime (e.g., social alienation, school failure, impulsivity) and enhances protective factors that reduce the impact of risk factors and enable youth to lead productive lives (e.g., by increasing communication skills, conflict management techniques, and positive peer associations).

## **Goal**

To implement arts-based programming for juvenile offenders in juvenile detention and corrections facilities.

## **Objectives**

- ◆ To provide juvenile offenders in detention and corrections facilities with arts programming to enhance the youths' cognitive, linguistic, social, and civic development.
- ◆ To provide, promote, and coordinate collaborative arts programs in the community for juveniles coming out of correctional programs, so they can continue their arts experience.

## **Program Strategy**

The Office of Juvenile Justice and Delinquency Prevention (OJJDP), in partnership with the National Endowment for the Arts, will undertake a national initiative composed of three elements:

1. A Pilot Demonstration Project to develop and implement a new arts-based program for adjudicated youth utilizing direct technical assistance provided through this national initiative.
2. An Enhancement Sites Project to demonstrate practices that have achieved sustainable programs, and to serve as case studies for the development of technical assistance materials

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to support program development in new sites. Grants to the Enhancement Sites Project will enable these existing programs to strengthen their infrastructure through staff training and improved program design and/or expansion of current activities.

3. Technical Assistance and Training to the Pilot Demonstration Project and Enhancement Sites Project for the purpose of ensuring focused, professional technical support for program development and implementation, including program design, artist selection and training, and interaction between arts organizations and the juvenile justice system. The technical assistance materials that will be developed through this national initiative will provide a blueprint for communities throughout the Nation that seek to undertake similar programs.

Through this national partnership initiative, OJJDP will provide grant support to the Pilot Demonstration Project and the Enhancement Sites Project. The National Endowment for the Arts will provide technical assistance and training through a Cooperative Agreement with an independent consultant.

### **I. Pilot Demonstration Project**

OJJDP will fund one project at up to \$100,000 each year for a 2-year project period to serve as a pilot site for the establishment of an arts program in juvenile detention or youth corrections facilities with a community extension component. OJJDP invites applications from public and private nonprofit community-based agencies, institutions, and organizations that have not yet implemented a comprehensive arts program for juvenile offenders. However, it is expected that said applicants will have identified a need, initiated a cooperative relationship with a counterpart organization in juvenile justice or the arts, and established a strategy for implementing an arts program that will satisfy the objectives described above. While technical assistance will be provided to the successful applicant, the applicant's initial program design should emphasize hands-on learning and/or mentoring through artist/apprentice relationships. There should be sufficient community linkages available to the project to facilitate community expansion and ensure continued arts programming for youth reintegrating into the community from juvenile justice facilities.

Applicants must describe a strategy for establishing an arts-based program for juvenile offenders. Applicants are given broad flexibility to design a program most relevant for the target population.

- ◆ Applications should define the target population, including age, gender, ethnicity, and characteristics that indicate risk.
- ◆ The strategy should include a mission statement with identified goals and objectives. Some objectives should be measurable.

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- ◆ Applicants should provide evidence that proposed activities will require professional artists and that the activities will be stimulating and culturally relevant for the defined population. Parental and community involvement should be encouraged to the extent possible.
  - ◆ Applicants should identify and describe activities that will provide a lasting benefit to the community and the youth who participate (i.e., activities that will last beyond the program funding cycle and will contribute to the community and/or provide skills to the youth).
  - ◆ The applicant must commit to establishing a data collection mechanism for gathering pre/post data of behavior measurements (e.g., attendance, probation reports, or other relevant indicators).

### **Eligibility Requirements**

OJJDP invites applications from public and private nonprofit agencies, organizations, and institutions, and individuals who can demonstrate the capability to undertake activities related to this solicitation. Proposals should describe a detention or corrections facility site or sites to host the core arts-based program, arts and detention or corrections resources to be employed in the implementation of the project, and letters, or other documentation, that provide evidence of a partnership between the arts agency/organization and the juvenile detention or corrections authority. *A preliminary budget should be attached.*

The successful applicant must also commit to providing training for artists and detention/corrections staff, and using the services of the national technical assistance provider available under the program. From each site, at least two staff (an artist and a detention/corrections staff member directly involved in the project) must be willing to attend an arts-in-detention/corrections training institute.

### **II. Enhancement Sites**

OJJDP will fund up to three programs at up to \$25,000 each year for a 2-year project period to enhance existing arts programs in juvenile detention or corrections facilities. These grants will be provided to applicants who have already demonstrated innovative and creative strategies in providing arts programs for detained or adjudicated youth and wish to enhance or expand their existing program.

Applicants must describe their current program and their strategy for expanding the arts-based program for juvenile offenders. Applicants are given broad flexibility to design a program enhancement most relevant for the target population. Explanation must be provided and should describe how this strategy will enhance and complement their existing program and meet project objectives.

- ◆ Applicants should define the target population, including age, gender, ethnicity, and characteristics that indicate risk.

