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TRIBAL YOUTH PROGRAM II PROGRAM II NEW GRANTEE MEETING

Washington, D.C.
July 9-11, 2001

American Indian Development Associates



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DEPARTMENT OF JUSTICE
OFFICE OF JUVENILE JUSTICE AND DELINQUENCY PREVENTION

GRANTS
MANAGEMENT

FINANCIAL
MANAGEMENT

STAD/TYP GRANTEE
MEETING SCHEDULE
STAD FACILITATOR BIO'S

PROGRAM
IMPLEMENTATION

EVALUATION

TRAINING & TECHNICAL
ASSISTANCE PROCEDURES

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OFFICE OF JUVENILE JUSTICE AND DELINQUENCY PREVENTION
TRIBAL YOUTH PROGRAM NEW GRANTEE MEETING

SUMMERTIME 2001

Hyatt Regency - Capitol Hill

400 New Jersey Ave. NW

Washington, D. C.

Opportunities for Partnership

MONDAY, JULY 9, 2001

- 7:30 – 8:30 a.m. Continental Breakfast and Registration
- 8:30 – 9:30 a.m. Opening Ceremonies
*Laura Ansera, Program Manager
Tribal Youth Program*
Invocation
*Paul B. Theodore, Tribal Chief
Knik Tribes, Alaska*
Opening Remarks and Introduction of Tribal Representatives
*Laura Ansera, Program Manager
Tribal Youth Program*
- 9:30 – 10:00 a.m. Overview of OJJDP
*Roberta Dorn, Director,
State and Tribal Assistance Division*
- 10:00 – 10:15 a.m. Break
- 10:15 – 10:45 a.m. Tribal Youth Program Administration - History and Progress
*Laura Ansera, Program Manager
Tribal Youth Program,
State and Tribal Assistance Division*
- 10:45 – 11:30 a.m. Grants Management
*Laura Ansera, TYP Program Manager
Freida Thomas, Grants and Contracts Administrator
State and Tribal Assistance Division*
- 11:30 – 1:00 p.m. Lunch On Your Own
- 1:00 – 2:30 p.m. Financial Management Training
*Angela Pearson, Staff Accountant
Office of the Comptroller*
- 2:30 – 2:45 p.m. Break
- 2:45 - 5:15 p.m. Individual Breakout Session TYP Grantees
See Meeting Schedule

TUESDAY, JULY 10, 2001

- 7:30 – 8:30 a.m. Continental Breakfast
- 8:30 – 8:45 a.m. Welcome Back
*Cecilia Duquela, State Representative
Alaska and Washington State
OJJDP, State and Tribal Assistance Division*
- Invocation
*Jerry J. Cordova, Native American Coordinator
USDOJ - Bureau of Land Management
Washington, D.C.*
- Goals for the Day
*Cecilia Duquela, State Representative
Alaska and Washington State
OJJDP, State and Tribal Assistance Division*
- 8:45 – 10:00 a.m. Program Implementation
*Ada Pecos Melton, Project Director
Stephen Wall, Tribal Justice Specialist
American Indian Development Associates*
- 10:00 – 10:15 a.m. Break
- 10:15 – 11:00 a.m. Evaluation of Tribal Youth Program
*Phelan Wyrick, Program Manager
OJJDP, Research and Evaluation*
- 11:00 - 11:30 a.m. Training and Technical Assistance Procedures
*Gail Olezene, Program Manager
OJJDP, Training and Technical Assistance Division,
Ada Pecos Melton, Project Director,
American Indian Development Associates*
- 11:30 – 12:30 p.m. **Opportunities for Partnership - Working Lunch - Congressional A**
*John J. Wilson, Acting Administrator
OJJDP*
- 12:30 – 1:30 p.m. Indian Country Law Enforcement Initiative Policy Discussion
Overview of President's Budget
Todd Araujo, Office of Tribal Justice
Briefing and Instruction for Field Project
*Cecilia Duquela, State Representative Alaska and Washington State
OJJDP, State and Tribal Assistance Division
Gail Olezene, Program Manager
OJJDP, Training and Technical Assistance Division,*
- 1:30 – 5:00 p.m. Networking Session
- 5:30- 7:30 p.m. **Talking Circle - York Town**
*Tribal Group Breakout - Recap of the Day
Stephen Wall, Tribal Justice Specialist
American Indian Development Associates*

WEDNESDAY, JULY 11, 2001

7:30 – 8:30 a.m. Continental Breakfast

8:30 – 8:45 a.m. Welcome Back
*Laura Ansera, Program Manager
Tribal Youth Program*

Invocation
*Kyle Prior, Project Coordinator
Shoshone Paiute Tribes of the Duck Valley
Indian Reservation, Owyhee, Nevada*

Overview of Today's Goals
*Laura Ansera, Program Manager
Tribal Youth Program*

8:45 – 9:15 a.m. Resources and Initiatives Session
NCJRS Clearing House Resources
*Eileen Garry, Acting Deputy Administrator
Director, State, Local and Tribal Programs, Child Protection, and
Information Dissemination Unit*

9:15 – 10:00 a.m. Federal Resources and Initiatives Networking Session
(Rotating Speakers)
*Laura Ansera, Program Manager
Tribal Youth Program
Norena Henry, Director
OJP American Indian and Alaska Native Affairs Office
OJP Indian Issues Work Group - Group Leaders*

- *Jamie H. French, Policy Analyst, Grants Administration,
Office of Community Oriented Policing Services (COPS)*
- *Catherine Sanders, Children's Justice Act, (OVC)*
- *Paula Julian, Violence Against Women Office (VAWO)*
- *Todd Brighton, Tribal Courts, Bureau of Justice Assistance
(BJA)*
- *Chyrl Andrews, Juvenile Accountability Incentive Block Grant
Program (JAIBG)*

10:00 – 10:15 a.m. Break

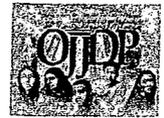
10:15 – 11:30 a.m. Federal Resources and Initiatives Networking Session Continued

11:00 – 12:00 p.m. Conference Recap/Closing Remarks
*Laura Ansera, Program Manager
Tribal Youth Program*

HAVE A SAFE TRIP HOME!



OJDP Tribal Youth Program II New Grantee Meeting Participant List



AK

AK

Mark Nelles, Director
Chugachmuit, Chugach Region of Alaska
4201 Tudor Centre Drive, Suite 201
Anchorage, AK 99508
Telephone: 907-562-4155
Fax: 907-563-2891

Dee Foster, LPC, Clinical Supervisor
Southcentral Foundation
401 E. Fireweed Lane
Anchorage, AK 99508
Telephone: 907-265-4220
Fax: 907-265-4233

AK

AK

Shannon Sommer, Family Advocate
Cook Inlet Tribal Council
670 W. Fireweed Lane Suite 112
Anchorage, AK 99508
Telephone: 907-265-5911
Fax: 907-265-5952

Kim Leming, Grant Administrator
Southcentral Foundation
4501 Diplomacy Drive, Suite 107
Anchorage, AK 99508
Telephone: 907-729-4955
Fax: 907-729-4997

AK

AK

Deborah Wing, Program Director
Cook Inlet Tribal Council
121 W. Fireweed Lane, Suite 240
Anchorage, AK 99501
Telephone: 907-278-1140
Fax: 907-278-1121

Lisa Jaeger, Tribal Government Specialist
Tanana Chiefs Conference, Inc.
122 1st Ave.
Fairbanks, AK 99701
Telephone: 907-452-8251
Fax: 907-459-3851

AK

AZ

Alfred Tellman, Secretary/Treasurer
Knik Tribal Council
P.O. Box 871565
Wasilla, AK 99687
Telephone: 907-373-7991
Fax: 907-373-2161

Paul Cervenka, Grants & Contracts Admin.
Fort McDowell Yavapai Nation
P.O. Box 17779
Fountain Hills, AZ 85269-7779
Telephone: 480-816-7107
Fax: 480-837-7957

AK

AZ

Paul B. Theodore, Tribal Chief
Knik Tribal Council
P.O. Box 871565
Wasilla, AK 99687
Telephone: 907-373-7991
Fax: 907-373-2161

Kelvin Bilagody, Probation Officer
Gila River Indian Community
P.O. Box 368
Sacaton, AZ 85247
Telephone: 520-562-1983
Fax: 520-562-2088

AK

AZ

Jennie Gonzalez, SMART Moves Coordinator
Native Village of Hydaburg
P.O. Box 321
Hydaburg, AK 99922
Telephone: 907-285-3535
Fax: 907-285-3536

Bertha Castro, Court Administrator
Gila River Indian Community
P.O. Box 368
Sacaton, AZ 85247
Telephone: 520-562-1983
Fax: 520-562-2088

AK

AZ

Linda Fleury, Finance Manager
Southcentral Foundation
4501 Diplomacy Drive
Anchorage, AK 99508
Telephone: 907-729-4960
Fax: 907-729-4961

Gwendolyn Keedo, Planner II
Navajo Nation-Office of the Chief Prosecutor
P.O. Box 3779
Window Rock, AZ 86515
Telephone: 520-871-7658
Fax: 520-871-6688

MS

ND

Annette Lewis, Prevention Specialist
Mississippi Band of Choctaw Indians
210 Hospital Circle
Philadelphia, MS 39350-6781
Telephone: 601-656-9125
Fax: 601-656-8554

Claudette McCloud, Assistant Director
Turtle Mountain Band of Chippewa Indians
P.O. Box 900
Belcourt, ND 58316
Telephone: 701-263-4483
Fax: 701-477-7335

MS

NM

Bettye Tategardner, Director of Behavioral Health
Mississippi Band of Choctaw Indians
210 Hospital Circle
Philadelphia, MS 39350-6781
Telephone: 601-389-6290
Fax: 601-656-8554

Bruce Garcia, Tribal Administrator
Pueblo of San Felipe
P.O. Box 4337
San Felipe, NM 87001
Telephone: 505-867-3381
Fax: 505-867-3383

MT

NV

Genevieve Caye, Youth Court Clerk/Admin. Asst.
Confederated Salish and Kootenai Tribes
P.O. Box 278 Highway 93 North
Pablo, MT 59855
Telephone: 406-675-2700 x 1140
Fax: 406-675-4904

Robert Sampson, Business Office Manager
Pyramid Lake Paiute Tribe
P.O. Box 565
Wadsnorth, NV 89442
Telephone: 775-575-9513
Fax: 775-574-1028

MT

NV

Julie Hoops, Presenting Officer
Fort Belknap Indian Community
R.R. 1 Box 362
Harlem, MT 59526
Telephone: 406-353-8399
Fax: 406-353-4875

Valerie Barr, Tribal Administrator
Reno-Sparks Indian Colony
98 Colony Rd.
Reno, NV 89502
Telephone: 775-329-2936
Fax: 775-329-8710

MT

NV

Dale Four Bear, Mental Health Social Worker
Fort Peck Assiniboine & Sioux Tribes
P.O. Box 1027
Poplar, MT 59255
Telephone: 406-768-3253
Fax: 406-768-3285

Genevieve John, Contract and Grants Officer
Reno-Sparks Indian Colony
98 Colony Rd.
Reno, NV 89502
Telephone: 775-329-2936
Fax: 775-329-8710

ND

NV

Duane Silk, Program Director
Standing Rock Sioux Tribe
P.O. Box 517
Fort Yates, ND 58538
Telephone: 701-854-7219
Fax: 701-854-7650

Kyle Prior, Project MAGIC
Shoshone-Paiute Tribes of the Duck Valley Indian Reservation
P.O. Box 219
Owyhee, NV 89832
Telephone: 775-757-3211 x 241
Fax: 775-757-3649

ND

NY

Jarice Dubois-Delorme, Acting Director
Turtle Mountain Band of Chippewa Indians
P.O. Box 900
Belcourt, ND 58316
Telephone: 701-477-5688
Fax: 701-477-5797

Patrick Connors, Accountant
St. Regis Mohawk Tribe
412 State Route 37
Akwesasne, NY 13655
Telephone: 518-358-2272
Fax: 518-358-3088

WA

John Beck, Business Manager
Healing Lodge of the Seven Nations
5600 E. 8th Ave.
Spokane, WA 99212
Telephone: 509-533-6910
Fax: 509-535-2863

WA

Dave Brown Eagle, Project Manager
Healing Lodge of the Seven Nations
5600 E. 8th Ave.
Spokane, WA 99212
Telephone: 509-533-6910
Fax: 509-535-2863

WA

Liz Mueller, Family Support Services Admin.
Jamestown S'Klallam Tribe
1033 Old Blyn Hwy.
Sequim, WA 98382
Telephone: 360-681-4628
Fax: 360-681-7288

WA

Kathy Jensen, Court Advisor/Prosecutor/ICW Officer
Kalispel Tribe of Indians
P.O. Box 39
Usk, WA 99180
Telephone: 1-800-377-8883
Fax: 509-624-2902

WA

Ruth A. Garrett, Social Service Manager
South Puget Intertribal Planning Agency
2970 SE Old Olympic Hwy.
Shelton, WA 98584
Telephone: 360-426-3990
Fax: 360-427-8003

WI

Beatrice Moore-Reas, Administrator
Bad River Band of Lake Superior Chippewa
P.O. Box 775
Ashland, WI 54860
Telephone: 715-685-2763
Fax: 715-685-7118



OJJDP Tribal Youth Program II New Grantee Meeting Presenter List



American Indian and Alaska Native Affairs Office, OJP

Norena Henry, Director
810 7th St. NW
202-616-3205, DC 20531
Phone: 202-616-3205
Fax: 202-514-7805

Office of the Comptroller Training & Policy Division, OJP

Angela Pearson, Staff Accountant
810 7th St, NW
Washington, DC 20531
Phone: 202-616-5247
Fax:

American Indian Development Associates

Ada Pecos Melton, President
2401 12th St., NW, Suite 212
Albuquerque, NM 87104
Phone: 505-842-1122
Fax: 505-842-9652

Office of Tribal Justice, DOJ

Todd J. Araujo, Deputy Director
950 Pennsylvania Ave., NW Main Justice Bldg., Rm. 5634
Washington, DC 20530-0001
Phone: 202-514-8812
Fax: 202-514-9078

American Indian Development Associates

Stephen Wall, Tribal Justice Specialist
2401 12th St., NW, Suite 212
Albuquerque, NM 87104
Phone: 505-842-1122
Fax: 505-842-9652

Program Development Division, BJA

Todd Brighton, Senior Program Advisor
810 7th St, NW
Washington, DC 20531
Phone: 202-616-3879
Fax: 202-616-2421

Federal Crime Victims Division, OVC

Catherine P. Sanders, Deputy Director
810 7th St, NW
Washington, DC 20531
Phone: 202-616-3578
Fax: 202-514-6383

Research and Program Development Division, OJJDP

Phelan Wyrick, Program Manager
810 7th St, NW
Washington, DC 20531
Phone: 202-307-5911
Fax: 202-307-2819

Office of Community Oriented Policing Services, DOJ

Jamie H. French, Program Specialist
1100 Vermont Ave., NW, 7th Floor
Washington, DC 20530
Phone: 202-616-9767
Fax: 202-514-9407

State and Tribal Assistance Division, OJJDP

Cheryl Andrews, Program Manager
810 7th St, NW
Washington, DC 20531
Phone: 202-353-9248
Fax: 202-307-2819

Office of Juvenile Justice and Delinquency Prevention

John Wilson, Acting Administrator
810 7th St, NW
Washington, DC 20531
Phone: 202-307-5911
Fax: 202-307-2093

State and Tribal Assistance Division, OJJDP

Laura Ansera, Program Manager
810 7th St, NW
Washington, DC 20531
Phone: 202-514-5679
Fax: 202-307-2819



OJJDP Tribal Youth Program II New Grantee Meeting Presenter List



Supporters

State and Tribal Assistance Division, OJJDP

Roberta Dom, Director
810 7th St., NW
Washington, DC 20531
Phone: 202-307-5911
Fax: 202-307-2819

State and Tribal Assistance Division, OJJDP

Cecilia Duquela-Fuentes, Program Specialist
810 7th St., NW
Washington, DC 20531
Phone: 202-514-9372
Fax: 202-307-2819

State and Tribal Assistance Division, OJJDP

Eileen Garry, Acting Deputy Administrator
810 7th St., NW
Washington, DC 20531
Phone: 202-307-5911
Fax: 202-307-2819

State and Tribal Assistance Division, OJJDP

Frieta Thomas, Grants Program Specialist
810 7th St., NW
Washington, DC 20531
Phone: 202-307-2819
Fax: 202-307-2819

Training and Technical Assistance Division, OJJDP

Gail Olezene, Program Manager
810 7th St., NW
Washington, DC 20531
Phone: 202-305-9234
Fax: 202-353-9095

Violence Against Women Office, OJP

Paula Julian, Director
810 7th St., NW
Washington, DC 20531
Phone: 202-305-2379
Fax: 202-305-2589

American Indian Development Associates

Shannon Douma, Program Manager
2401 12th St., NW, Suite 212
Albuquerque, NM 87104
Phone: 505-842-1122
Fax: 505-842-9652

American Indian Development Associates

Dana Melton, Executive Assistant
2401 12th St., NW, Suite 212
Albuquerque, NM 87104
Phone: 505-842-1122
Fax: 505-842-9652

American Indian Development Associates

Rita Melton, Training Coordinator
2401 12th St., NW, Suite 212
Albuquerque, NM 87104
Phone: 505-842-1122
Fax: 505-842-9652

National Indian Gaming Association

Mark Van Norman, Executive Director
224 2nd St., SE
Washington, DC 20003
Phone: 202-546-7711
Fax: 202-546-1755

Native American Comedian

Mitch Factor, Comedian
N5129 County Rd. MM
Shawano, WI 54166
Phone: 715-524-3884
Fax:



OJJDP TRIBAL YOUTH PROGRAM NEW GRANTEE MEETING PRESENTER BIOGRAPHIES



Angela Pearson

Angela Pearson is a Staff Accountant for the US Department of Justice (US DOJ), Office of Justice Programs, Office of the Comptroller, Training and Policy Division (TPD). She has been with TPD for 2 years. Her primary responsibility is to provide financial management training to grantees across the nation. Prior to coming to the TPD, she worked for the Community Oriented Policing Services (COPS), which is part of the US DOJ. She worked for COPS for three years. Her primary responsibility was to review and recommend approval of budget applications from potential grant recipients.