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- ◆ The strategy should include a mission statement with identified goals and objectives. Objectives should be quantifiable and measurable.
  - ◆ Applicants should provide information on how the proposed activities will require professional artists and demonstrate that the activities will be stimulating and culturally relevant for the defined population. Parental and community involvement should be encouraged to the extent possible.
  - ◆ The applicant should describe how participating youth will be integrated into arts programming in the community following their release from the facility.
  - ◆ Applicants should identify and describe activities that will provide a lasting benefit to the community and the youth who participate (i.e., activities that will last beyond the program funding cycle and will contribute to the community and/or provide skills to the youth).
  - ◆ The applicant must commit to establishing a data collection mechanism for gathering pre/post data of behavior measurements (e.g., attendance, probation reports, or other relevant indicators).

### **Eligibility Requirements**

OJJDP invites applications from public and private nonprofit agencies, organizations, and institutions, and individuals who can demonstrate the experience and capability to undertake activities related to this solicitation. Those submitting proposals must demonstrate current coordinated and collaborative efforts related to the project. Examples of this commitment and strong evidence of partnership and collaboration should include a chart of program resources listing the amount of funds currently committed to the applicant's arts programs for detained or adjudicated youth and a current overall project description.

The initiative seeks to identify and support arts programs for adjudicated youth that can serve as models for similar programs. To this end, applicants will be required to cooperate with the gathering of data, document strategies, and implementation efforts of the project. From each site, at least two staff (an artist and a detention/corrections staff member directly involved in the project) must be willing to attend an arts-in-detention/corrections training institute. Technical assistance will be provided to successful applicants.

### **III. Technical Assistance and Training**

OJJDP and the National Endowment for the Arts will jointly fund a separate, noncompetitive training and technical assistance award to support program development and implementation; provide ongoing technical assistance; and publish documents/monographs on the implementation of arts programming in juvenile corrections and detention.

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## **Selection Criteria**

As noted above, OJJDP will select one pilot demonstration application and up to three enhancement site applications. Applications received in these two areas will be rated by a peer review panel on the extent to which applications meet the following criteria.

### **Problem(s) To Be Addressed (20 points)**

Applicants must describe the juvenile crime problem in their jurisdiction. Applicants must also describe the target population and the opportunities or lack of opportunities for positive youth development, including opportunities for arts programming.

### **Goals and Objectives (10 points)**

Applicants must provide succinct statements demonstrating an understanding of the goals, objectives, and tasks associated with the project. Objectives must be quantifiable and measurable. Applicants must convey a clear understanding of the purpose, work, and expected results of the project.

### **Project Design (30 points)**

Applicants must clearly describe program activities that are culturally relevant and engage community participation. The arts activities can include performing arts, visual arts, or other arts activities that enhance youth development. There must be a demonstrated commitment to establish a mechanism for data collection. The project design must clearly relate to the goals and objectives for this project and contain elements that are clearly linked to the successful implementation of the project.

### **Management and Organizational Capability (30 points)**

Applicants should provide a succinct history of the organization (including years of operation, recent budgets, sources of funding, and advisory boards) and a description of the current organizational structure. Applicants should provide specific details of youth and arts programs they have administered or are currently administering. Applicants must describe training and experiences directly related to this project and work with juveniles in detention/corrections facilities. Applicants should describe their management plans for undertaking the proposed project (number of staff persons and specific responsibilities).

In addition, applicants should specifically describe coordination and collaboration efforts related to the project. Applicants need to clearly demonstrate any existing efforts through memorandums of understanding, interagency agreements, letters of commitment with specified arrangements, and other formal commitments of bona fide partnership (e.g., pooled funding streams, wraparound services, multiservice centers, in-kind support, and procedures for service coordination). These documents may be attached as appendixes. However, the collaborative

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relationship must be clearly described in the application. Applicants should also describe any obstacles to the success of the project and how they intend to overcome these obstacles.

In addition to describing and demonstrating organizational capability, applicants must address plans for sustaining the program beyond the funding cycle for this project and the capability to access additional funds. Staff résumés or job descriptions should be submitted as an appendix.

### **Budget (10 points)**

Applicants must provide a proposed budget that is complete, detailed, reasonable, allowable, and cost-effective for the activities to be undertaken.

### **Format**

Applications are limited to no more than 25 double-spaced pages in a standard 12-point font. Applicants are not required to count Federal application forms as part of the 25-page maximum. However, all five of the selection criteria must be addressed within the 25-page proposal. Applicants may submit examples, such as work products, job descriptions, and brochures to demonstrate a capacity to carry out the scope of work described in this solicitation in appendixes. Appendixes will not be counted in the 25-page maximum for the application. Appendixes are limited to no more than 15 pages.

Applicants are also encouraged to submit materials in the appendixes that demonstrate active and existing collaboration activity and firm letters of commitment with specified in-kind support and dollar amounts of contribution.

### **Award Period**

Grantees selected for award will be funded for 2 years in two 1-year budget periods. Funding after the first budget period depends on grantee performance, availability of funds, and other criteria established at the time of award.

### **Award Amount**

A total of \$100,000 is available for the initial 1-year budget period for one Pilot Demonstration Project. A total of \$75,000 is available for the Enhancement Site Projects. First-year funding will be up to \$25,000 per site. A maximum of three projects will be selected.

### **Catalog of Federal Domestic Assistance (CFDA) Number**

For this program, the CFDA number, which is required on Standard Form 424, Application for Federal Assistance, is 16.541. This form is included in OJJDP's *Application Kit*, which can be

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obtained by calling the Juvenile Justice Clearinghouse at 800-638-8736, or by sending an e-mail request to [puborder@ncjrs.org](mailto:puborder@ncjrs.org). The *Application Kit* is also available online at [www.ncjrs.org/ojjhome.htm](http://www.ncjrs.org/ojjhome.htm). (See the Introduction for more contact information.)

## Coordination of Federal Efforts

To encourage better coordination among Federal agencies in addressing State and local needs, the U.S. Department of Justice is requesting applicants to provide information on the following: (1) active Federal grant award(s) supporting this or related efforts, including awards from the U.S. Department of Justice; (2) any pending application(s) for Federal funds for this or related efforts; and (3) plans for coordinating any funds described in items (1) or (2) with the funding sought by this application. For each Federal award, applicants must include the program or project title, the Federal grantor agency, the amount of the award, and a brief description of its purpose.

“Related efforts” is defined for these purposes as one of the following:

- ◆ Efforts for the same purpose (i.e., the proposed award would supplement, expand, complement, or continue activities funded with other Federal grants).
- ◆ Another phase or component of the same program or project (e.g., to implement a planning effort funded by other Federal funds or to provide a substance abuse treatment or education component within a criminal justice project).
- ◆ Services of some kind (e.g., technical assistance, research, or evaluation) to the program or project described in the application.

## Delivery Instructions

All application packages should be mailed or delivered to the Office of Juvenile Justice and Delinquency Prevention, c/o Juvenile Justice Resource Center, 2277 Research Boulevard, Mail Stop 2K, Rockville, MD 20850; 301-519-5535. **Note:** *In the lower left-hand corner of the envelope, the applicant must clearly write “Arts Programs for Juvenile Offenders,” and add whether you are applying for the Demonstration Project or the Enhancement Project.*

## Due Date

Applicants are responsible for ensuring that the original and five copies of the application package are received by 5 p.m. ET on August 17, 1998.

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## Contact

For further information, call Eric Stansbury, Program Manager, Special Emphasis Division, 202-307-5914, or send an e-mail inquiry to [stansbur@ojp.usdoj.gov](mailto:stansbur@ojp.usdoj.gov).

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# Evaluation of the Truancy Reduction Demonstration Program

## Purpose

To begin a program evaluation process that will support implementation and assess the effect of a variety of truancy reduction projects. It is expected that the results of the evaluation will develop a model to identify the steps communities need to take to implement an effective truancy reduction program. The model will identify target audiences, program components that reflect best practices, and requirements for effective community collaboration that will impact this critical problem.

## Background

School has traditionally been a place of learning and growing on many levels: academically, socially, and personally. The American school has been a place where each young person is considered an individual who has much to contribute and much to learn while gaining knowledge, skills, abilities, and confidence to become an active and participating member of society. For many of our Nation's young people, however, school is not such a place. Rather, it is a place where, too often, they feel unwelcome, unsafe, unsuccessful, and unchallenged. Across the country, many young people do not attend school on a regular basis. Many become truant.

Some truants make newspaper headlines for bringing a weapon to school, assaulting a teacher or fellow student, bullying or threatening their classmates, engaging in other violent behavior, or regularly disrupting the school's learning environment. Youth who are not in school and not in the labor force are at high risk of delinquency, crime, and diminished success.

In *Adolescents at Risk: Prevalence and Prevention*, Dryfoos (1990) identified four behaviors that interfere with adolescents' healthy development—substance use, adolescent pregnancy, juvenile delinquency, and school failure and/or dropping out. She finds that truancy is a factor associated with these behaviors. Findings from the Office of Juvenile Justice and Delinquency Prevention's (OJJDP's) longitudinal research on the causes and correlates of delinquency reported that school failure appears more relevant as a risk factor for older respondents, i.e., males 14 to 18 years of age (Huizinga et al.). This relationship between school failure as a risk factor for delinquency should be no surprise since regular school attendance helps to ensure success in school.

Truant behavior among youth younger than 16 has been documented in OJJDP's *Juvenile Court Statistics* series, which focuses on delinquency cases and formally processed status offense cases (e.g., running away, truancy, ungovernability, curfew violations, and alcohol and tobacco offenses). According to the findings in *Offenders in Juvenile Court, 1995*, based on *Juvenile Court Statistics 1995*, the Nation's courts processed 5.2 petitioned status offenses for every 1,000

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youth at risk of referral in 1995. The total status offense case rate was 63 percent higher in 1995 than in 1986, with the truancy case rate increasing by 65 percent during that same period. The most common status offense for youth under 16 years old was truancy at 35 percent.