Chyrl Andrews

Chyrl Andrews is a Program Manager in the State and Tribal Assistance Division of the Office of Juvenile Justice and Delinquency Prevention (OJJDP), US DOJ. She is responsible for management and oversight of federal grant funding which supports a variety of juvenile accountability, intervention and delinquency prevention programs. Formerly, she worked as a project manager for the National Institute for Environmental Health, National Institutes of Health Environmental Justice Project, as a Health Policy Analyst within the Healthy Policy Studies Division in the National Governors' Association, and as a Research Associate with several consulting firms. Ms. Andrews has extensive experience in the public health and substance abuse prevention field, as well as in research, evaluation and training and technical assistance. She received a Bachelors degree in Cultural Anthropology and Masters Degree in Health Education at the University of Maryland.

Laura Ansera

Laura Ansera is a Program Manager in the State and Tribal Assistance Division of OJJDP, US DOJ. She is responsible for developing, coordinating, and implementing national scope delinquency prevention and juvenile justice system improvement programs and initiatives focused on American Indian and Alaska Native youth and specific management of the Tribal Youth Program. Formerly, she worked for ten years as the manager of Native American Programs for the State of New Mexico Juvenile Justice Division. She has extensive experience working with Native American clients in the juvenile justice system in probation and parole programs and in correctional facilities. She served as the liaison for Native American issues for the division. Ms. Ansera is a native of New Mexico and a member of the Isleta and San Felipe Pueblos.

Todd J. Araujo

Todd Araujo is a Deputy Director with the Office of Tribal Justice, US DOJ. Todd is a member of the Wampanoag Tribe of Aquinnah. Todd graduated from the College of the Holy Cross in Worcester, MA, where he earned a Bachelor of Arts degree in Sociology. Todd also earned a Juris Doctorate and an Indian Law Certificate from the University of New Mexico School of Law. While in law school, he participated in the Southwest Indian Law Clinic. Todd also worked as a summer law clerk for the Native American Rights Fund in Boulder, Colorado. After law school, Todd was hired as the first Court Prosecutor for the Pueblo of Laguna. After leaving New Mexico for Washington, DC, Todd served as a Staff Attorney with the National Indian Gaming Commission until he accepted his most recent position as Deputy Director of the Office of Tribal Justice.

Todd Brighton

Todd has worked for the US DOJ in various capacities for the past 10 years. He has worked with Formula, Block and Discretionary Grant programs with the Office of Community Oriented Policing Services and the Bureau of Justice Assistance (BJA). Todd currently serves as a senior Advisor in BJA's Program Development Division.

policies and procedures to address the problems of abused, neglected, missing, and exploited children. Ms. Garry also continues to serve as the Director of the Information Dissemination Unit, where she is responsible for OJJDP's national reference and dissemination program on juvenile justice, which includes the Juvenile Justice Clearinghouse, and Juvenile Justice Resource Center programs, the publications program, and discretionary program development. Before coming to OJJDP, Ms. Garry spent 18 years at Aspen Systems Corporation in Rockville, Maryland. In her tenure at Aspen, she held several positions with increasing responsibility primarily with the Juvenile Justice Resource Center. Ms. Garry is the author or co-author of more than 20 publications on both juvenile and criminal justice issues. She holds a Master's degree in Administration of Justice and a Bachelor's degree in Political Science, both from the American University, Washington, DC.

Norena Henry

Norena Henry is Director of the American Indian and Alaska Native Affairs Office in the Office of the Assistant Attorney General, Office of Justice Programs (OJP), US DOJ. She is responsible for coordinating initiatives and programs sponsored by the various OJP bureaus and offices involving or affecting American Indian and Alaska Native tribes. This includes working with other US DOJ components and Federal agencies to enhance access to resources for Indian tribes. She assists in program development and training and technical assistance coordination for Indian tribes by the different OJP bureaus and offices. Prior to joining OJP, Ms. Henry served as the Senior Legislative Associate for the Navajo Nation Washington Office, addressing policy issues and obtain funding in health, social service and justice areas. She also served as a Legislative Aide for U.S. Senator Jeff Bingaman of New Mexico, working on defense, foreign affairs, veterans and Indian issues. She is a graduate of Dartmouth College where she earned her BA in history. Ms. Henry is a member of the Navajo Nation. She is of the Water Edge People (maternal clan) and born for the Many Hogans People (paternal clan).

Paula Julian

Paula S. Julian is currently a Program Administrator at the Violence Against Women Office, US DOJ where she coordinates the Tribal Domestic Violence & Sexual Assault Coalitions Grants Program. Prior to this position, Ms. Julian worked in California at the national, non-profit organization, the Family Violence Prevention Fund as a Domestic Violence Caseworker/Advocate and Administrative Support. The Fund focuses on domestic violence education, prevention and public policy reform in criminal justice, child welfare, public health, and community organizing arenas. While working at the Fund, Ms. Julian also worked at the Asian Woman's Shelter in San Francisco as a multilingual language advocate. On a volunteer basis, Ms. Julian is an active member of the Washington, DC based Asian/Pacific Islander Domestic Violence Resource Project (DVRP), a nonprofit organization that addresses domestic violence through training, advocacy, referral and networking with various service providers.

Ada Pecos Melton

Ada Pecos Melton (Pueblo of Jemez) is President of American Indian Development Associates (AIDA). The AIDA provides training and technical assistance on Indian justice systems, program and public policy development and research emphasizing the use of indigenous values, traditions and practices to address problems. As a youth advocate, Ms. Melton helped draft provisions for the New Mexico Children's Code which has resulted in improved and increased access and provision of services to Indian children and youth. In 2000, she was awarded the New Mexico Distinguished Public Service Award, recognizing her 24 years in public service working for tribal, state and federal governments. Her public

OJJDP since its inception in 1974 until 1992, when he joined the Office as its full-time Legal Counsel. He served as Acting Administrator for the Office from January 1993 to October 1994 and was appointed as Deputy Administrator by the Attorney General in December 1994. He also serves as a member of the U.S. Advisory Board on Child Abuse and Neglect. He has lectured and taught courses in the legal rights of children, juvenile justice and family law, and has been published in the Children's Legal Rights Journal, the Juvenile and Family Court Journal and Corrections Today. He also co-authored the Office's *Comprehensive Strategy for Serious, Violent, and Chronic Offenders* (1995). Mr. Wilson has a Bachelor of Arts degree in history-economics from the University of Michigan, Ann Arbor, MI, an Masters of Business Administration in Management from Wayne State University, Detroit, MI; and a Juris Doctorate (Cum Laude) from the Detroit College of Law, Detroit MI.

Phelan Wyrick

Phelan Wyrick is a Program Manager in the Research and Program Development Division of the OJJDP, US DOJ. He is currently managing the Evaluation Facilitation of the Tribal Youth Program as well as evaluation components of OJJDP's Comprehensive Gang Model in urban and rural sites. Prior to joining OJJDP in September of 1998, Phelan worked in the Office of Research and Planning at the Westminster Police Department in Orange County, California. His work includes basic research and program evaluation in the areas of delinquency prevention, conflict resolution, youth gangs, victim-offender mediation, domestic violence, and community-oriented policing.



The Office of Juvenile Justice and
Delinquency Prevention

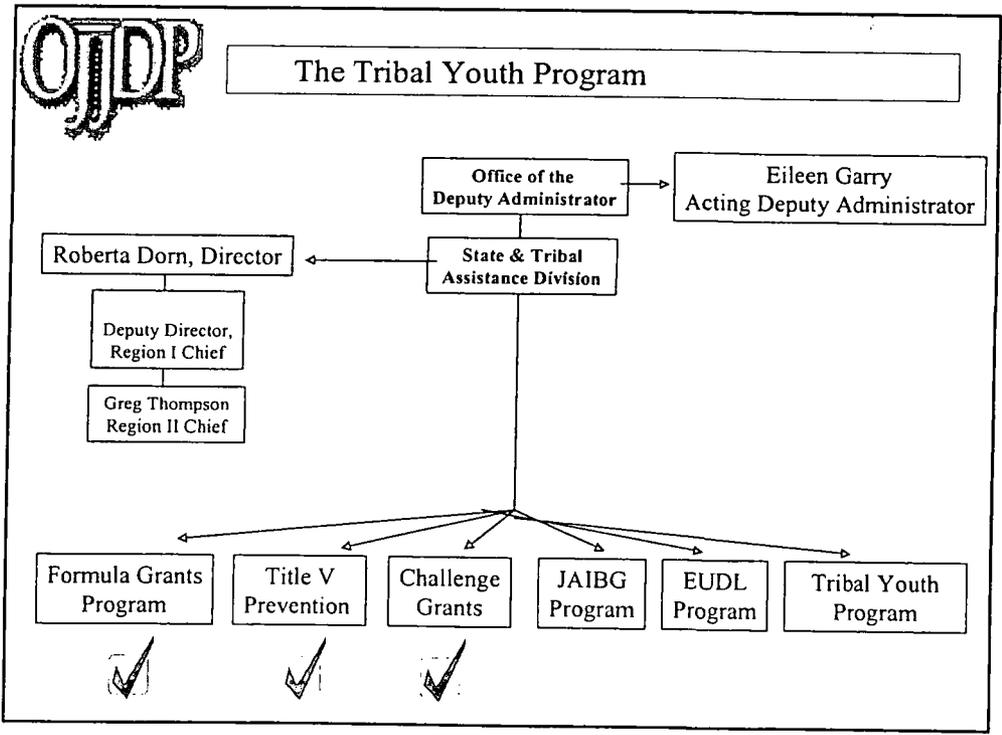
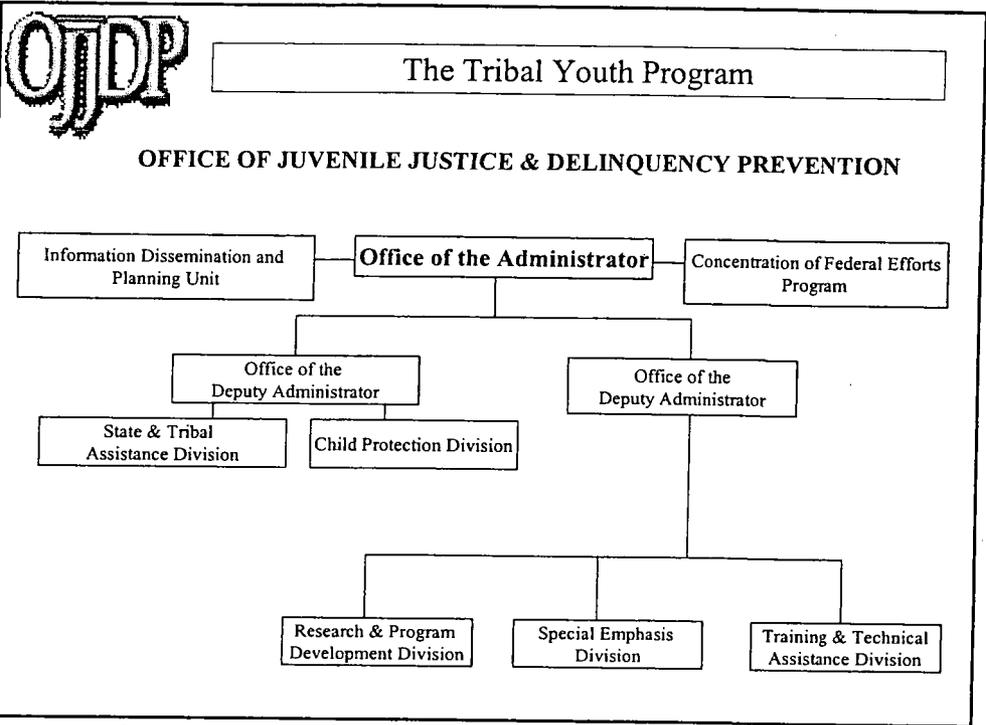
Tribal Youth Program



Tribal Youth Program

AGENCY MISSION

The mission of OJJDP is to provide national leadership coordination, and resources to prevent juvenile victimization and respond appropriately to juvenile delinquency. This is accomplished through development and implementation of prevention programs; and a juvenile justice system that protects the public safety, holds juvenile offenders accountable, and provides treatment and rehabilitative services based on the needs of each individual juvenile.





Tribal Youth Program

FISCAL YEAR APPROPRIATIONS

FY 2000	\$ 12.5 million
FY 2001	\$ 12.5 million

The TYP program will provide funds for comprehensive delinquency prevention, control, and juvenile justice system improvement for Native American youth.

2000 Tribal Youth Program Grantees

ALASKA

Southcentral Foundation
Native Village of Hyaburg
Tanana Chiefs Conference

Chugachmuit
Cook Inlet Council
Kuk Tribal Council

ARIZONA

Gila River
Fort McDowell Yavapai

CALIFORNIA

Mechoopda Indian Tribe

COLORADO

Southern Ute

IDAHO

Nex Perce Tribe

KANSAS

Prairie Band Potawatomi
Nation

MICHIGAN

Bay Mills Indian
Community
Hannahville Indian
Community

MINNESOTA

Mille Lacs Band of Ojibwe
Indians

White Earth Reservation

MISSISSIPPI

Mississippi Band of Choctaw
Indians

MONTANA

Confederated Salish and
Kootenai Tribes

Fort Peck Assiniboine &
Sioux

NORTH DAKOTA

Turtle Mountain Band of
Chippewa Indians

Standing Rock Sioux

NEVADA

Reno Sparks Indian Colony
Shoshone-Paiute Tribe of
Duck Valley

Pyramid Lake Paiute Tribe

NEW YORK

St. Regis Mohawk Tribe

OKLAHOMA

Cheyenne-Arapaho

Citizen Potawatomi Nation

Chickasaw Nation

OREGON

Confederated Tribes of
Coos, Lower Umpqua and
Siuslaw Indians

Burns Paiute Indian
Reservation

Coquille Indian Tribe

SOUTH DAKOTA

Rosebud Sioux Tribe
Lower Brule Sioux Tribe

TEXAS

Ysleta Del Sur Pueblo

WASHINGTON

The Healing Lodge of the
Seven Nations

South Puget Intertribal
Planning Agency

Kallispel Tribe of Indians

WISCONSIN

The Jamestown S'Klallam
Tribe

Bad River Band of Lake
Superior Chippewa



Tribal Youth Program

FISCAL YEAR APPROPRIATIONS

For FY 2000 and FY 2001:

- \$12.5 million appropriated from Congress.
- \$1.25 million (10%) will be used by OJJDP to support research, evaluation and statistics.
- \$250,000 (2%) will be available to provide direct technical assistance and training for tribal programs.
- \$1,000,000 for mental health initiative (MH grants range from \$125,000 to \$300,000 for a three (3) year project period.
- TYP grants range from \$150,000 to \$500,000 for a three (3) year project period.



Tribal Youth Program

FUNDING ALLOCATIONS

**Total Native American
Service Population
On or Near Reservation**

Funding Range

2,000 or fewer residents	Up to \$150,000 to cover a 3 year period
2,001–10,000 residents	Up to \$300,000 to cover a 3 year period
10,001 or more residents	Up to \$500,000 to cover a 3 year period

The amount of funding available to grantees under TYP is based on tribal populations found in the Indian Labor Force Report: Portrait 1999 (Robert Stearns, Washington, DC: Bureau of Indian Affairs Statistics Office, 1999).

For copies: call (202) 208-3711; or contact www.doi.gov/bia/areas/tribal.html



Tribal Youth Program

TYP GUIDING PRINCIPLES

- Each tribe has its own unique history; traditions, economies, and political structure; and relationships with Federal, State and local governments.
- Expand youth development by including experiential learning opportunities.
- Tap into the wisdom available from elders and family members.



Tribal Youth Program

TYP GUIDING PRINCIPLES

- Support and provide communication among grantees (national/regional meetings, electronic communications, teleconferences, Websites, newsletter).
- Provide technical assistance and training on program strategy, staff development, evaluation design, and development and utilization of cultural assessment tools.
- Attempt to use Native American peer reviewers or those very familiar with the Native American community and juvenile justice issues.



Tribal Youth Program

PROGRAM PURPOSE AREAS

Category I - Reduce, control, and prevent crime both by and against tribal youth.

Elements relevant to this category include but are not limited to:

Community needs assessments; risk factor identification, family strengthening, truancy reduction, drop-out prevention, parenting; anti-gang education, conflict resolution, child abuse prevention; gang reduction strategies, youth gun violence reduction, and juvenile sex offender services.



Tribal Youth Program

PROGRAM PURPOSE AREAS

Category II - Interventions for court involved tribal youth.

Elements relevant to this category include but are not limited to:

Graduated sanctions, restitution, diversion, home detention, foster and shelter care, community service, improved aftercare services, mental health services interventions (e.g., crisis intervention, screenings, counseling for suicidal behavior), and mentoring.



Tribal Youth Program

PROGRAM PURPOSE AREAS

Category III - Improvement to tribal juvenile justice systems.

Elements relevant to this category include but are not limited to:

Indigenous justice, training for juvenile court personnel, including judges and prosecutors, intake assessments, model tribal juvenile codes, advocacy programs, gender-specific programming, probation services, and aftercare programs.



Tribal Youth Program

PROGRAM PURPOSE AREAS

Category IV - Prevention programs focusing on alcohol and drugs.

Elements relevant to this category include but are not limited to:

Case Management, drug and alcohol education, drug testing, substance abuse counseling for juveniles and families, services for co-occurring substance abuse disorders, and training for treatment professionals.



Tribal Youth Program

ELIGIBILITY

All federally recognized tribes, Alaskan Native villages and those corporations representing Alaskan Native villages may apply directly to OJJDP. Tribal consortiums are encouraged to apply.



Tribal Youth Program

APPLICATION & AWARDS

OJJDP developed program guidance and solicitation material for this program in consultation with representatives from the Native American community. The program announcement for FY 2001 funds was made available May, 2001, with applications due July 19, 2001. Grants will be awarded on a competitive basis with consideration for diversity and stated need.



OJJDP'S Guiding Principles for Conducting Research in Indian Country

Practically and Local Relevance - Research should provide practical results that are useful to the parties who are the focus of the research. Too often researchers have given little back to the people and communities that are treated as "subjects."

Community Involvement - Research projects should include local community members in project decisions and implementation. Part of the overall goal should be to include local Indian guidance and to provide opportunities for developing research skills among Indian community members.

Cultural Sensitivity - Research projects must be based in understanding and sensitivity to local customs, traditions, values and history. Included in this is official recognition of tribal sovereignty and the government-to-government relationship that is embodied in federal grants to conduct research in Indian Country.



Tribal Youth Program

Research Funding

OJJDP'S Program of research for tribal youth includes the following initiatives:

- Participatory Evaluation of the Tribal Youth Program
- Delinquency and Juvenile Justice in One American Indian Nation
- Culturally Appropriate Juvenile Justice and Delinquency Prevention
- Assessing Gang Activity in the Navajo Nation
- Youth Gangs in Indian Country: Profiling the Problem and Seeking Solutions
- Tribal Youth Field- Initiated Research and Evaluation
- Indian Country Youth Gang Survey
- Longitudinal Study of Tribal Youth and Risk and Resiliency
- Evaluation of the CIRCLE Project



Tribal Youth Program

PROGRAM REPORTING REQUIREMENTS

Program Progress Reports

Tribal grantees are required to submit Progress Reports
on
July 31st (covering 01/01/00 thru 06/30/00)
and
January 31st (covering 07/01/00 thru 12/31/00)

Progress Reports are due within 30 days following the
end of the reporting period.



Tribal Youth Program

PROGRAM REPORTING REQUIREMENTS

For example: In the first year of the grant, the first report would cover the period from the grant award date through December 31, 2001, and would be due January 30, 2001. The next report would cover the period of January 1 through June 30, 2001, and would be due July 30, 2001. Thereafter the program reports would be due on a semi-annual basis.

A final report summarizing the program's activities and significant results is due within 120 days of the grant's end date. Copies of the program progress report forms will be provided with the award packet.



Tribal Youth Program

PROGRAM REPORTING REQUIREMENTS

Financial Status Reports

Financial status reports (SF 269A) are required quarterly, within 45 days following the end of each calendar quarter.

For example:

<u>End Date</u>	<u>Period Covered</u>	<u>Due Dates</u>
December 31, 2001	10/01/00 thru 12/31/00	February 15, 2001
March 30, 2001	01/01/01 thru 03/30/01	May 15, 2001
June 30, 2001	04/01/01 thru 6/30/01	August 15, 2001
September 30, 2001	07/01/01 thru 9/30/01	November 15, 2001



Tribal Youth Program

FOR MORE INFORMATION

Laura Ansera
 Program Manager
 Tribal Youth Program
 Phone (202) 307-5924
 Fax (202) 307-2819

OJJDP Clearinghouse
 1-800-638-8736

OJJDP Website
www.ojjdp.ncjrs.org



U.S. DEPARTMENT OF JUSTICE
OFFICE OF JUSTICE PROGRAMS

OJP BJA OJJDP
 BJS NIJ OVC
CHECK APPROPRIATE BOX

AWARD

GRANT
 COOPERATIVE AGREEMENT

1. GRANTEE NAME AND ADDRESS (Including Zip Code)

4. AWARD NUMBER

2001-TY-FX-OXXX

5. PROJECT PERIOD: FROM 10/01/2000 TO 09/30/2003

BUDGET PERIOD: FROM 10/01/2000 TO 09/30/2003

1A. GRANTEE IRS/VENDOR NO.

6. AWARD DATE:

7. ACTION

2. SUBGRANTEE NAME AND ADDRESS (Including Zip Code)
N/A

8. SUPPLEMENT NUMBER

INITIAL
 SUPPLEMENTAL

2A. SUBGRANTEE IRS/VENDOR NO. N/A

9. PREVIOUS AWARD AMOUNT \$ 0.00

3. PROJECT TITLE
FY 2000 Tribal Youth Program

10. AMOUNT OF THIS AWARD \$ 74,719.00

11. TOTAL AWARD \$ 74,719.00

12. SPECIAL CONDITIONS (Check, if applicable)

THE ABOVE GRANT PROJECT IS APPROVED SUBJECT TO SUCH CONDITIONS OR LIMITATIONS AS ARE SET FORTH ON THE ATTACHED 3 PAGE(S).

13. STATUTORY AUTHORITY FOR GRANT

- TITLE I OF THE OMNIBUS CRIME CONTROL AND SAFE STREETS ACT OF 1968.
42 U.S.C. 3701, ET. SEQ., AS AMENDED.
- TITLE II OF THE JUVENILE JUSTICE AND DELINQUENCY PREVENTION ACT OF 1974.
42 U.S.C. 5601, ET. SEQ., AS AMENDED
- VICTIMS OF CRIME ACT OF 1984, 42 U.S.C. 10601, ET. SEQ., PUBLIC LAW 98-473, AS AMENDED.
- OTHER (Specify): PUBLIC LAW 106-113, November 17, 1999.

14. FUTURE FISCAL YEAR(S) SUPPORT:

SECOND YEAR'S BUDGET PERIOD: _____ N/A
AMOUNT OF FUNDS: _____ N/A TYPE OF FUNDS: _____
THIRD YEAR'S BUDGET PERIOD: _____ N/A
AMOUNT OF FUNDS: _____ N/A TYPE OF FUNDS: _____

15. METHOD OF PAYMENT

THE GRANTEE WILL RECEIVE CASH VIA A LETTER OF CREDIT YES NO

AGENCY APPROVAL

GRANTEE ACCEPTANCE

16. TYPED NAME AND TITLE OF APPROVING OJP OFFICIAL

Mary Lou Leary
Acting Assistant Attorney General

18. TYPED NAME AND TITLE OF AUTHORIZED GRANTEE OFFICIAL

Tribal Governor

17. SIGNATURE OF APPROVING OJP OFFICIAL

19. SIGNATURE OF AUTHORIZED GRANTEE

19A. DATE

AGENCY USE ONLY

20. ACCOUNTING CLASSIFICATION CODE

FISCAL YEAR	FUND CODE	BUD. ACT.	OFC.	DIV. REG.	SUB.	POMS
X	F	TY	70	00	00	N/A

21.



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AWARD CONTINUATION
SHEET GRANT COOPERATIVE AGREEMENT

PAGE 2 OF 4

PROJECT NUMBER

AWARD DATE

SPECIAL CONDITIONS

1. The recipient agrees to comply with the financial and administrative requirements as set forth in the Office of Justice Programs (OJP) Financial Guide.
2. The recipient agrees to comply with the organizational audit requirements of OMB Circular, A-133, Audits of States, Local Governments, and Non-Profit Organizations, as further described in OJP's Financial Guide.
3. The current edition of the OJP Financial Guide provides guidance on allowable printing activities. In addition, the recipient must submit all reports and written products resulting from this grant to OJJDP for review and comment prior to publishing. The recipient must submit to OJJDP for approval any reports or written products, as well as a computer diskette, that the recipient will publish using grant funds. Any publication, report or other written product published with grant funds must prominently display the OJJDP logo on the cover page.
4. Approval of this award does not indicate an approval of any consultant rate in excess of \$450 per day. In instances which warrant compensation over the \$450 per day limitation, PRIOR WRITTEN APPROVAL by OJJDP must be obtained. Approval by OJJDP will require justification using market place guidance and appropriate documentation. Recipient agrees to comply with established OJP consultant guidelines as set forth in the OJP Financial Guide and to support, through written documentation and records, all daily rates approved for consultants regardless of the amount of daily rate compensation.
5. The recipient agrees to purchase a computer system with Internet access and e-mail capability.
6. The recipient agrees that staff directly associated with administration of the OJJDP Tribal Youth Program (TYP) will attend and participate in TYP National and Regional meetings. OJJDP will advise which staff positions and the number of staff who should attend each meeting, consistent with the scope and subject matter of the meeting. Cost of attendance will be borne by the recipient as an administrative cost to the grant.
7. The recipient acknowledges that failure to submit an acceptable Equal Employment Opportunity Plan (if recipient is required to maintain one pursuant to 28 CFR §42.302), that is approved by the Office for Civil Rights, is a violation of its Certified Assurances and may result in the suspension of the drawdown of funds.



U.S. DEPARTMENT OF JUSTICE

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CHECK APPROPRIATE BOX

AWARD CONTINUATION
SHEETPAGE 3 OF 4 GRANT COOPERATIVE AGREEMENT

PROJECT NUMBER

AWARD DATE

8. Recipient agrees to comply with all confidentiality requirements of 42 U.S.C. section 3789g and 28 CFR Part 22 that are applicable to collection, use, and revelation of data or information. Recipient further agrees, as a condition of grant approval, to submit a Privacy Certificate that is in accord with requirements of 28 CFR Part 22 and, in particular, section 22.23.
9. Recipient agrees to comply with the requirements of 28 CFR Part 46 regarding the protection of human research subjects, including obtainment of Institutional Review Board approval, if appropriate. In addition, if Recipient is an institution with (Department of Health and Human Services) HHS-approved assurances on file, Recipient agrees to abide by the provisions of 45 CFR Part 46, Subparts A-D.
10. The recipient agrees to assist OJJDP comply with the National Environmental Policy Act (NEPA) and other related federal environmental impact analyses requirements in the use of these grant funds either directly by the recipient or by a subrecipient. Accordingly, prior to obligating grant funds, the recipient agrees to first determine if any of the following activities will be related to the use of the grant funds. Recipient understands that this special condition applies to its following new activities whether or not they are being specifically funded with these grant funds. That is, as long as the activity is being conducted by the recipient, a subrecipient, or any third party and the activity needs to be undertaken in order to use these grant funds, this special condition must first be met. The activities covered by this special condition are:
- a. new construction;
 - b. minor renovation or remodeling of a property either (a) listed on or eligible for listing on the National Register of Historic Places or (b) located within a 100-year flood plain;
 - c. a renovation, lease, or any other proposed use of a building or facility that will either (a) result in a change in its basic prior use or (b) significantly change its size; and
 - d. implementation of a new program involving the use of chemicals other than chemicals that are (a) purchased as an incidental component of a funded activity and (b) traditionally used, for example, in office, household, recreational, or education environments.



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AWARD CONTINUATION SHEET

PAGE 4 OF 4

GRANT COOPERATIVE AGREEMENT

PROJECT NUMBER

AWARD DATE

11. Progress Reports are due on fixed dates semiannually (July 30 and January 31) each year. The semiannual reports must cover grant related activity occurring during the six month periods of January 1 through June 30 and July 1 through December 31. The initial report will cover the period of time from the grant award date to the end of the period of June or December. All subsequent reports will follow the semiannual reporting periods.

A Final Report is due 120 days after the end date of the award. The report must include a summary of progress toward the achievement of the originally stated project/program goals and objectives; a list of significant accomplishments; and a list of publications resulting from the award.

The last six-month Progress Report can serve as the Final Report providing it includes everything stated in the aforementioned Final Report description.

Submit an original and two (2) copies of all reports to Office of the Comptroller, Office of Justice Programs, Control Desk, Room 5303, 810 7th Street, NW, Washington, DC 20531.

12. Recipient must submit a revised time line of activities within thirty (30) days of receipt of this award.

Accepted by:

Signature of Duly Authorized Official

Date

OJP Manual

OJP M 4500.21

GRANT MANAGEMENT POLICIES AND PROCEDURES MANUAL



UNITED STATES DEPARTMENT OF JUSTICE
OFFICE OF JUSTICE PROGRAMS

<http://intranet.ojp.usdoj.gov/gmm/>

Initiated By: OJP

FINANCIAL STATUS REPORT (Short Form)

(Follow instructions on the back)

1. Federal Agency and Organizational Element to which Report is Submitted U.S. Dept. of Justice Office of Justice Programs		2. Federal Grant or Other Identifying Number Assigned By Federal Agency		OMB Approval No. 0348-0039	Page of pages
3. Recipient Organization (Name and complete address, including ZIP code)					
4. Employer Identification Number		5. Recipient Account Number or Identifying Number		6. Final Report <input type="checkbox"/> Yes <input type="checkbox"/> No	
7. Basis <input type="checkbox"/> Cash <input type="checkbox"/> Accrued					
8. Funding/Grant Period (See Instructions) From: (Month, Day, Year)		To: (Month, Day, Year)		9. Period Covered by this Report From: (Month, Day, Year)	
To: (Month, Day, Year)					
10. Transactions:		I Previously Reported	II This Period	III Cumulative	
a. Total outlays					
b. Recipient share of outlays					
c. Federal share of outlays					
d. Total unliquidated obligations					
e. Recipient share of unliquidated obligations					
f. Federal share of unliquidated obligations					
g. Total Federal share (Sum of lines c and f)					
h. Total Federal funds authorized for this funding period					
i. Unobligated balance of Federal funds (Line h minus line g)					
11. Indirect Expense		a. Type of Rate (Place "X" in appropriate box) <input type="checkbox"/> Provisional <input type="checkbox"/> Predetermined <input type="checkbox"/> Final <input type="checkbox"/> Fixed			
b. Rate		c. Basis		d. Total Amount	
e. Federal Share					
12. Remarks: attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation.					
A. Block/Formule passthrough \$ B. Federal Funds Subgranted \$			PROGRAM INCOME: C. Forfeit \$ E. Expended \$ D. Other \$ F. Unexpended \$		
13. Certification: I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.					
Typed or Printed Name and Title				Telephone (Area code, number and extension) () -	
Signature of Authorized Certifying Official				Date Report Submitted	

Previous Editions not Usable

Financial Status Report

SF-269

This quarterly financial status report is due 45 days after the end of the calendar quarter. Please remember this is a report of the status of your expenditures and is not a request for reimbursement of those expenses. To request such reimbursement you must either make an electronic request on LOCES or file a Form H-3. If you plan on faxing your completed report, please exclude any fax cover sheets. Should you experience a delay in accessing our fax line, please mail the completed report to: Office of Justice Programs, Attn: Control Desk Room 970, 633 Indiana Avenue NW, Washington, DC 20531. Please type or print legibly and do not change any preprinted information. If you have already filed a report for the current calendar reporting quarter, please do not complete and return this report. If you have not forwarded your completed report to us, please use this SF 269A form to file your report.

<u>Item</u>	<u>Entry</u>	<u>Item</u>	<u>Entry</u>
1,2,3	Self-explanatory		
4	Enter the 9 digit recorded on your grant award document.	10	<u>Line D</u> is the total to date of your unpaid obligations. <u>Line E</u> is your share of these unpaid obligations and <u>Line F</u> is the Federal share of unpaid obligations. Please ensure that the total of line E and F is equal to the amount on line D.
5	Identifying number assigned by your organization. If none, leave blank.		
6	If you have finished expending funds related to this award regardless of whether they have been or will be reimbursed by the Federal Government check "yes". Otherwise check "no".		<u>Line G</u> is the total Federal share of your cash outlays and unpaid obligations regardless of whether you have received or requested reimbursement. It will be the total of Column 3, Lines C and F.
	Indicate whether your accounting system uses the cash or accrual basis of accounting for recording transactions related to this award.		<u>Line H</u> is the total amount of your award. Change this amount only if you have received a supplemental award which is not reflected in the preprinted total.
8	Enter the begin and end dates of the award period.		
9	Enter the begin and end dates for the current reporting calendar quarter.		<u>Line I</u> is the amount of your total award which has not been either expended through a cash outlay, or encumbered by an unpaid obligation. It is the difference between Column 3, Lines H minus G.
10	<u>Lines A, B and C</u> refer to your cash outlays for this award (i.e. monies you have spent). <u>Column I</u> is for the cumulative total of expenditures for the prior reported calendar quarter. If you wish to correct previously reported quarterly totals, enter the corrected amounts in this column. <u>Column II</u> is for the current reporting calendar quarter outlays. <u>Column III</u> is for the result when adding across the amounts reported in Columns I and II. Please ensure that the total of lines B and C equal the amount reported on line A for each of the columns.	11	Please refer to your award documents to complete this section.. <u>Line 11 A</u> is self-explanatory. <u>Line 11 B</u> is the indirect cost rate in effect during this current reporting period. <u>Line 11 C</u> is the amount of the base against which the cost rate is applied. <u>Line 11 D</u> is the total amount of indirect costs charged during this current reporting period. <u>Line 11 E</u> is the Federal Government share of the amount reported on line 11 D. Note: If more than one rate was in effect during this report period, attach a schedule showing all applicable rates and amounts for line 11 B through E.
	<u>Lines D, E and F</u> should only be completed if you indicated in Item 7 that you are on the accrual basis of accounting. Lines D, E and F refer to the amount of unpaid obligations or accounts payable you have incurred. Items such as payroll (which has been earned but not yet paid) is an example of an accrued expense.	12	Only applies to OJP grantees. Please refer to your award/budget documents to determine what should be reported.
		13	Self-explanatory



U.S. DEPARTMENT OF JUSTICE
Office of Justice Programs

CATEGORICAL ASSISTANCE PROGRESS REPORT

The information provided will be used by the grantor agency to monitor grantee cash flow to ensure proper use of Federal funds. No further monies or other benefits may be paid out under this program unless this report is completed and filed as required by existing law and regulations (Uniform Administrative Requirements for Grants and Cooperative Agreements — 28 CFR, Part 66, Common Rule, and OMB Circular A-110).