Failure to adequately address the underlying needs of these youth at risk of delinquency and criminal behavior will only prolong and exacerbate risk factors in their lives. Educators, juvenile and family court judges, law enforcement and government officials, community leaders, and parents are seeking interventions, programs, and policies that will effectively mediate these problems. OJJDP, the Safe and Drug-Free Schools Program (SDFSP) in the U.S. Department of Education, and the Executive Office for Weed and Seed (EOWS), Office of Justice Programs (OJP), recognize the need to fill the void that exists in identifying what works to reduce truancy. Although numerous studies of local truancy programs have yielded a combination of qualitative and quantitative results, a national evaluation has not been conducted to provide the field with the knowledge base of effective components and strategies that result in successful truancy reduction programs. The field needs to know what works to reduce truancy in our schools. Furthermore, knowing that schools alone cannot reduce the truancy rate, definitive studies are needed of how multiagency, collaborative demonstration programs can be successful with youth at risk of delinquency and criminal behavior.

In this program announcement for the national evaluation and in the Truancy Reduction Demonstration Program announcement, *truancy* is defined as being absent from school for some portion of at least 3 school days during a 5-day school week without a legitimate excuse (Huizinga and Jacob-Chien, 1998).

## Goals

This evaluation, along with the project being evaluated, is the initial step in a program development process designed to result in a model collaborative truancy reduction program. The goals for this evaluation are to:

- ◆ Determine how community collaboration can impact truancy and lead to systemic reform.
- ◆ Assist OJJDP in the development of a community collaborative truancy reduction program model and identify the essential elements of that model.

## Objectives

In order to accomplish OJJDP's program development purpose, the evaluation grantee will have to focus on objectives that are formative, helping each site perfect its own program; objectives that—through understanding of each site's implemented program—move OJJDP toward the definition of a collaborative truancy reduction program model; and objectives that relate to the successful implementation of the evaluation itself. The formative objectives of this evaluation are to:

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- ◆ Help project sites, during the planning phase of the projects, to further identify and document the nature of the truancy problem in their communities, enhance the process of effective truancy reduction planning and collaboration, and incorporate that process in site implementation of the Truancy Reduction Demonstration Program.
  - ◆ Help the program sites develop or improve their systems for collecting information in order to identify and track truant youth and document the services provided to them.
  - ◆ Help the sites develop their capability to monitor and evaluate the program.
  - ◆ Provide guidance and regular feedback to the sites and OJP program monitors, starting as soon as the evaluation grant is awarded, to improve program implementation and avoid identified pitfalls.

There are additional objectives that should lead directly to the development of a program model that might later be the subject of a demonstration program to be tested. These are to:

- ◆ Identify factors that contribute to or impede the successful implementation of the program.
- ◆ Measure systemic reform resulting from program implementation.

Finally, the following objectives relate to implementation of the evaluation:

- ◆ To finalize, within the first 30 days of the award of this evaluation grant, the process evaluation design submitted as part of the application and to document and analyze the planning process, particularly the development of the community collaborative and the implementation of a systemic reform process.
- ◆ To assess the feasibility in each site of conducting a study that will measure the impact of the collaborative strategy and individual program interventions on truancy and its risk factors.

## **Program Strategy**

The first step in the program development process is to evaluate activities being undertaken by each of the seven sites participating in the Truancy Reduction Demonstration Program with support from OJJDP, SDFSP, and EOWS.

The proposed evaluation will:

- ◆ Document and analyze the process of planning, collaboration, and community mobilization occurring in the Truancy Reduction Demonstration Program sites.
- ◆ Inform program staff of performance levels on an ongoing basis.

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- ◆ Identify, to the extent possible, changes in truancy rates and other short- and long-term outcomes.
  - ◆ Determine the feasibility of conducting an impact study of the effectiveness of the implemented programs in achieving the goals of this multiagency Truancy Reduction Demonstration Program. Applicants should demonstrate an understanding of the Truancy Reduction Demonstration Program and associated literature. The applicant's proposed program strategy should demonstrate an understanding of the collaborative, community-based activities and systems called for in the program and the methodologies for their evaluation.

Applicants to evaluate the Truancy Reduction Demonstration Program must provide a draft process evaluation design with the application and will then be expected to provide a final design, responsive to OJJDP comments, for OJJDP review and approval within 30 days of award.

Applicants should provide a discussion of research questions they would propose for the process evaluation. Applicants should include, but are not limited to, the following issues in the evaluation:

- ◆ What needs are the projects trying to address?
- ◆ How do all aspects of each project form a coherent strategy?
- ◆ How are truants identified?
- ◆ What systems are in place to ensure an accurate count of truants, as defined in the background section?
- ◆ What collaborative ties are developed and what purpose do they serve?
- ◆ How does each project relate to larger community goals and visions?
- ◆ Do youth have opportunities to exercise responsibility for parts of the project? Are there opportunities for young people to make suggestions to improve or modify program activities? How does the program respond?
- ◆ How are youth provided with information and access to additional services and supports such as mental, physical, recreational, and cultural services?
- ◆ How does the project involve family and peers?
- ◆ How is the project sensitive to the cultural diversity of its clients? How do project activities promote cultural awareness?

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- ◆ What factors influence effective implementation of a truancy reduction program? Special attention should be paid to the problems encountered in implementing the truancy reduction project in collaboration with other programs already under way within the communities.
  - ◆ What changes, such as changes in attitudes among stakeholder agencies, result from implementation?
  - ◆ What factors contribute to the institutionalization of a collaborative truancy reduction program within the communities?
  - ◆ What planning and implementation strategies (for example, coordination, consultation, use of OJP-provided technical assistance) are used at local levels, and what is the effect of their use?

Applicants should provide for a formative approach to the evaluation. This formative approach should include working collaboratively with the sites to develop a logic model showing how project inputs, activities, and outputs are expected to accomplish their goals and objectives. Applicants should explain how they will work with the sites during the planning phase to determine appropriate roles for participants in the collaborative, clarify goals, and set up a data base. The formative aspect of this evaluation should include continual monitoring of the processes and providing feedback to project staff for corrective action.

Applicants must include a discussion of their process to assess the feasibility of conducting site-specific impact evaluations and cross-site comparisons of impact. This discussion must include an assessment of program goals, measurable impact objectives, data elements and sources for measuring impact, the need for sampling designs and strategies, and a clear statement of how the ability of the demonstration sites to support a rigorous impact evaluation will be determined. The use of the logic model to relate program activities to program outcomes should be part of this process. In addition to developing one overarching logic model, the grantee should assist each site in developing its own logic model to guide program development and measurement.

## **Products**

A final process evaluation design will be presented for OJJDP approval within 30 days of award of the evaluation grant.

At the end of the first 12-month budget period, an interim process evaluation report will be provided. This report will document lessons learned, the collaborative process engaged in, and the evolution of the effort. This report should be presented in a publishable form to allow a Bulletin to be produced.

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## **Eligibility Requirements**

OJJDP invites applications from public and private agencies, organizations, institutions, and individuals. Private, for-profit organizations must agree to waive any profit or fee. Joint applications from two or more eligible applicants are welcome; however, one applicant must be clearly indicated as the primary applicant (for correspondence, award, and management purposes) and the others indicated as coapplicants.

## **Selection Criteria**

Applications will be evaluated and rated by a peer review panel according to the selection criteria outlined below.

### **Problem(s) To Be Addressed (10 points)**

Applicants must demonstrate their understanding of the nature, extent, and operational characteristics of the evaluation of multisite programs, particularly those that are community-based and involve interagency collaboration. They should also discuss methodological issues and problems associated with this type of evaluation and proposed solutions for these potential problems. Applicants must discuss how this evaluation will be focused to contribute to a program development process intended eventually to result in a collaborative program model to reduce truancy, which OJJDP could test and disseminate.

In addition, applicants should demonstrate an understanding of programs for juveniles that include schools, social service agencies, and law enforcement. This understanding should encompass rules governing the sharing of information about juveniles.

### **Goals and Objectives (10 points)**

Applicants must define goals and objectives for this evaluation program that are clear, measurable, and attainable. The goals and objectives must contribute to the development of a community collaboration model program for truancy reduction, which could be pilot tested by OJJDP.

### **Project Design (35 points)**

Applicants must present a clear, draft research design for the conduct of a process evaluation. They must present a strategy to assess the feasibility of impact studies in each of the sites. They must also illustrate how they will use their role as evaluator to assist the sites in improving their programs and conducting their own monitoring and evaluation in the future. The design must be sound, feasible, and capable of achieving the objectives set forth in this solicitation.

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Applicants should indicate how the proposed evaluation will address multiethnic, multicultural, and gender-specific considerations. The description should convey a clear understanding of those considerations and issues.

### **Management and Organizational Capability (25 points)**

The application should include a discussion of how the grantee will coordinate and manage this multisite evaluation to achieve the evaluation objectives. Applicants' management structure and staffing must be adequate and appropriate for the successful implementation of the project. Applicants must identify responsible individuals, their time commitment, and major tasks. Key staff should have significant experience with multisite evaluations of community-based collaborative initiatives and delinquency prevention programs. Applicants must demonstrate the ability to work effectively with practitioners in resolving design, definition, and data collection and analysis issues and other requirements of the project, and they must provide a role for community and program participation in the evaluation. Staff résumés should be attached as part of the appendixes.

### **Budget (10 points)**

Applicants are to provide a budget that is reasonable, allowable, and cost effective in relationship to the activities proposed.

### **Appendixes (10 points)**

The following should be included in the appendixes:

- ◆ Key staff résumés.
- ◆ Timeline of major project activities.
- ◆ List of evaluations conducted by the applicant demonstrating experience relevant to this proposed evaluation.
- ◆ One or two reports of evaluations from the above list.
- ◆ List of prior experience conducting evaluations of community collaboratives.