1. GRANTEE Agency that Received Federal Grant		2. AGENCY GRANT NUMBER 2001 -TY- FX-XXXX	3. REPORT NO.
4. IMPLEMENTING SUBGRANTEE N/A		5. REPORTING PERIOD (Dates) FROM: TO:	
6. SHORT TITLE OF PROJECT (Title of Federal Grant)		7. GRANT AMOUNT Total Federal Award Amount	8. TYPE OF REPORT <input checked="" type="checkbox"/> REGULAR <input type="checkbox"/> SPECIAL <input type="checkbox"/> FINAL REPORT REQUEST
9. NAME AND TITLE OF PROJECT DIRECTOR		10. SIGNATURE OF PROJECT DIRECTOR	11. DATE OF REPORT

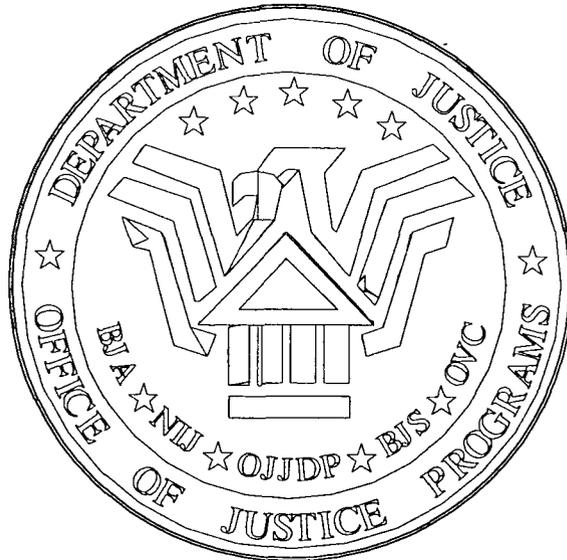
2. COMMENCE REPORT HERE (Continue on plain paper)

- * Status Report of Overall Grant Program
Include a timetable of what amount of funds were granted, to what agency, how much and when.
- * Overall Program/Project Goals
Include general program goals
- * Overall Program/Project Objectives
Include general program objectives tied to goals
- * Overall Program/Project Accomplishments
- * Provide Specific Subgrant/Contract Activity Status
For each subgrant or contract provide a status report summarizing activities, goals, objectives, accomplishments.
- * Include number of clients, youth served in this reporting period

CERTIFICATION BY GRANTEE (Official signature)

Someone who has authority to sign Official Federal Documents
(State Agency Head, JJ Specialist, Director)

14. DATE



6/29/01

1

Seminar on Financial Management

OJJDP Tribal Youth Program

6/29/01

2

FINANCIAL MANAGEMENT SEMINAR
Financial Management Systems

- All recipients are required to:
 - ◆ Establish/maintain accounting records, and
 - ◆ Accurately account for funds awarded.

6/29/01

3

FINANCIAL MANAGEMENT SEMINAR
Financial Management Systems

- Accounting System
 - ◆ Grantee must maintain an adequate system of accounting and internal controls.
 - ◆ Grantee must ensure that subrecipients also have an adequate system of accounting and internal controls.

6/29/01

4

FINANCIAL MANAGEMENT SEMINAR
Financial Management Systems

- An adequate accounting system:
 - ◊ Presents and classifies costs, as required for budgetary and evaluation purposes.
 - ◊ Provides cost and property control to ensure optimal use of funds.

6/29/01

5

FINANCIAL MANAGEMENT SEMINAR
Financial Management Systems

- An adequate accounting system:
 - ◊ Controls funds/resources to assure conformance with general or special conditions.

6/29/01

6

FINANCIAL MANAGEMENT SEMINAR
Financial Management Systems

- An adequate accounting system:
 - ◆ Meets requirements for periodic reporting.
 - ◆ Provides financial data for planning, control, measurement, and evaluation of direct and indirect costs.

6/29/01

7

FINANCIAL MANAGEMENT SEMINAR
Financial Management Systems

- In summary, a Financial Management System must be able to:
 - ◆ Record and report on the --
 - ⇒ receipt;
 - ⇒ obligation; and
 - ⇒ expenditure of grant funds

6/29/01

8

PROGRAM INCOME

- Supplement Project with \$\$
- Reduce Project with \$\$
- Send Back \$\$

6/29/01

9

SUPPLANTING

- To deliberately reduce State or local funds because of the existence of Federal funds.
- Example:
State funds are appropriated for a stated purpose and Federal funds are awarded for that same purpose. The State replaces its State funds with Federal funds, thereby reducing the total amount available for the stated purpose.

CLASSIFICATION OF COSTS

DIRECT COSTS

Costs identified specific
with an activity

6/29/01

11

CLASSIFICATION OF COSTS

- **DIRECT COSTS, Generally include:**
 - ◆ Salaries and Wages (including holidays, sick leave, etc.) - Direct Labor Costs
 - ◆ Other employee fringe benefits allocable to direct labor employees

6/29/01

12

CLASSIFICATION OF COSTS

- DIRECT COSTS, Generally Include:
(continued)
 - ◆ Consultant services contracted to accomplish specific project objectives
 - ◆ Travel of direct labor employees
 - ◆ Material/supplies purchased directly for use on a specific project

6/29/01

13

CLASSIFICATION OF COSTS

INDIRECT COSTS

Costs that are not readily identifiable with a particular grant or contract

6/29/01

14

**OMB CIRCULAR A-87
Major Provisions**

INDIRECT COSTS, Generally include:

- Maintenance of buildings
- Telephone expense
- Travel and supplies
- Depreciation
- Rental expense

6/29/01

15

**FINANCIAL MANAGEMENT SEMINAR
Conditions of Award**

- 1 The recipient agrees to comply with the financial and administrative requirements set forth in the current edition of OJP's "Financial Guide."

6/29/01

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FINANCIAL MANAGEMENT SEMINAR
Conditions of Award

- 2 The recipient agrees to comply with the organizational audit requirements of OMB Circular A-133, Audits of State, Local Governments and Non-Profit Organizations, as further described in OJP's Financial Guide, Chapter 19.

6/29/01

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FINANCIAL MANAGEMENT SEMINAR
Conditions of Award

- 3 The recipient acknowledges that failure to submit an acceptable Equal Employment Opportunity Plan (if recipient is required to submit one pursuant to 28 CFR Section 42.302), that is approved by the Office of Civil Rights, is a violation of its Certified Assurances and may result in funds from the award being frozen, until such time as the recipient is compliance.

GRANT ADJUSTMENTS

- 10% Deviation from Total Award \$\$ (\$100K or less - does not apply)
- Change in Scope of Project
- Change in Project Period (no cost extension)

6/29/01

19

GRANT ADJUSTMENTS

- Retire Special Conditions
- Change of Project Director
- Prior Approval Costs

6/29/01

20

AVAILABILITY OF FUNDS

- Obligation Period (grantee books)
 - EX: Award period = 10/1/99 - 9/30/02
 - Award date = 12/1/99 (Federal books)
- Expenditure Period
 - EX: 10/1/99 - 12/29/02

Payment of Grant Funds

- PAPRS
- Need Help?
- OJP - OC Customer Service Center
1-800-458-0786
- COPS - DOJ Response Center
1-800-421-6770

**TOP TEN TIPS
PAPRS PROCESS**

- 1 Have signed & returned award document.**
- 2 Have current SF-269 on file.**

6/29/01

23

**TOP TEN TIPS
PAPRS PROCESS**

- 3 Have met all Special Conditions.**
- 4 Have submitted an ACH Enrollment Form.**

6/29/01

24

TOP TEN TIPS
PAPRS PROCESS

5 Have an OJP vendor
number.

6 Have a PIN number.

6/29/01

25

TOP TEN TIPS
PAPRS PROCESS

7 Have a Grant ID number.

8 Double check dates for
duplicate request.

6/29/01

26

**TOP TEN TIPS
PAPRS PROCESS**

9 Know the amount you are requesting.

10 Pay attention to system responses.

6/29/01

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**SF 269
Financial Status
Report**

6/29/01

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Financial Status Report (Short Form) (Follow instructions on the back)			
1. Federal Agency/Org Element U. S. Dept of Justice Office of Justice Programs		2. Federal Grant Number 2000-XX-XX-1234	Page of 1 pages
3. Recipient Organization Smallville Police Dept. 123 Main Street Nictown, USA 12356-9876			
4. E.I.N. 12 345 6789	5. Recipient Number	6. Final Rpt <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	7. Basis <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual
8. Grant Period From:10/01/99 To:09/30/02		9. Report Period From:4/1/00 To: 6/30/00	
6/29/01 Continued on next slide			29

Financial Status Report (Facsimile continued)			
10. Transactions:	Previously Reported 3/31/00	This Period	Cumulative
a. Total outlays	\$ 11,020	\$ 3,000	\$ 14,020
b. Recipient share of outlays	\$ 520	\$ 1,000	\$ 1,520
c. Federal share of outlays	\$ 10,500	\$ 2,000	\$ 12,500
d. Total unliquidated obligations			\$ 4,000
e. Recipient share/unliq oblgtns			\$ 1,000
f. Federal share/unliq oblgtns	<i>For OJP Use Only</i>		\$ 3,000
g. Total Federal Share (c + f)			\$ 15,500
h. Total Fed. funds authorized			\$ 50,000
i. Unoblgt'd bal. of Fed. funds			\$ 34,500
6/29/01 Continued on next slide			30

Financial Status Report <i>(Facsimile continued)</i> PART III	
11. Indirect Expense	a. Type of Rate (Mark Box) <input type="checkbox"/> Provisional <input type="checkbox"/> Predetermined <input type="checkbox"/> Final <input type="checkbox"/> Fixed b. Rate c. Base d. Total Federal Share
12. Remarks: <i>attach any explanations deemed necessary or ...</i>	
A. Block/Formula pass-through \$ B. Federal Funds Subgranted \$	PROGRAM INCOME: C. Forfeit \$ E. Expended \$ D. Other \$ F. Unexpended \$
13. Certification: I certify to the best of my knowledge that this report is correct and ... purposes set forth in the award documents.	
Typed or Printed Name and Title	Telephone Number () -
Signature of Authorized Certifying Official	Date Report Submitted
Standard Form 269 A	

SF 269 - COMMON ERRORS

- Not reporting actual expenditures but disbursements from Fed's
- Not reporting cumulative program income

SF 269 - COMMON ERRORS

- Program income
 $(C + D - E = F)$
- Check "cash" and report "unliquidated obligations"
- Incorrect Math

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FINANCIAL MANAGEMENT SEMINAR Reporting Requirements

Remember --

- SF-269 - Quarterly - due 15th of May, August, November, and February
- Progress Reports - Semi-Annual -- due 30th of January and July

Mail to:

OJP/OC Control Desk
Washington, DC 20531

Government-Wide Common Rules	
Common Rule	Applicable to:
1. A-102 "Uniform Administrative Requirements for Grants and Cooperative Agreements with State & Local Units of Government"	State & Local Units of Government
2. DEBARMENT AND SUSPENSION	State & Local Units of Government Non-Profit Organizations
3. DRUG-FREE WORKPLACE	State & Local Units of Government Non-Profit Organizations
4. LOBBYING RESTRICTIONS	State & Local Units of Government Non-Profit Organizations
Exemption:	Indian tribes and tribal organization

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OMB Circulars Programs	
Administrative Requirements:	(SF's, Grants vs. Cooperative Agreements, Cash Management, Reporting Requirements, etc.)
A-102 A-110 Cost Principles:	State & Local Units of Government Non-Profit Organizations (Description of costs, allowable, unallowable, etc.)
A-21 A-87 A-122 Audit Requirements:	Educational Institutions State & Local Units of Government Non-Profit Organizations (Audit reports, \$ threshold, etc.)
A-133	State, Local Governments, & Non-Profit Organizations

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MONITORING DISCUSSION

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TOP TEN MONITORING FINDINGS

- 1 Untimely submission of reports
- 2 Questioned expenditures
- 3 Inadequate accounting procedures
- 4 Failure to submit audit transmittal letter
- 5 Incorrect financial status reports

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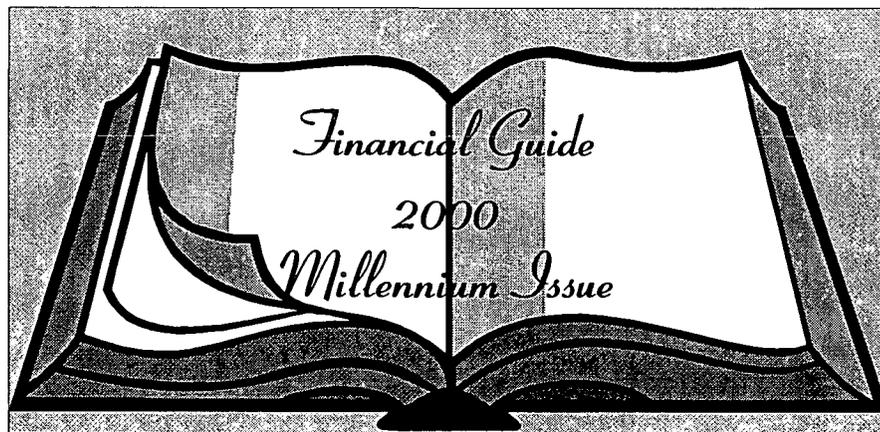
TOP TEN MONITORING FINDINGS

- 6 Inadequate internal controls
- 7 Lack of documentation to support expenditures
- 8 Inadequate written procedures
- 9 Inadequate monitoring of subrecipients
- 10 Budget modifications without prior approval

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Financial Guide Millennium Organization



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Electronic Access for the
OJP Financial Guide
via
Internet

OJP Home Page

<http://www.ojp.usdoj.gov/oc/>

Click on the Financial Guide to review
guide

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Electronic Access for the
OJP Forms
via
Internet

OJP Home Page

<http://www.ojp.usdoj.gov>

Click on Select Guidelines/Solicitations
and then Application Kits

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OC Financial Questions
via
Internet

OC e-mail Address:
askoc@ojp.usdoj.gov

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OC Financial Questions
via
Telephone

OC Customer Service Center
Monday through Friday
9:00 a.m. - 6:00 p.m. est.
1-(800) 458-0786 or (202) 305-9988
TDD (For Hearing Impaired) (202) 616-3867
FAX (202) 353-9279
www.ojp.usdoj.gov/oc
askoc@ojp.usdoj.gov

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COPS Financial Questions via Telephone

Department of Justice Response Center
Monday through Friday
9:00 a.m. - 5:00 p.m. est.
1-(800) 421-6770

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HOW TO ACCESS GRANT \$\$

CFDA

- Over 1,300 Programs
- Represents \$300b
- 52 Agencies
- Search by Keyword

6/29/01

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HOW TO ACCESS GRANT \$\$

For more information
(202) 708-5126
FEDERAL DOMESTIC ASSISTANCE
CATALOG STAFF
300 - 7TH STREET, S.W.
ROOM #101
WASHINGTON, D.C. 20407

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HOW TO ACCESS GRANT \$\$

To access CFDA on-line
GSA Home Page Publications
<http://www.gsa.gov/fdac/>

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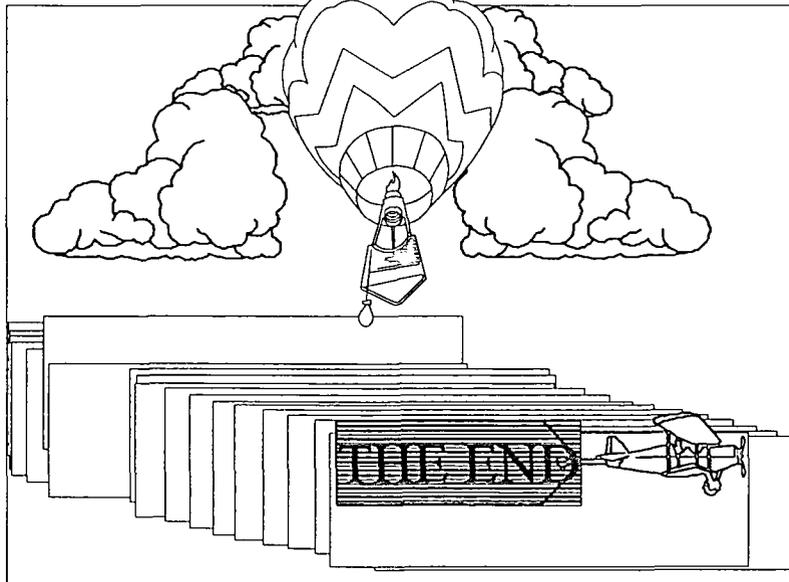
48

ELECTRONIC ACCESS TO
CIRCULARS & COMMON RULES
via
Internet

OMB Home Page
[www.whitehouse.gov/wh/eop/
omb/html/ombhome.html](http://www.whitehouse.gov/wh/eop/omb/html/ombhome.html)
Select "OMB Documents"

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**OJJDP Tribal Youth Program II New Grantee Meeting
STAD/TYP Grantees Meetings Schedule**

Monday, July 9, 2001

STAD Program Manager	Tribe	Time
Cecilia Duquela-Fuentes	AK: Cook Inlet Tribal Council AK: Knik Tribal Council	2:45-3:15 p.m. 3:15-3:45 p.m.
Jayme Marshall	AZ: Fort McDowell Yavapai Nation AZ: Gila River Tribal Court	2:45-3:15 p.m. 3:15-3:45 p.m.
Vivian C. Hickman	AZ: Navajo Nation NV: Pyramid Lake Paiute Tribe	2:45-3:15 p.m. 3:15-3:45 p.m.
Timothy Wight	AK: South Central Foundation AK: Chugachmuit	2:45-3:15 p.m. 3:15-3:45 p.m.
Nicole Lievsay	MT: Fort Belknap Indian Tribe MT: Fort Peck Assiniboine & Sioux Tribe	2:45-3:15 p.m. 3:15-3:45 p.m.
Wandra Shepard	MN: Mille Lacs Band of Ojibwe Indians MN: White Earth Reservation	2:45-3:15 p.m. 3:15-3:45 p.m.
Laura Ansera	OK: Cheyenne-Arapaho Tribes of Oklahoma OK: Chickasaw Nation	2:45-3:15 p.m. 3:15-3:45 p.m.
Dennis Mondoro	OR: Burns Paiute Indian Reservation OR: Confederated Tribes of Coos, Umpqua, & Siuslaw	2:45-3:15 p.m. 3:15-3:45 p.m.
Shirley Martin	NM: Pueblo of San Felipe NV: Reno Sparks Indian Colony	2:45-3:15 p.m. 3:15-3:45 p.m.
Elissa Rumsey	SD: Lower Brule Sioux Tribe WA: Kalispel Tribe of Indians	2:45-3:15 p.m. 3:15-3:45 p.m.

Cecilia Duquela-Fuentes	AK: Native Village of Hydaburg AK: Tanana Chief's Conference, Inc.	3:45-4:15 p.m. 4:15-4:45 p.m.
Phelan Wyrick	CA: Mechoopda Indian Nation MI: Bay Mills Indian Nation	3:45-4:15 p.m. 4:15-4:45 p.m.
Vivian Hickman	MI: Grand Traverse Band of Ottawa and Chippewa NY: St. Regis Mohawk Indian Community	3:45-4:15 p.m. 4:15-4:45 p.m.
Timothy Wight	MI: Hannahville Indian Community MS: Mississippi Band of Choctaw Indians	3:45-4:15 p.m. 4:15-4:45 p.m.
Nicole Lievsay	ID: Nez Perce Tribe KS: Praire Band of Potawatami Nation	3:45-4:15 p.m. 4:15-4:45 p.m.
Shirley Martin	NV: Shoshone-Paiute Tribe of The Duck Valley ... WA: The Jamestown S'Klallam Tribe	3:45-4:15 p.m. 4:15-4:45 p.m.
Elissa Rumsey	WA: South Puget Intertribal Planning Agency WA: Healing Lodge of the Seven Nations	3:45-4:15 p.m. 4:15-4:45 p.m.
Jayme Marshall	OK: Citizen Potawatomi Nation WI: Bad River Band of Lake Superior Chippewa	3:45-4:15 p.m. 4:15-4:45 p.m.
Dennis Mondoro	OR: Coquille Indian Tribe TX: Ysleta Del Sur Pueblo	3:45-4:15 p.m. 4:15-4:45 p.m.
Wandra Shepard	ND: Standing Rock Sioux Tribe ND: Turtle Mountain Band of Chippewa Indians	3:45-4:15 p.m. 4:15-4:45 p.m.

Cecilia Duquela-Fuentes	CO: Southern Ute Indian Tribe	4:45-5:15 p.m.
Phelan Wyrick	MT: Confederated Tribes of Salish and Kootenai	4:45-5:15 p.m.
Wandra Shepard	SD: Rosebud Sioux Tribe	4:45-5:15 p.m.
Elissa Rumsey	SD: Cheyenne River Sioux Tribe	4:45-5:15 p.m.



OJJDP Tribal Youth Program II New Grantee Meeting Facilitators Biographies



Cecilia Duquela-Fuentes

Cecilia Duquela-Fuentes is a Program Specialist within the State and Tribal Assistance Division of the Office of Juvenile Justice and Delinquency Prevention (OJJDP), US Department of Justice (US DOJ). She is responsible for management and oversight of federal grant funding, which supports a variety of juvenile accountability, intervention and delinquency prevention programs. Formerly, she worked as the Juvenile Justice Specialist for the Commonwealth of Puerto Rico. In this capacity, she was responsible for management of the federal juvenile justice program of the Office of Youth Affairs, Office of the Governor of Puerto Rico; she also worked as the Assistant Legal Advisor to that Office. Ms. Duquela-Fuentes is a graduate of the Inter-American University of Puerto Rico School of Law and of Catholic University of America, Washington D.C.

Vivian C. Hickman

Vivian Hickman currently serves as a State Representative and Comprehensive Strategy Facilitator for the State and Tribal Assistance Division, OJJDP, US DOJ. In this capacity, Ms. Hickman is responsible for management and oversight of Federal grant funding which supports a variety of juvenile accountability, intervention and delinquency prevention programs. Formerly, she worked as a youth counselor serving juvenile delinquency and at-risk-youth. She also worked as a community living specialist supervising and counseling mentally challenged individuals in a halfway house setting. Her Federal career has included responsibilities for conducting field assessments with the Immigration and Naturalization Services, monitoring compliance issues directly related to law enforcement grant initiatives with the Community Oriented Policing Services, and performing monitoring activities in the administration of Federal contracts with the National Institute of Health. Ms. Hickman is a graduate of the University of Maryland at College Park where she majored in Sociology.

Nicole Lievsay

Ms. Lievsay is a State Representative with the State and Tribal Assistance Division, OJJDP, US DOJ and assigned to the states of Oklahoma, Kentucky, Arkansas and the territories of Guam and the Northern Mariana Islands. Before starting at OJJDP on May 21, 2001, Ms. Lievsay was a staff member of the Governor's Criminal Justice Division in Texas; Texas' state planning agency. In this role, she helped fulfill the duties of the JJ Specialist and was the JAIBG, EUDL and Title V Coordinator. Ms. Lievsay also served as the Compliance Monitoring contact for Texas. Her work experience includes victim services, criminal and juvenile justice. She received her Bachelor of Arts degree in Sociology from the University of Texas at Austin. Ms. Lievsay was born in Houston, Texas and has lived in Salt Lake City, Oklahoma City and several cities in Texas.

Shirley Martin

Shirley Martin is the State Representative to New Mexico, Arkansas, Georgia, New Hampshire and Tennessee for the State Relations and Assistance Division, OJJDP, US DOJ. Before joining the national office in 1997, Shirley was the Juvenile Justice Specialist in the state of Vermont. Her earlier employment with the Vermont Department of Corrections was as a probation and parole officer, as manager of a residential treatment program for youthful offender based on cognitive restructuring and personal accountability, and as a staff officer in two adult facilities. Prior to earning a Master degree in Public Health Education, Shirley worked for several years in adult continuing education.

Wandra S. Shepard

Wandra Simmons Shepard began her career in juvenile justice at a very active community center in Cleveland, Ohio. There she developed and implemented prevention programs for youth ages 5-18 years, as well as, recruited and trained volunteers. Later, she was employed at

Cuyahoga County Juvenile Court as a Probation Officer, Senior Probation Officer and Youth Development Coordinator at a day treatment program she helped to develop. Soon after moving to Washington, D.C., Wandra worked as an information analyst in the Juvenile Justice Clearinghouse. Currently, she is a State Representative in the State and Tribal Assistance Division of OJJDP, US DOJ.

Elizabeth Turillo

Elizabeth Turillo was born and raised in Pawtucket, Rhode Island, a city right outside of the Providence area. She currently attends American University and will be heading into her senior year in the fall. She is majoring in Justice with a special interest in the area of juvenile justice. She plans to further her educating by going to graduate school immediately after graduation. Interning this summer at OJJDP will serve as great experience in the field she wishes to pursue.

Timothy Wight

Timothy Wight began his career teaching Junior High School in Ogden, Utah while spending his summers supervising youth in the Salt Lake County JTPA Summer Youth Employment Program. He transferred to the Utah Division of Youth Corrections where he directed PATHWAY, a substance abuse treatment program for delinquent youth. In 1996, he moved to Portland, Oregon to work for the Federal Bureau of Prisons as a Drug Treatment Specialist in the residential drug treatment program at the Federal Correctional Institution, Sheridan. In 1998, he began employment as a State Representative for OJJDP, US DOJ. He has been involved in many projects, including training and technical assistance for the Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders, a Federal champion for the Boost for Kids initiative through the National Partnership for Reinventing Government, and a parliamentary committee member for the National Youth Network. He currently serves as the Compliance Monitoring Coordinator in OJJDP's State and Tribal Assistance Division.

Phelan Wyrick

Phelan Wyrick is a Program Manager in the Research and Program Development Division of the OJJDP, US DOJ. He is currently managing the Evaluation Facilitation of the Tribal Youth Program as well as evaluation components of OJJDP's Comprehensive Gang Model in urban and rural sites. Prior to joining OJJDP in September 1998, Phelan worked in the Office of Research and Planning at the Westminster Police Department in Orange County, California. His work includes basic research and program evaluation in the areas of delinquency prevention, conflict resolution, youth gangs, victim-offender mediation, domestic violence, and community-oriented policing.

SAG CHAIRS & JJ SPECIALISTS

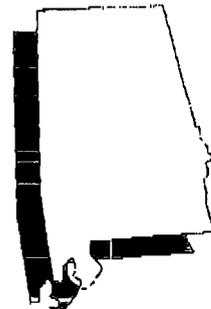
ALABAMA

CHAIR

JUSTICE MARK KENNEDY
2 North Jackson Street
Montgomery, AL 36104
OFFICE: 1-334-263-9899
FAX: 1-334-263-9866
EMAIL: mkblazer@aol.com

JJ SPECIALIST

MR. DONALD LEE
ADECA - LETS Division
401 Adams Avenue, Rm. 466
P.O. Box 5690
Montgomery, AL 36103-5690
OFFICE: 1-334-242-5820
FAX: 1-334-242-0712
EMAIL: DonL@adcca.state.al.us



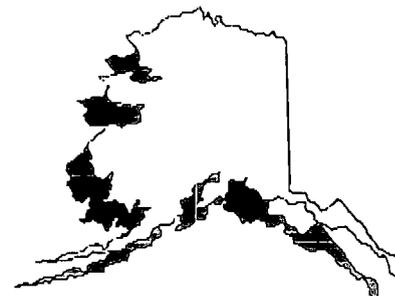
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CHAIR

MS. VICKI BLANKENSHIP
574 Grandview Court
Fairbanks, AK 99705
OFFICE: 1-907-479-9511
FAX: 1-907-479-9589
EMAIL: blank@alaska.net

JJ SPECIALIST

MS. BARBARA LEARMONTH
Alaska Dept. of Health & Social Services
Division of Juvenile Justice
P.O. Box 110635
Juneau, AK 99811-0635
OFFICE: 1-907-465-3855
FAX: 1-907-465-4390
EMAIL: barbara_learmonth@health.state.ak.us



AMERICAN SAMOA

CHAIR

REV. FUAIFALE FAOLIJ
Criminal Justice Planning Agency
American Samoa Government
P.O. Box 3760
Pago Pago, AS 96799
OFFICE: 011-684-633-5221/2
FAX: 011-684-633-7552

JJ SPECIALIST

MR. JOHN A. LUTALI
Criminal Justice Planning Agency
P.O. Box 3760
Pago Pago, AS 96799
OFFICE: 011-684-633-5221/2
FAX: 011-684-633-7552
EMAIL: jaylu@sarnoaatclco.com



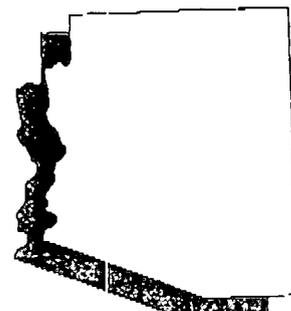
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MR. DENNIS PICKERING
Behcon, Inc.
1528 E. Missouri Avenue
Phoenix, AZ 85014
OFFICE: 1-602-230-0333 EXT. 13
FAX: 1-602-280-8909
EMAIL: dpickering@intellimed.com

JJ SPECIALIST

MR. VERNON SPESHOCK
Governor's Division for Children
1700 West Washington
Suite 101
Phoenix, AZ 85007
OFFICE: 1-602-542-3404
FAX: 1-602-542-4644
EMAIL: vspeshock@az.gov

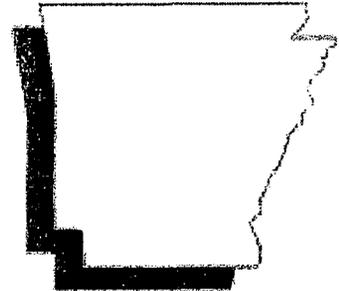


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ARKANSAS

CHAIR
MR. LUKE FLESHER
1600 Kent Road
North Little Rock, AR 72116
OFFICE: 1-501-753-3413
FAX: 1-501-771-6718

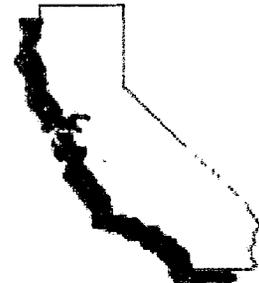
JJ SPECIALIST
MS. CHERYL W. MOTEN
Division of Youth Services
P.O. Box 1437
Slot 450
Little Rock, AR 72203-1437
OFFICE: 1-501-682-1708
FAX: 1-501-682-2492
EMAIL: cheryl.moten@mid.state.ar.us



CALIFORNIA

CHAIR
MR. VICTOR MOW
CA Governor's Office of
Criminal Justice
1130 K Street, Suite LL60
Sacramento, CA 95814
OFFICE: 1-916-323-5900
FAX: 1-916-322-9069

JJ SPECIALIST
MR. TODD BROWNING
CA Governor's Office of
Criminal Justice
1130 K Street, Suite LL60
Sacramento, CA 95814
OFFICE: 1-916-323-5900
FAX: 1-916-322-9069
EMAIL: todd.browning@dcjp.ca.gov



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Volunteers of America
2877 Lawrence Street
Denver, CO 80205
OFFICE: 1-303-295-2165
FAX: 1-303-298-8169
EMAIL: lsimon@voacolorado.org

JJ SPECIALIST
MS. PAT CERVERA
Division of Criminal Justice
700 Kipling Street, Suite 1000
Denver, CO 80215
OFFICE: 1-303-239-4476
FAX: 1-303-239-4491
EMAIL: Patricia.Cervera@
dcjps.state.co.us



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MS. MAREAN T. SABLON
P.O. Box 501655
Saipan, MP 96950
OFFICE: 1-670-664-4550, EXT. 7
FAX: 1-670-664-4560
EMAIL: sources@vitechmi.com

JJ SPECIALIST
MR. JOHN D. CRUZ
Criminal Justice Planning Agency
P.O. Box 501333 CK
Saipan, MP 96950
OFFICE: 1-670-664-4550
FAX: 1-670-664-4560
EMAIL: john.cjpa@saipan.com

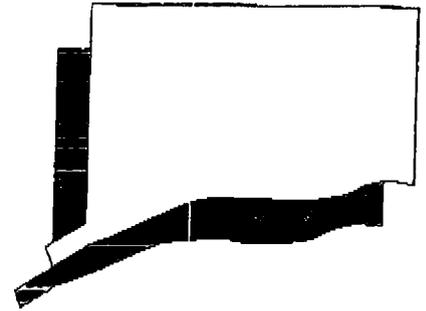


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CHAIR
MR. TIM SALIUS
34 Silano Drive
Harwinton, CT 06791
OFFICE: 1-860-485-1862
FAX: 1-860-418-6496
EMAIL: ajsalius@snet.net

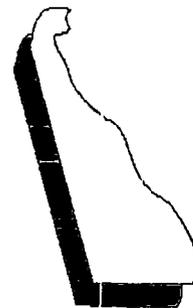
JJ SPECIALIST
MR. GARY LUKASEWSKI
Office of Policy and Management
450 Capitol Avenue
MS 52 CPD
Hartford, CT 06106-1308
OFFICE: 1-860-418-6320
FAX: 1-860-418-6496
EMAIL: gary.lukasewski@po.state.ct.us



DELAWARE

CHAIR
MR. BRIAN SHIREY
Juvenile Justice Advisory Group
9 North Front Street
P.O. Box 875
Georgetown, DE 19947
OFFICE: 1-302-855-9500
FAX: 1-302-855-9509

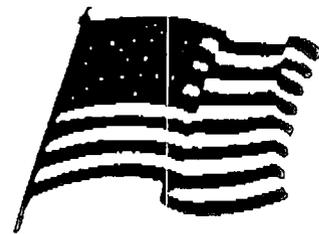
JJ SPECIALIST
MR. MATTHEW EBUNG
Criminal Justice Council
820 N. French Street
10th Floor
Wilmington, DE 19801
OFFICE: 1-302-577-5024
FAX: 1-302-577-3440
EMAIL: mebling@state.de.us