### **Format**

The narrative must not exceed 30 pages in length (excluding forms, assurances, and appendixes) and must be submitted on 8½- by 11-inch paper, double spaced on one side of the paper in a standard 12-point font. These standards are necessary to maintain a fair and uniform standard among all applicants. If the narrative does not conform to these standards, OJJDP will deem the application ineligible for consideration.

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Appendixes will not be counted in the 30-page narrative, but they cannot exceed 30 pages in total.

## **Award Period**

This project will be funded for 3½ years. The initial budget period for this project will be 1 year. Funding after the initial budget period depends on grantee performance, availability of funds, and other criteria established at the time of the award.

## **Award Amount**

Up to \$150,000 is available for the initial 1-year budget period.

## **Catalog of Federal Domestic Assistance (CFDA) Number**

For this program, the CFDA number, which is required on Standard Form 424, Application for Federal Assistance, is 16.542. This form is included in OJJDP's *Application Kit*, which can be obtained by calling the Juvenile Justice Clearinghouse at 800-638-8736 or sending an e-mail request to [puborder@ncjrs.org](mailto:puborder@ncjrs.org). The *Application Kit* is also available online at [www.ncjrs.org/ojjhome.htm](http://www.ncjrs.org/ojjhome.htm). (See the Introduction for more contact information.)

## **Coordination of Federal Efforts**

To encourage better coordination among Federal agencies in addressing State and local needs, the U.S. Department of Justice is requesting applicants to provide information on the following: (1) active Federal grant award(s) supporting this or related efforts, including awards from the U.S. Department of Justice; (2) any pending application(s) for Federal funds for this or related efforts; and (3) plans for coordinating any funds described in items (1) or (2) with the funding sought by this application. For each Federal award, applicants must include the program or project title, the Federal grantor agency, the amount of the award, and a brief description of its purpose.

"Related efforts" is defined for these purposes as one of the following:

- ◆ Efforts for the same purpose (i.e., the proposed award would supplement, expand, complement, or continue activities funded with other Federal grants).
- ◆ Another phase or component of the same program or project (e.g., to implement a planning effort funded by other Federal funds or to provide a substance abuse treatment or education component within a criminal justice project).

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- ◆ Services of some kind (e.g., technical assistance, research, or evaluation) to the program or project described in the application.

## Delivery Instructions

All application packages should be mailed or delivered to the Office of Juvenile Justice and Delinquency Prevention, c/o Juvenile Justice Resource Center, 2277 Research Boulevard, Mail Stop 2K, Rockville, MD 20850; 301-519-5535. **Note:** *In the lower left-hand corner of the envelope, you must clearly write "Evaluation of the Truancy Reduction Demonstration Program."*

## Due Date

Applicants are responsible for ensuring that the original and five copies of the application package are received by 5 p.m. ET on August 17, 1998.

## Contact

For further information, call Eric Peterson at 202-616-3644, or send an e-mail inquiry to [eric@ojp.usdoj.gov](mailto:eric@ojp.usdoj.gov).

## References

- California School Boards Association. 1995. *Protecting Our Schools: Governing Board Strategies to Combat School Violence*. Sacramento, CA: California School Boards Association, p. 1.
- Catterall, J. 1987. On the social costs of dropping out of school. *The High School Journal* 71:4-5.
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- Huizinga, D., and Jacob-Chien, C. 1998. The contemporaneous co-occurrence of serious and violent juvenile offending and other problem behavior. In *Serious & Violent Juvenile Offenders: Risk Factors and Successful Interventions*, by R. Loeber and D.P. Farrington. Thousand Oaks, CA: Sage Publications, Inc., p. 57.

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Huizinga, D., Loeber, R., and Thornberry, T. 1995. *Recent Findings From the Program of Research on the Causes and Correlates of Delinquency*. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

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Perkins, C.A., Klaus, P.A., Bastian, L., and Cohen, R.L. 1996 (May). *Criminal Victimization in The United States, 1993: A National Crime Victimization Survey Report*. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics, p. 11.

Sickmund, M. 1997 (December). *Offenders in Juvenile Court, 1995*. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention, pp. 8-9.

Snyder, H.N., and Sickmund, M. 1995 (August). *Juvenile Offenders and Victims: A National Report*. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention, p. 16.

San Diego Association of Governments. 1996. Drug use among San Diego arrestees. *SANDAG Info*. Special Issue. San Diego, CA: San Diego Association of Governments.

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Wish, E.D., Gray, T.A., and Levine, E.B. 1996. *Recent Drug Use in Female Juvenile Detainees: Estimates from Interviews, Urinalysis, and Hair Analysis*. College Park, MD: Center for Substance Abuse Research, University of Maryland, p. 4.