DISTRICT OF COLUMBIA

CHAIR
MS. DARIA PORTRAY WINTER
1355 Underwood Street, NW
Washington, DC 20011
OFFICE: 1-202-806-9254
HOME: 1-202-882-5178
FAX: 1-202-806-6708
EMAIL: Dpwinter@aol.com

JJ SPECIALIST
MS. DORIS E. HOWARD
Justice Grants Administration
717 14th Street NW, Suite 1200
Washington, DC 20005
OFFICE: 1-202-727-6537
HOME: 1-202-269-6247
FAX: 1-202-727-1617
EMAIL: dho9@aol.com



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CHAIR
VACANT

JJ SPECIALIST
MR. RONALD M. BROWN
Department of Juvenile Justice
Office of Prevention & Victims Services
2737 Centerview Drive, Suite 204
Tallahassee, FL 32399-3100
OFFICE: 1-850-414-2239
HOME: 1-850-322-8863
FAX: 1-850-414-9405



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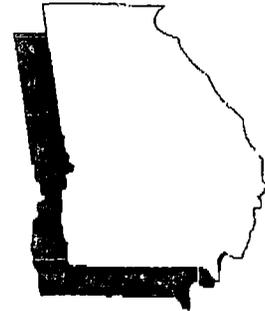
GEORGIA

CHAIR

Ms. FERN PATTERSON
1588 Riverside Drive, NE
Gainesville, GA 30501
HOME: 1-770-536-0347
FAX: 1-404-651-9354

JJ SPECIALIST

Mr. PETE D. COLBENSON
Children and Youth Coordinating
Council of Georgia
10 Park Place South, Suite 410
Atlanta, GA 30303
OFFICE: 1-404-657-6982
FAX: 1-404-651-9354
EMAIL: petecolbenson@cyc.state.ga.us



GUAM

CHAIR

Ms. CHRISTINE BALETO
Sanctuary, Inc.
P.O. Box 21030
GME, GU 96921
OFFICE: 1-671-735-1408
HOME: 1-671-565-4896
FAX: 1-671-734-1415
EMAIL: sanctaur@ite.net

JJ SPECIALIST

Mr. EDWARD B. CHARGUALAF
Department of Youth Affairs
Government of Guam
P.O. Box 23672
Guam Main Facility, GU 96921
OFFICE: 1-671-735-5003
FAX: 1-671-734-7536
EMAIL: echargualaf@mail.justice.gov.gu



HAWAII

CHAIR

Mr. JON R. ONO, Esq.
Amano, Pinao & Kobayashi
688 Kinoole Street
Suite 219
Hilo, HI 96729
OFFICE: 1-808-961-0694
FAX: 1-808-935-7268
EMAIL: apk688@hotmail.com

JJ SPECIALIST

Ms. CAROL IMANAKA
Office of Youth Services
820 Mililani Street
Suite 817
Honolulu, HI 96813
OFFICE: 1-808-587-5725
FAX: 1-808-587-5734
EMAIL: cimanaka@dhs.state.hi

JJ SPECIALIST

Ms. SUZANNE K. TOGUCHI
Office of Youth Services
820 Mililani Street
Suite 817
Honolulu, HI 96813
OFFICE: 1-808-587-5700
FAX: 1-808-587-5734
EMAIL: stoguchi@dhs.state.hi.us

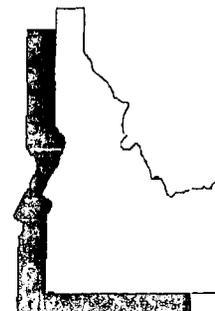
IDAHO

CHAIR

Mr. RAY STROLBERG
Strolberg Leavitt Insurance
705 Fillmore
Twin Falls, ID 83303-5099
OFFICE: 1-208-734-6644
FAX: 1-208-734-4227
EMAIL: strolberg-leavitt@leavitt.com

JJ SPECIALIST

Ms. SHARON HARRIGFELD
Department of Juvenile Corrections
400 North 10th, P.O. Box 83720
Boise, ID 83720-0285
OFFICE: 1-208-334-5100 x111
HOME: 1-208-344-4725
FAX: 1-208-334-5120
EMAIL: sharrigf@djc.state.id.us



SAG CHAIRS & JJ SPECIALISTS

ILLINOIS

CHAIR
MR. DALLAS C. INGENUNSON
P.O. Box 578
Yorkville, IL 60560
OFFICE: 1-630-553-5622
FAX: 1-630-553-7958

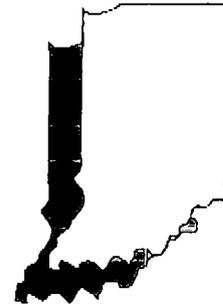
JJ SPECIALIST
MS. LISA JACOBS
1112 South Wabash
Third Floor
Chicago, IL 60605
OFFICE: 1-312-793-2748
FAX: 1-312-814-3073



INDIANA

CHAIR
MR. BOB MARDIS
2635 North 10th St.
Terre Haute, IN 47804
OFFICE: 1-812-466-1915
HOME: 1-812-466-1915
FAX: 1-812-466-1915
EMAIL: BobMardis@aol.com

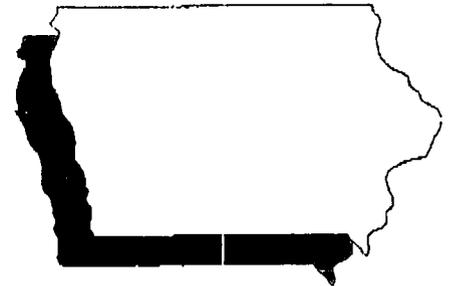
JJ SPECIALIST
MS. NIKKI L. KINCAID
302 W. Washington Street
Room E209
Indianapolis, IN 46204-2767
OFFICE: 1-317-233-3340
HOME: 1-317-574-9462
FAX: 1-317-232-4979
EMAIL: nkincaid@cji.state.in.us



IOWA

CHAIR
DR. CARL R. SMITH
Drake University, Center for Issues
in Special Education
1213 25th Street
Des Moines, IA 50311
OFFICE: 1-515-271-3936
FAX: 1-515-271-4185
EMAIL: carl.smith@drake.edu

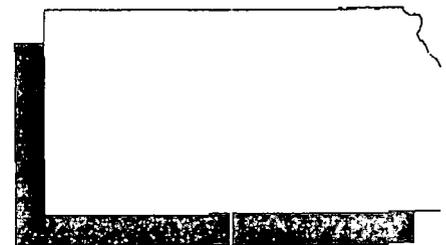
JJ SPECIALIST
MR. DAVE KUKER
Division of Criminal and Juvenile
Justice
Lucas State Office Building, First Floor
Des Moines, IA 50319
OFFICE: 1-515-281-8078
FAX: 1-515-242-6119
EMAIL: dave.kuker@cjjp.state.ia.us



KANSAS

CHAIR
MS. ROCHELLE CHRONISTER
Rt. 2 Box 321 A
Neodesha, KS 66757
OFFICE: 1-316-325-2026
HOME: 1-316-325-2026
FAX: 1-316-325-5380
EMAIL: rrc@terraworld.net

JJ SPECIALIST
MS. PAULA SCHUTTERA
714 SW Jackson
Suite 300
Topeka, KS 66603
OFFICE: 1-785-296-4213
FAX: 1-785-296-8664
EMAIL: pschutte@ksjja.org



SAG CHAIRS & JJ SPECIALISTS

KENTUCKY

CHAIR

MR. HASAN DAVIS, JD
Youth Empowerment Solutions
210 Boone Street
Berea, KY 40403-1605
OFFICE: 1-859-986-4650
HOME: 1-606-985-8063
FAX: 1-419-793-6245
EMAIL: hasandavis@hotmail.com

JJ SPECIALIST

Ms. SHARON COOK
KY Dept. of Juvenile Justice
1025 Capital Center Drive
Bldg. 3, Third Floor
Frankfort, KY 40601
OFFICE: 1-502-573-2738
FAX: 1-502-573-0307
EMAIL: skcook@mail.stare.ky.us



LOUISIANA

CHAIR

Ms. BERNARDINE HALL
Youth House of Ouachita, Inc.
101 Ludwig Street
West Monroe, LA 71291
OFFICE: 1-318-323-6644
HOME: 1-318-343-5905
FAX: 1-318-323-6711

JJ SPECIALIST

Ms. RENEE L.A. RENEGAR
LA Commission on Law Enforcement
1885 Wooddale Boulevard
Room 708
Baton Rouge, LA 70806-1511
OFFICE: 1-225-925-4980
FAX: 1-225-925-1998
EMAIL: reneer@cole.state.la.us



MAINE

CHAIR

MR. PAUL K. VESTAL
St. Michael's Center
1066 Kenduskeag Avenue
Bangor, ME 04401-2919
OFFICE: 1-207-941-2855
FAX: 1-207-941-2835
EMAIL: Pvestal@ccmaine.org

JJ SPECIALIST

Ms. DEBORAH KELLY RAFNELL
Department of Corrections
111 State House Station
Augusta, ME 04333-0111
OFFICE: 1-207-287-4371
FAX: 1-207-287-4370
EMAIL: deborah.rafnell@state.me.us



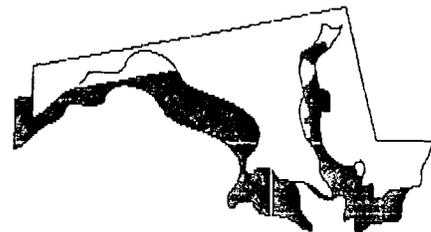
MARYLAND

CHAIR

REVEREND JAMES G. KIRK
7136 Gardenview Court
Baltimore, MD 21226
OFFICE: 1-410-766-4338
HOME: 1-410-255-7378
FAX: 1-410-766-7543
EMAIL: jgk@harundalepresbyterian.org

JJ SPECIALIST

Ms. LISA DEL BALSIO
300 East Joppa Road
Suite 1105
Baltimore, MD 21286
OFFICE: 1-410-321-3521
HOME: 1-410-931-8304
FAX: 1-410-321-3116
EMAIL: lisa@goccp-state-md.org



Coalition for Juvenile Justice

SAG CHAIRS & JJ SPECIALISTS

MASSACHUSETTS

CHAIR

Ms. ELAINE RILEY
495 Revere Beach Boulevard
Revere, MA 02151
OFFICE: 1-617-960-3326
HOME: 1-781-284-2853
FAX: 1-617-727-0696
EMAIL: Elaine.M.Riley@state.ma.us

JJ SPECIALIST

Mr. JAMES HOUGHTON
Executive Office of Public Safety
One Ashburton Place, Suite 2110
Boston, MA 02108
OFFICE: 1-616-727-6300 x25355
FAX: 1-617-727-5356
EMAIL: jim.houghton@eps.state.ma.us

JJ SPECIALIST

Ms. LYNN WRIGHT
Executive Office of Public Safety
One Ashburton Place
Suite 2110
Boston, MA 02108
OFFICE: 1-617-727-6300 x25319
FAX: 1-617-727-5356
EMAIL: lynn.wright@eps.state.ma.us

MICHIGAN

CHAIR

JUDGE Y. GLADYS BARSAMIAN
Michigan Committee on Juvenile Justice
12457 Woodgate Drive
Plymouth, MI 48170
OFFICE: 1-734-455-6903
HOME: 1-734-455-2831
FAX: 1-734-455-6921

JJ SPECIALIST

Mr. RALPH MONSMA
Office of Juvenile Justice, JJ Grant Unit
235 S. Grand Avenue, Suite 403
P.O. Box 30037
Lansing, MI 48933
OFFICE: 1-517-335-6315
FAX: 1-517-373-2799
EMAIL: monsmar@state.mi.us



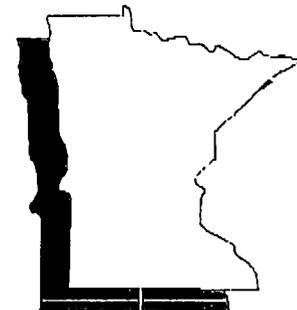
MINNESOTA

CHAIR

Ms. BARBARA SWANSON
21996 Jason Avenue
Forest Lake, MN 55025
OFFICE: 1-651-464-4922
HOME: 1-651-464-4922
FAX: 1-651-297-4689
WINTER HOME: 941-415-1657
EMAIL: swansonbandb@msn.com

JJ SPECIALIST

Mr. JERRY ASCHER
MN Department of Economic Security
Workforce Preparation Branch
390 North Robert Street, Suite 125
St. Paul, MN 55101-1812
OFFICE: 1-651-296-8601
FAX: 1-651-297-4689
EMAIL: jascher@
ngwmail.des.state.mn.us



MISSISSIPPI

CHAIR

Mr. ALFRED L. MARTIN
P.O. Box 9361
Jackson, MS 39286-9361
OFFICE: 1-601-922-1919
FAX: 1-601-922-1979
EMAIL: Alsyukon2@aol.com

JJ SPECIALIST

Mr. TONY GOBAR
Division of Public Safety Planning
Office of Justice Programs
3750 I-55 North Frontage Road
Jackson, MS 39211
OFFICE: 1-601-987-4157
FAX: 1-601-987-4154
EMAIL: teobar@dps.state.ms.us



SAG CHAIRS & JJ SPECIALISTS

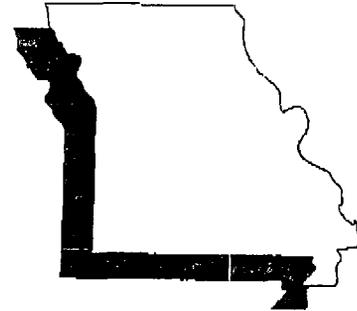
MISSOURI

CHAIR

MR. RICHARD C. DUNN
1425 Sunset Road
Jefferson City, MO 65101
OFFICE: 1-573-634-6203

JJ SPECIALIST

Ms. SANDY REMPE
MO Juvenile Justice Advisory Group
Missouri Department of Public Safety
P.O. Box 749
Jefferson City, MO 65102-0749
OFFICE: 1-573-751-2771
FAX: 1-573-751-5399
EMAIL: sandy@dps.state.mo.us



MONTANA

CHAIR

Ms. JANI MCCALL
Consulting with Communities
2331 Spruce Street
Billings, MT 59101
OFFICE: 1-406-256-3585
HOME: 1-406-245-4374
FAX: 1-406-256-3847
EMAIL: jmccall@wtp.net

JJ SPECIALIST

Ms. AUDREY ALLUMS
MT Board of Crime Control
3075 North Montana Avenue
Helena, MT 59601
OFFICE: 1-406-444-3651
FAX: 1-406-444-4722
EMAIL: aallums@state.mt.us

JJ SPECIALIST

MR. JEFF MANGAN
MT Youth Justice Council
3075 North Montana Avenue
Helena, MT 59601
OFFICE: 1-406-444-3651
FAX: 1-406-444-4722

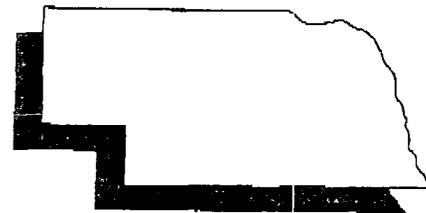
NEBRASKA

CHAIR

Ms. KATHY B. MOORE
Voices for Children
7521 Main Street, Suite 103
Omaha, NE 68127
OFFICE: 1-402-597-3100
HOME: 1-402-330-5126
FAX: 1-402-597-2705
EMAIL: Voices@uswest.net

JJ SPECIALIST

Ms. MONICA MILES
Nebraska Crime Commission
P.O. Box 94946
Lincoln, NE 68509
OFFICE: 1-402-471-3998
FAX: 1-402-471-2837
EMAIL: mmiles@crimecom.state.ne.us



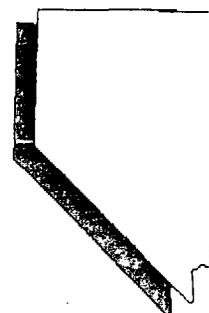
NEVADA

CHAIR

Ms. KATHRYN LANDRETH
Nevada State Juvenile Justice
Commission
3108 Plaza de Ernesto
Las Vegas, NV 89102
OFFICE: 1-775-687-3987
FAX: 1-775-687-3989
EMAIL: edwinnabivens@aol.com

JJ SPECIALIST

MR. LARRY CARTER
Nevada State Juvenile Justice
Commission
400 W. King Street, Suite 230
Carson City, NV 89701
OFFICE: 1-775-687-3981
FAX: 1-775-687-3989
EMAIL: lcarter@govmail.state.nv.us



SAG CHAIRS & JJ SPECIALISTS

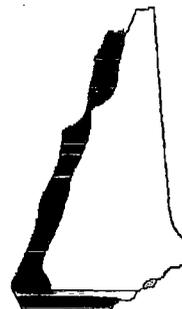
NEW HAMPSHIRE

CHAIR

MR. GLENN QUINNEY
1228 Elm Street, 2nd Floor
Manchester, NH 03101
OFFICE: 1-603-668-4111
FAX: 1-603-622-4134
EMAIL: quinneyg@mhcgm.org

JJ SPECIALIST

MS. PAM SULLIVAN
DCYF
129 Pleasant Street
Concord, NH 03301
OFFICE: 1-603-271-4724
FAX: 1-603-271-4729
EMAIL: psullivan@dhhs.state.nh.us