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## Evaluation of Youth-Related Employment Initiative

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) is collaborating with the U.S. Department of Labor (DOL) to support youth employment and training programs that will result in the reintegration of juvenile offenders into society. DOL will provide funding for three different demonstration programs: (1) large-scale model community demonstration programs in high crime areas; (2) an education and training youth offenders initiative that will provide comprehensive school-to-work education and training within juvenile corrections facilities and followup services and job placement as part of community aftercare; and (3) communitywide coordination projects for small- and medium-sized communities to develop linkages among various agencies that support prevention and recovery services for juvenile offenders. OJJDP will fund a 3-year evaluation of the education and training of juvenile offenders within juvenile corrections facilities and the community aftercare component of this initiative.

**Note:** This solicitation is anticipated for release later this summer and will be available from the Juvenile Justice Clearinghouse via mail, fax-on-demand, and online through OJJDP's Web site. Contact the Clearinghouse at 800-638-8736 or via e-mail at [puborder@ncjrs.org](mailto:puborder@ncjrs.org) and ask for SL 296. The solicitation will be sent via first class mail. To use Fax-on-Demand, call 800-638-8736, press 1, press 1 again, press 2, and listen for instructions to enter the appropriate Fax-on-Demand number—9057—and the solicitation will be faxed to you. The solicitation will also be available from OJJDP's Web site ([www.ncjrs.org/ojjhome.htm](http://www.ncjrs.org/ojjhome.htm)) in PDF and HTML formats. Look under the sections Grants and Funding, New Initiatives, and Highlights.

To ensure prompt notification of the solicitation's availability, subscribe to JUVJUST. Send an e-mail to [listproc@ncjrs.org](mailto:listproc@ncjrs.org), leave the subject line blank, and type *subscribe juvjust your name*.



# Publications From OJJDP

OJJDP produces a variety of publications that range from Fact Sheets and Bulletins to Summaries, Reports, and the *Juvenile Justice* journal along with videotapes, including broadcasts from the juvenile justice telecommunications initiative. The documents and videotapes are available through a variety of means, including hard copy and online through OJJDP's Web site and the Juvenile Justice Clearinghouse (JJC). Fact Sheets and Bulletins are also available through Fax-on-Demand. To ensure timely notice of new publications, subscribe to JUVJUST, OJJDP's electronic mailing list. Contact information for the OJJDP Web site, JJC, and instructions for subscribing to JUVJUST are noted below. In addition, JJC, through the National Criminal Justice Reference Service (NCJRS), is the repository for tens of thousands of criminal and juvenile justice publications and resources from around the world. They are abstracted and made available through a data base, which is searchable online ([www.ncjrs.org/database.htm](http://www.ncjrs.org/database.htm)). You are also welcome to submit materials to JJC for inclusion in the data base.

The following list highlights popular and recently published OJJDP documents and videotapes, grouped by topical area.

## Corrections and Detention

*Beyond the Walls: Improving Conditions of Confinement for Youth in Custody.* 1998, NCJ 164727 (116 pp.).

*Boot Camps for Juvenile Offenders.* 1997, NCJ 164258 (42 pp.).

*Conditions of Confinement Teleconference* (Video). 1993, NCJ 147531 (90 min.), \$14.00.

*Effective Programs for Serious, Violent and Chronic Juvenile Offenders Teleconference* (Video). 1996, NCJ 160947 (120 min.), \$17.00.

*Juvenile Arrests* 1996. 1997, NCJ 167578 (12 pp.).

*Juvenile Boot Camps Teleconference* (Video). 1996, NCJ 160949 (120 min.), \$17.00.

## Courts

*Has the Juvenile Court Outlived Its Usefulness? Teleconference* (Video). 1996, NCJ 163929 (120 min.), \$17.00.

*Offenders in Juvenile Court.* 1995. 1997, NCJ 167885 (12 pp.).

*RESTTA National Directory of Restitution and Community Service Programs.* 1998, NCJ 166365 (500 pp.), \$33.50.

## Delinquency Prevention

*1996 Report to Congress: Title V Incentive Grants for Local Delinquency Prevention Programs.* 1997, NCJ 165694 (100 pp.).

*Allegheny County, PA: Mobilizing To Reduce Juvenile Crime.* 1997, NCJ 165693 (12 pp.).

*Combating Violence and Delinquency: The National Juvenile Justice Action Plan* (Report). 1996, NCJ 157106 (200 pp.).

*Combating Violence and Delinquency: The National Juvenile Justice Action Plan* (Summary). 1996, NCJ 157105 (36 pp.).

*Communities Working Together Teleconference* (Video). 1996, NCJ 160946 (120 min.), \$17.00.

*Keeping Young People in School: Community Programs That Work.* 1997, NCJ 162783 (12 pp.).

*Mentoring—A Proven Delinquency Prevention Strategy.* 1997, NCJ 164834 (8 pp.).

*Mentoring for Youth in Schools and Communities Teleconference* (Video). 1997, NCJ 166376 (120 min.), \$17.00.

*Mobilizing Communities To Prevent Juvenile Crime.* 1997, NCJ 165928 (8 pp.).

*Reaching Out to Youth Out of the Education Mainstream.* 1997, NCJ 163920 (12 pp.).