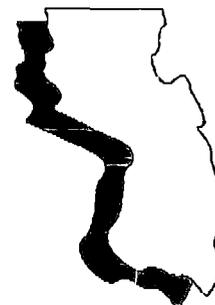
NEW JERSEY

CHAIR

JUDGE B. THOMAS LEAHY
16 Constitution Way
Basking Ridge, NJ 07920
OFFICE: 1-609-278-7132 (MONDAYS
AND TUESDAYS ONLY)
HOME: 1-908-306-0902
FAX: 1-908-306-1525
EMAIL: bthomasleahy@aol.com

JJ SPECIALIST

MR. MARK J. FERRANTE
Office of Program Development
and Prevention
840 Bear Tavern Rd., P.O. Box 107
W. Trenton, NJ 08625-0107
OFFICE: 1-609-530-5203
FAX: 1-609-530-3465
EMAIL: jjaferr@smtp.lps.state.nj.us



NEW MEXICO

CHAIR

MR. WOOD ARNOLD
Juvenile Justice Advisory Committee
Children, Youth and Families Dept.
335 Brownell-Howland Road
Santa Fe, NM 87501
OFFICE: 1-505-988-5312
FAX: 1-505-820-0952
EMAIL: Warnold@uswest.net

JJ SPECIALIST

MR. RICHARD LINDAHL
New Mexico Children, Youth
and Family Department
P.O. Box 5160
Santa Fe, NM 87502-5160
OFFICE: 1-505-827-7625
FAX: 1-505-476-0225
EMAIL: rglindahl@cyfd.state.nm.us

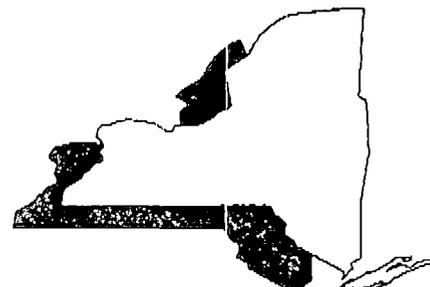


NEW YORK

CHAIR
VACANT

JJ SPECIALIST

MS. LAURIE F. STEIN
NYS Division of Criminal
Justice Services
4 Tower Place
Albany, NY 12203
OFFICE: 1-518-457-6892
HOME: 1-518-765-5657
FAX: 1-518-485-0909



SAG CHAIRS & JJ SPECIALISTS

NORTH CAROLINA

CHAIR

Ms. LINDA W. HAYES
Governor's Crime Commission
2065 Chicora Road
Dunn, NC 28334
OFFICE: 1-910-892-4469
HOME: 1-910-897-8074
FAX: 1-910-891-1198
EMAIL: lhayes1@mindspring.com

JJ SPECIALIST

Ms. DONNA ROBINSON
Governor's Crime Commission
1201 Front Street, Suite 200
Raleigh, NC 27609
OFFICE: 1-919-733-4564
FAX: 1-919-733-4625
EMAIL: Donna.Robinson@ncmail.net

JJ SPECIALIST

ROSHANNA S. PARKER
Governor's Crime Commission
1201 Front Street, Suite 200
Raleigh, NC 27609
OFFICE: 1-919-733-4564
FAX: 1-919-733-4625
EMAIL: Roshanna.Parker@ncmail.net

NORTH DAKOTA

CHAIR

MR. MARK A. JOHNSON
ND Association of Counties
P.O. Box 417
Bismarck, ND 58502-0417
OFFICE: 1-701-328-9800
HOME: 1-701-223-2095
FAX: 1-701-328-9808
EMAIL: mjohnson@ndaco.org

JJ SPECIALIST

MR. TERRY TRAYNOR
North Dakota Association of Counties
425 N. 5th Street
P.O. Box 417
Bismarck, ND 58502-0417
OFFICE: 1-701-328-9800
FAX: 1-701-328-9808
EMAIL: ttraynor@ndaco.org

JJ SPECIALIST

MS. LISA JAHNER
ND Association of Counties
P.O. Box 417
Bismarck, ND 58502-0417
OFFICE: 1-701-328-9800
FAX: 1-701-328-9808
EMAIL: ljahner@ndaco.org

OHIO

CHAIR VACANT

JJ SPECIALIST

Ms. KRISTI MASON
Office of Criminal Justice Services
400 East Town Street
Suite 300
Columbus, OH 43215-4242
OFFICE: 1-614-644-7738
FAX: 1-614-466-0308
EMAIL: Mason@ocjs.state.oh.us

JJ SPECIALIST

MR. DONALD PETIT
Office of Criminal Justice Services
400 East Town Street
Suite 300
Columbus, OH 43215
OFFICE: 1-614-466-0276
FAX: 1-614-466-5061
EMAIL: petit@ocjs.state.oh.us

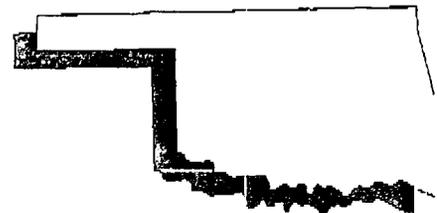
OKLAHOMA

CHAIR

MR. MIKE JESTES
Oklahoma Family Policy Council
3812 N. Santa Fe
Oklahoma City, OK 73126-8812
OFFICE: 1-405-530-2853
HOME: 1-405-771-4444
FAX: 1-405-530-2913
EMAIL: JestesML@aol.com

JJ SPECIALIST

MS. LISA L. SMITH
Office of Juvenile Affairs
P.O. Box 268812
Oklahoma City, OK 73126-8812
OFFICE: 1-405-530-2914
FAX: 1-405-530-2913
EMAIL: lissmi@oja.state.ok.us



SAG CHAIRS & JJ SPECIALISTS

OREGON

CHAIR
MR. MICHAEL M. WARE
Out Front House, Inc.
P.O. Box 14336
Portland, OR 97293
OFFICE: 1-503-232-7644
FAX: 1-503-231-9015
EMAIL: michael_ware
@class.oregonvos.net

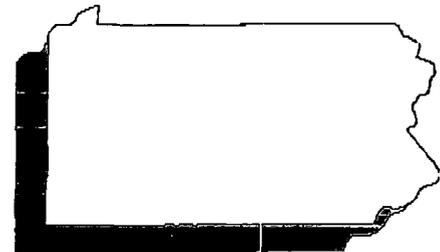
JJ SPECIALIST
Ms. LANA HOLMAN
Oregon Criminal Justice Commission
Juvenile Crime Prevention
1225 Ferry Street, SE
Salem, OR 97301-4283
OFFICE: 1-503-378-5929 x402
FAX: 1-503-378-5927
EMAIL: lana.j.holman@state.or.us



PENNSYLVANIA

CHAIR
DR. RONALD SHARP
Alternative Rehabilitation
Communities, Inc.
2743 North Front Street, P.O. Box 2131
Harrisburg, PA 17105
OFFICE: 1-717-238-7101
FAX: 1-717-238-6392
EMAIL: rsharp@aol.com

JJ SPECIALIST
Ms. RUTH WILLIAMS
Commission on Crime
and Delinquency
P.O. Box 1167
Harrisburg, PA 17108
OFFICE: 1-717-787-8559
FAX: 1-717-772-0551
EMAIL: ruwilliams@state.pa.us



PUERTO RICO

CHAIR
VACANT

JJ SPECIALIST
MRS. LISSA M. CABASSA GARCIA
Office of Youth Affairs
252 San Jose Street
San Juan, PR 00901
OFFICE: 1-787-725-8920 x111
HOME: 1-787-627-6941
FAX: 1-787-722-8615
EMAIL: lcabassa@oj.prstar.net



RHODE ISLAND

CHAIR
BROTHER BRENDAN GERRITY
Ocean Tides
635 Ocean Road
Narragansett, RI 02882
OFFICE: 1-401-789-1016
FAX: 1-401-788-0924

JJ SPECIALIST
Ms. ELIZABETH GILHEENEY
Governor's Justice Commission
One Capital Hill
Fourth Floor
Providence, RI 02908-5803
OFFICE: 1-401-222-4493
FAX: 1-401-222-1294
EMAIL: lize@gw.doa.state.ri.us



SAG CHAIRS & JJ SPECIALISTS

SOUTH CAROLINA

CHAIR

MR. HARRY DAVIS
1601 Richland Street
Columbia, SC 29201
OFFICE: 1-803-252-8500
HOME: 1-803-252-1961
FAX: 1-803-252-5001

JJ SPECIALIST

MS. LAURA WHITLOCK
SC Department of Public Safety
5400 Broad River Road, Modular 16
Columbia, SC 29212
OFFICE: 1-803-896-8713
FAX: 1-803-896-8393
EMAIL: whitlock_laurad@
scdps.state.sc.us



SOUTH DAKOTA

CHAIR

MR. MARK SMITH
104 E. Capitol
Pierre, SD 57501
OFFICE: 1-605-773-7462
FAX: 1-605-773-7460

JJ SPECIALIST

MR. BILL GALLAGHER
South Dakota Association of County
Councils
306 East Capitol Ave, Suite 10
Pierre, SD 57501
OFFICE: 1-605-224-4554
FAX: 1-605-224-4833
EMAIL: SDACCBG@aol.com

JJ SPECIALIST

MS. JODI HEATH
Department of Corrections
3200 East Highway 34
c/o 500 East Capitol Avenue
Pierre, SD 57501-5070
OFFICE: 1-605-773-3478
FAX: 1-605-773-3194

TENNESSEE

CHAIR

MS. BETTY CANNON
3001 Melody Lane
Nashville, TN 37214
OFFICE: 1-615-883-7295
FAX: 1-615-883-8998

JJ SPECIALIST

MS. DEBRAH STAFFORD
TN Comm. on Children and Youth
Andrew Johnson Tower, 9th Floor
710 James Robertson Pkwy.
Nashville, TN 37243-0800
OFFICE: 1-615-741-2633
HOME: 1-615-371-9058
FAX: 1-615-741-5956
EMAIL: dstafford@mail.state.tn.us



TEXAS

CHAIR

MS. JANE A. WETZEL
4250 Westway Avenue
Dallas, TX 75205-3726
OFFICE: 1-214-521-7515
HOME: 1-214-521-7515
FAX: 1-214-521-0259

JJ SPECIALIST

MS. LETICIA PENA MARTINEZ
Office of the Governor
Criminal Justice Division, Box 12428
Austin, TX 78666
OFFICE: 1-512-463-1921
FAX: 1-512-475-2440
EMAIL: lmartinez@governor.state.tx.us

JJ SPECIALIST

MR. GLENN BROOKS
Office of the Governor
Criminal Justice Division
1100 San Jacinto
Austin, TX 78701
OFFICE: 1-512-463-1944
FAX: 1-512-475-2440
EMAIL: gbrooks@governor.state.tx.us

AIDA Clients

*Indian Nation Governments,
Agencies & Programs*

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Programs*

State Agencies & Programs

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Organizations*

Colleges & Universities



American Indian Development Associates

2401 12th St NW, Suite 212
Albuquerque, NM 87104

Telephone (505) 842-1122
Fax (505) 842-9652
Email: aidainc@flash.net

American Indian Development Associates
2401 12th St. NW, Suite 212
Albuquerque, NM 87104



AMERICAN
INDIAN
DEVELOPMENT
ASSOCIATES



*Supporting Tribal Self
Determination Through
Justice, Health and
Community Development*



AMERICAN INDIAN DEVELOPMENT ASSOCIATES

Since 1989, the American Indian Development Associates (AIDA) has been an important resource for Indian tribes. The AIDA provides consulting, training and technical assistance to Indian Nations and tribal programs. The AIDA is a 100% American Indian owned small business.

STAFF

The AIDA employs staff & associates with expertise in children, youth & families justice systems, community involvement & mobilization, criminal justice, cultural diversity, indigenous justice, juvenile rights & protections, program evaluation, program development, public administration, public policy & legislation, social justice research & tribal youth development, mentoring & leadership.

MISSION

The AIDA mission is to build the capacity of Indian Nations to address Indian crime, delinquency, violence, and victimization issues and problems by assisting them to develop comprehensive, system-wide responses to these problems in their communities.



GOAL

The goal of AIDA is to provide training and technical assistance to Indian Nations by building upon the strengths of their community institutions and culture and their tribal knowledge, skills, and abilities.

CURRENT AIDA SERVICES

Tribal Court Development

- Probation Systems
- Design & Implementation of Court Management Systems
- Indigenous Justice & Restorative Justice Systems

Youth & Wellness

- Early Intervention & Secondary Prevention Programs
- Juvenile Justice Planning
- Child Advocacy & Protection Teams

Community Development

- Community Mobilization & Social Marketing Strategies for Social Programs
- Public Policy Development

Training & Technical Assistance

- Cultural Diversity
 - Focus Groups/Qualitative Data Collection
 - Needs Assessments
 - Case Management & Classification Systems
 - Conference Design & Management
-

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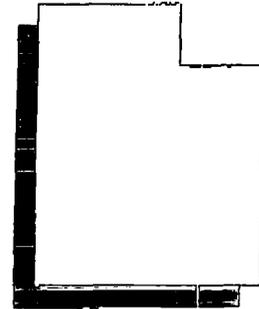
UTAH

CHAIR

MR. GARY K. DALTON
Salt Lake County Criminal
Justice Services
431 South - 300 East, Suite 400
Salt Lake City, UT 84111
OFFICE: 1-801-799-8414
FAX: 1-801-799-8430
EMAIL: gdalton@co.sl.c.ut.us

JJ SPECIALIST

Ms. SUSAN BURKE
Commission on Criminal
and Juvenile Justice
101 State Capital
Salt Lake City, UT 84114
OFFICE: 1-801-538-1921
FAX: 1-801-538-1024
EMAIL: sburke@gov.state.ut.us



VERMONT

CHAIR

MR. RICK GEISEL
NFI/Turning Points
P.O. Box 728
Newport, VT 05815
OFFICE: 1-802-334-7578
FAX: 1-802-334-7751
EMAIL: dolgeis@together.net

JJ SPECIALIST

Ms. RENEE KIEVIT-KYLAR
Agency of Human Services
Planning Division
103 South Main Street
Waterbury, VT 05671-0203
OFFICE: 1-802-241-2953
FAX: 1-802-241-4461
EMAIL: reneekk@wpgate1.ahs.state.vt.us



VIRGIN ISLANDS

CHAIR

Ms. JANE D. CHRISTIANSEN
Women's Coalition of St. Croix
c/o Ms. Clema Lewis
P.O. Box 2734
Christiansted, VI 00820
OFFICE: 1-340-773-9272
FAX: 1-340-773-9062
EMAIL: wscsctx@worldnet.att.net

JJ SPECIALIST

MR. FLEMON J. LEWIS
Law Enforcement Planning Commission
8172 Subbase
Suite 3
St. Thomas, VI 00802
OFFICE: 1-340-774-6400
FAX: 1-340-776-3317
EMAIL: flemonlewis@usa.net



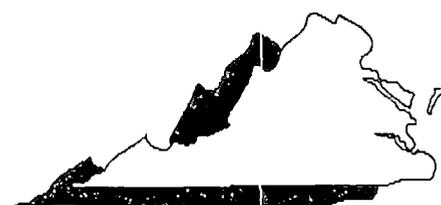
VIRGINIA

CHAIR

Ms. COLLEEN KILLILEA
460 McLaws Circle
Suite 220
Williamsburg, VA 23185
OFFICE: 1-757-259-5740
FAX: 1-757-259-5717
EMAIL: ckillilea@jbulk.com

JJ SPECIALIST

Ms. MARION R. KELLY
Department of Criminal Justice Services
805 East Broad Street
10th Floor
Richmond, VA 23214
OFFICE: 1-804-225-4072
FAX: 1-804-371-8981
EMAIL: mkelly@dcjs.state.va.us



SAG CHAIRS & JJ SPECIALISTS

WASHINGTON

CHAIR

Ms. MARILEE ROLOFF
Volunteers of America of Spokane
525 West Second Avenue
Spokane, WA 99204
OFFICE: 1-509-624-2378
FAX: 1-509-624-2275

JJ SPECIALIST

Ms. ROSALIE MCHALE
Governor's JJ Advisory Committee
Office of Juvenile Justice
P.O. Box 45203
Olympia, WA 98504-5203
OFFICE: 1-360-407-0148
FAX: 1-360-407-0152
EMAIL: mchalra@dshs.wa.gov



WEST VIRGINIA

CHAIR

MR. SHAWN CADE
Oasis Behavioral Health Systems
PO Box 219
Barboursville, WV 25504-0219
OFFICE: 1-304-733-3331
FAX: 1-304-733-3334
EMAIL: scademam@aol.com

JJ SPECIALIST

Ms. ANGELA D. SAUNDERS
Division of Criminal Justice Services
1204 Kanawha Blvd., East
Charleston, WV 25301
OFFICE: 1-304-558-8814 x220
FAX: 1-304-558-0391
EMAIL: asaunders@wvdcjs.org

JJ SPECIALIST

MR. JASON CARLSON
Division of Criminal Justice Services
1204 Kanawha Blvd., East
Charleston, WV 25301
OFFICE: 1-304-558-8814 x223
FAX: 1-304-558-0391
EMAIL: jcarlson@wvdcjs.org

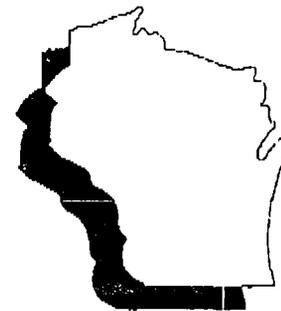
WISCONSIN

CHAIR

Ms. KATHY M. ARTHUR
Clearview Home
PO Box 180198
Delafield, WI 53018
OFFICE: 1-414-646-336 x225
HOME: 1-414-245-5115
FAX: 1-414-245-5988