*Serious and Violent Juvenile Offenders.* 1998, NCJ 170027 (8 pp.).

*Treating Serious Anti-Social Behavior in Youth: The MST Approach.* 1997, NCJ 165151 (8 pp.).

*Youth Out of the Education Mainstream Teleconference* (Video). 1996, NCJ 163386 (120 min.), \$17.00.

*Youth-Oriented Community Policing Teleconference* (Video). 1996, NCJ 160947 (120 min.), \$17.00.

## Gangs

*1995 National Youth Gang Survey.* 1997, NCJ 164728 (41 pp.).

*Gang Members and Delinquent Behavior.* 1997, NCJ 165154 (6 pp.).

*Youth Gangs in America Teleconference* (Video). 1997, NCJ 164937 (120 min.), \$17.00.

## General Juvenile Justice

*Comprehensive Juvenile Justice in State Legislatures Teleconference* (Video). 1998, NCJ 169593 (120 min.), \$17.00.

*Guidelines for the Screening of Persons Working With Children, the Elderly, and Individuals With Disabilities in Need of Support.* 1998, NCJ 167248 (52 pp.).

*Juvenile Justice, Volume III, Number 2.* 1997, NCJ 165925 (32 pp.).

*Juvenile Justice, Volume IV, Number 2.* 1997, NCJ 166823 (28 pp.).

*Juvenile Justice, Volume V, Number 1.* 1998, NCJ 170025 (32 pp.).

*Juvenile Justice Reform Initiatives in the States 1994-1996.* 1997, NCJ 165697 (81 pp.).

*A Juvenile Justice System for the 21st Century.* 1998, NCJ 169726 (8 pp.).

*Juvenile Offenders and Victims: 1997 Update on Violence.* 1997, NCJ 165703 (32 pp.).

*Juvenile Offenders and Victims: A National Report.* 1995, NCJ 153569 (188 pp.).

*Sharing Information: A Guide to the Family Educational Rights and Privacy Act and Participation in Juvenile Justice Programs.* 1997, NCJ 163705 (52 pp.).

## Missing and Exploited Children

*Court Appointed Special Advocates: A Voice for Abused and Neglected Children in Court.* 1997, NCJ 164512 (4 pp.).

*Federal Resources on Missing and Exploited Children: A Directory for Law Enforcement and Other Public and Private Agencies.* 1997, NCJ 168962 (156 pp.).

*In the Wake of Childhood Maltreatment.* 1997, NCJ 165257 (16 pp.).

*Portable Guides to Investigating Child Abuse: An Overview.* 1997, NCJ 165153 (8 pp.).

*When Your Child Is Missing: A Family Survival Guide.* 1998, NCJ 170022 (96 pp.).

## Status Offenders

*Curfew: An Answer to Juvenile Delinquency and Victimization?* 1996, NCJ 159533 (12 pp.).

*Truancy: First Step to a Lifetime of Problems.* 1996, NCJ 161958 (8 pp.).

## Substance Abuse

*Beyond the Bench: How Judges Can Help Reduce Juvenile DUI and Alcohol and Other Drug*

*Violations* (Video and discussion guide). 1996, NCJ 162357 (16 min.), \$17.00.

*Capacity Building for Juvenile Substance Abuse Treatment.* 1997, NCJ 167251 (12 pp.).

*Drug Identification and Testing in the Juvenile Justice System.* 1998, NCJ 167889 (92 pp.).

*Juvenile Offenders and Drug Treatment: Promising Approaches Teleconference* (Video). 1997, NCJ 168617 (120 min.), \$17.00.

*Preventing Drug Abuse Among Youth Teleconference* (Video). 1997, NCJ 165583 (120 min.), \$17.00.

## Violence and Victimization

*Child Development—Community Policing: Partnership in a Climate of Violence.* 1997, NCJ 164380 (8 pp.).

*Combating Fear and Restoring Safety in Schools.* 1998, NCJ 167888 (16 pp.).

*Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings.* 1996, NCJ 160935 (134 pp.).

*Conflict Resolution for Youth Teleconference* (Video). 1996, NCJ 161416 (150 min.), \$17.00.

*Developmental Pathways in Boys' Disruptive and Delinquent Behavior.* 1997, NCJ 165692 (20 pp.).

*Epidemiology of Serious Violence.* 1997, NCJ 165152 (12 pp.).

*Guide for Implementing the Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders.* 1995, NCJ 153571 (6 pp.).

*Reducing Youth Gun Violence Teleconference* (Video). 1996, NCJ 162421 (120 min.), \$17.00.

## Youth in Action

*Planning a Successful Crime Prevention Project.* 1998, NCJ 170024 (28 pp.).

The *Office of Juvenile Justice and Delinquency Prevention Brochure* (1996, NCJ 144527 (23 pp.)) offers more information about the agency. The *OJJDP Publications List* (BC000115) offers a complete list of OJJDP publications and is also available online.

Through OJJDP's Clearinghouse, these publications and other information and resources are as close as your phone, fax, computer, or mailbox.

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