JJ SPECIALIST

Ms. KERRIE KANER
Office of Justice Assistance
131 West Wilson Street
Suite 202
Madison, WI 53702-0001
OFFICE: 1-608-266-7639
FAX: 1-608-266-6676
EMAIL: kerrie.kaner@oja.stat.wi.us



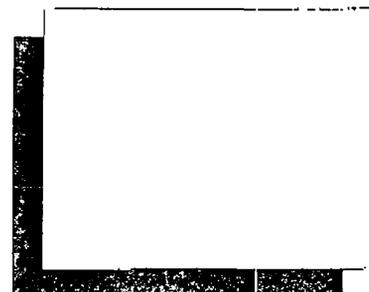
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CHAIR

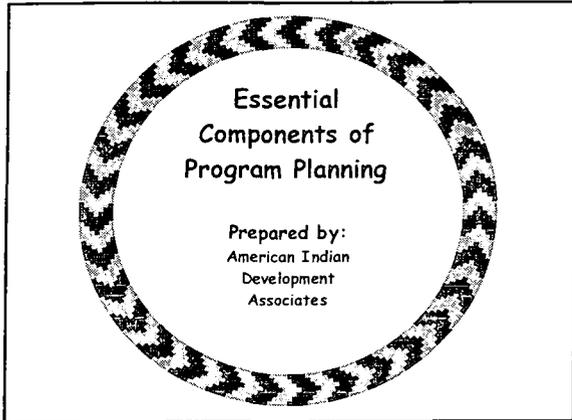
Ms. VAL SEIDEL
Frontier Correctional Systems
P.O. Box 693
Cheyenne, WY 82003
OFFICE: 1-307-632-9069
FAX: 1-307-778-3981
EMAIL: vseidel@fcs-inc.net

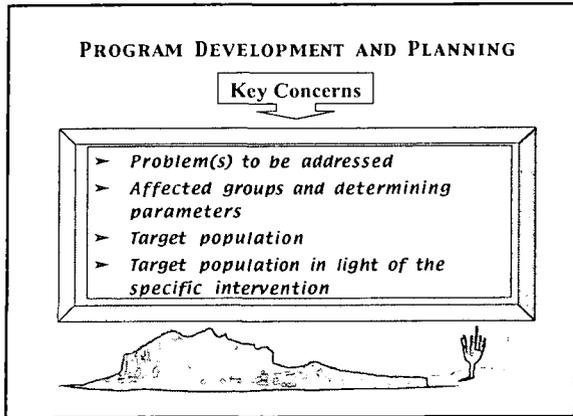
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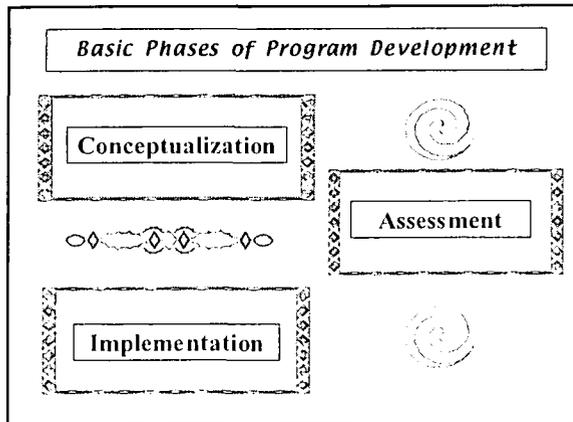
Ms. LYNN HAGERT
Department of Family Services
2300 Capitol Avenue
Hathaway Building
3rd Floor
Cheyenne, WY 82002
OFFICE: 1-307-777-6994



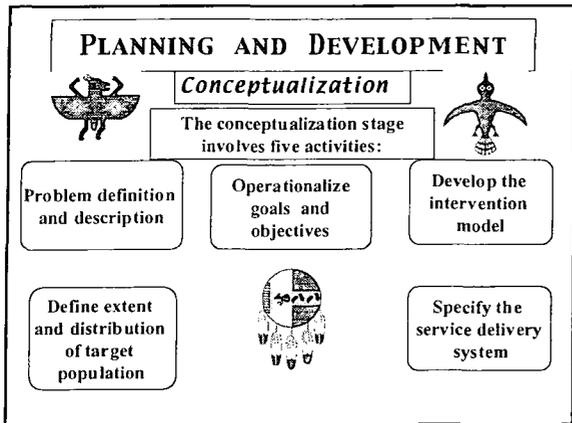
Essential Components of Program Planning

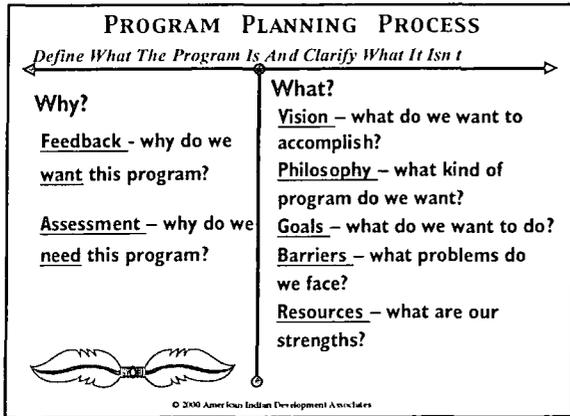


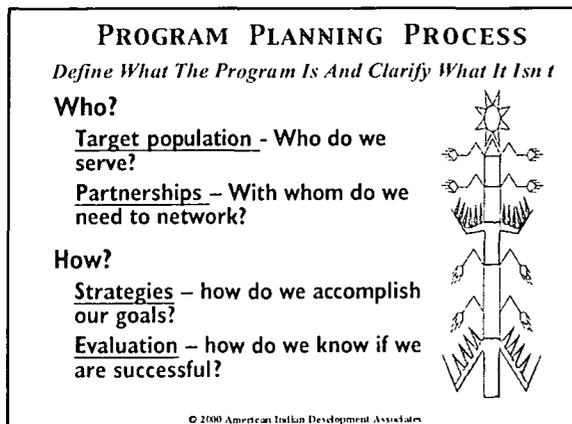




Essential Components of Program Planning







Essential Components of Program Planning

PROGRAM PLANNING PROCESS
Define What The Program Is And Clarify What It Isn't

Where?
Service area – where are we going to provide services?
Accessibility– where will our program be located?

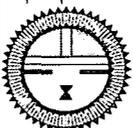
When?
Intensity – when will we provide services?
Duration – when will we begin and end our services?



PLANNING AND DEVELOPMENT

Conceptualization: Problem Definition and Description

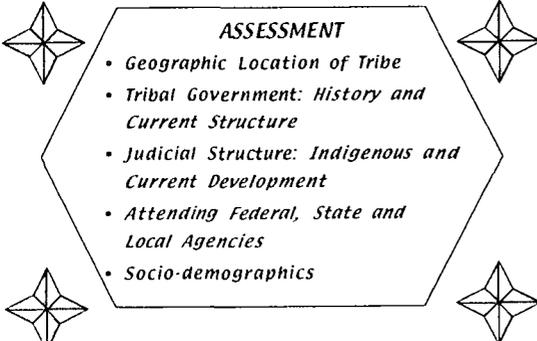
- ✦ Think about the problem; know the facts and what they mean.
- ✦ Delineate the boundaries of the problem.
- ✦ Develop a fact base using community profiles or needs assessments.



DEVELOPMENT OF A COMMUNITY PROFILE

ASSESSMENT

- Geographic Location of Tribe
- Tribal Government: History and Current Structure
- Judicial Structure: Indigenous and Current Development
- Attending Federal, State and Local Agencies
- Socio-demographics



Essential Components of Program Planning

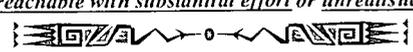


CHART OUT W'S & H

WHO	WHY
WHERE	WHEN
WHAT	HOW



CONDUCT RESOURCE ANALYSIS
To understand what you need for program implementation and to know what is doable, reachable, reachable with substantial effort or unrealistic!



Resource Analysis Chart

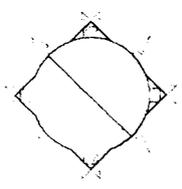
The forces you influence or control	Forces working for you
New forces you can bring	Forces working against you

Adapted from Rowmac, Inc.

CRITERIA ANALYSIS

Criteria	A	U	Q
Time			3
People Power	3		
Control	3		
Energy	3		
Skill	3		
Politics			3
Risk			3
Success	3		
Funding		3	
Legitimate	3		

- * A - Attainable
- * U - Unattainable
- * Q - Questionable



Adapted from Rowmac, Inc.

Essential Components of Program Planning

IMPLEMENTATION: *THE STRATEGIC GAME PLAN*

Implementation Strategies

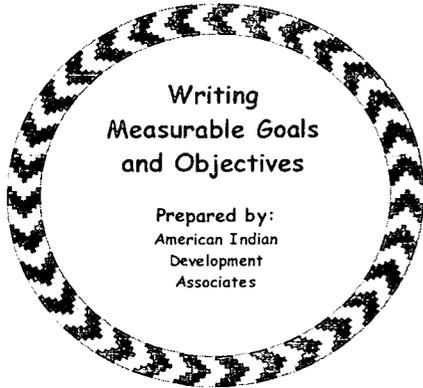
Identify Different Ways To Implement Your Program Or Project

- How could you implement the program?
- What type of resources would you need?
- What will be your primary method of implementation?
- What if Plan A doesn't work?
- What are Plan B, C, D, . . . Z?



Writing Measurable Goals and Objectives

Prepared by:
American Indian
Development
Associates



PROGRAM GOALS AND OBJECTIVES

A Goal Is:

A dream with a deadline!

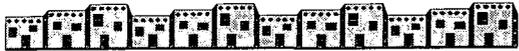
Goals describe some future condition we hope to achieve within the program period.



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Essential Components of Program Planning

PROGRAM GOALS AND OBJECTIVES



*An Objective is:
A clear statement of the steps
necessary to reach a goal!*



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ELEMENTS OF A GOAL STATEMENT

Every goal statement needs a:

- *Verb*
- *Subject*
- *Adverbs and Adjectives*
- *Timeline*



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PROGRAM GOALS AND OBJECTIVES

PREPARE GOAL STATEMENT(S)

-  After identifying the why, what, how, who, where, and when—use this information to construct your goal statement.
-  The goal statement should represent agreement among stakeholders about the program or project purposes.

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Essential Components of Program Planning

PROGRAM OBJECTIVES ADDRESS:



- A Audience—who is the focus, e.g., the client, the program
- B Behavior—what we want the client to be able to do or know
- C Circumstances—the conditions under which behavior or knowledge will change
- D Degree—the level of change expected within the given timeframe

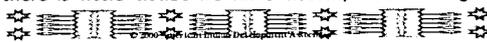
Objectives address the who, what, how, and when of program implementation.

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PROGRAM OBJECTIVES ARE:

- S Specific—objectives should be detailed and focused so everyone knows what is expected.
- M Measurable—outcomes that can be measured so we know when we have succeeded.
- A Action oriented—objectives should specify how change will occur using action words.
- R Realistic—objectives reflect the realities of the program, the clients and the community.
- T Time oriented—objectives should include a specific timeframe for completion.

Objectives should be SMART, so there is little doubt we have accomplished our goal!



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DIFFERENCES BETWEEN GOALS AND OBJECTIVES

- Goals are broad; objectives are specific.
- Goals are general intentions; objectives are precise.
- Goals are intangible; objectives are tangible.
- Goals are abstract; objectives are concrete
- Goals can't be measured as is; objectives can be measured.




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Essential Components of Program Planning

WRITING OBJECTIVES IS IMPORTANT BECAUSE:

- Objectives provide a plan for the program materials you must develop.
- Objectives provide a focus for developing the program strategy.
- Objectives provide the foundation for assessing the clients knowledge, skills, or performance.
- Objectives provide criteria for measuring the effectiveness of the program.
- Objectives help direct the clients attention to what will be expected of him/her.



GENERATE ACTIVITIES AND TASK LISTS

Brainstorm with all the stakeholders and list all the things you need to do to get the program operational or to get the project done.

During brainstorming do not discuss the points— just list them. There will be time for discussion later.

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WORK PLAN AND TIMELINES

A work plan identifies:

- When**—various performance measures occur through charting of goals, objectives, tasks and activities.
- Who**—roles and responsibilities of stakeholders,
 - Primary responsibilities for program or project implementation, e.g. employees
 - Secondary or supportive roles and responsibilities, e.g. advisory board
- Linkages**—of results and outcomes to stated goals and objectives.



Essential Components of Program Planning

 **WORK PLAN EXAMPLE**

Goal	Objectives	By whom	Timeframe	Results or Outcomes
Decrease FY 99 case backlog of 23 by 40% each quarter	Schedule all backlogged cases during 1 st Quarter	Court Clerk	3 mo. EDOP	Backlog schedule.
	Conduct 7-8 cases per quarter	Judge and Court Clerk	9 mos. EDOP	Backlog vanishes! Happy clients!
Respond to clients within one week of a case referral.	Conduct intake 3 interviews per week	Intake Officer	Ongoing	Standardized intake process
	Prioritize referrals	Probation Officer		Consistent priority method
Develop case plans that meet the needs of clients within 4 weeks of referral.	Design case plans	Probation Officer	Ongoing	Specialized case plans
	Delivery services by 4 th week of court referral.	Probation officer		Consistent service delivery to clients

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 **LINKAGE OF PROGRAM PLAN TO PROGRAM GUIDELINES**

<i>Philosophies Vision Mission</i>	<i>Policies</i>	<i>Very Little Change</i>
<i>Goal and Objectives</i>	<i>Procedures</i>	<i>Little Change; More Discretion</i>
<i>Tasks and Activities</i>	<i>Protocols</i>	<i>Change is as needed, Flexible, Lots of discretion</i>

Steps To Effective Planning

Reflection and Projection

- Why – vision/mission
- What – goals/objectives
- How – strategies/evaluation

Attainment and Sustainment

- Who – partners/population
- Where – scope/accessibility
- When – intensity/duration

Essential Components of Program Planning

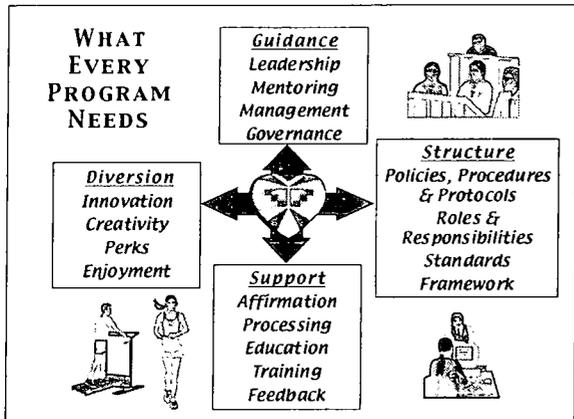
STEPS TO EFFECTIVE PLANNING

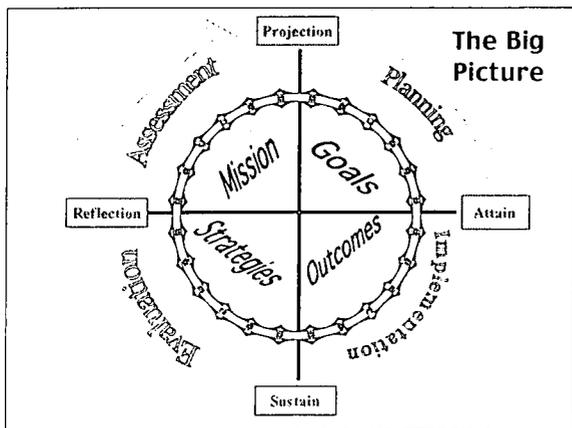
Barriers to effective planning

- Lack of relevant information
- Lack of clear goals
- Lack of clearly defined roles and responsibilities
- Lack of support for the planning process

Ways to improve success

- Clear consistent goals
- Written policies and protocols
- Forming, storming, norming and performing





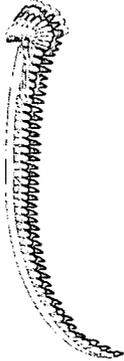
Essential Components of Program Planning



Eco-Mapping Objectives:

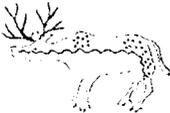
- ¥ Identify and understand who in their community they do, don't or should work with
- ¥ How to begin to develop an interagency network of services and support
- ¥ Provide an understanding of how each agency has different needs and resources

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After the Eco-Mapping Activity:

- ☞ Identify positive community working relationships and resources that can be tapped into
- ☞ Identify different roles for each agency
- ☞ Identify collaboration challenges each agency may face
- ☞ Identify some ways to promote effective networking



Essential Components of Program Planning

Eco-Mapping Instructions

1. Brainstorm: Who should be included on the map?
Make a list
2. Draw the community map on the paper provided
3. Draw connecting lines between each system as follows:

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Relationships:

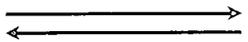
Strong or positive working relationships

.....
Weak or tenuous working relationship

~~~~~  
Stressful working relationship

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Poorly defined relationship

Arrows to indicate the direction of the flow of services or energy



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### Questions:

- ¥ What does this map tell you about your agency and its relationship to other services or groups in the community?
- ¥ Who are the services you can rely on when you need them?
- ¥ Are there services that need your help?
- ¥ Are there places where you might want to build a stronger relationship?

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# Essential Components of Program Planning

## Questions for Thought



What did you see?

What did you hear?

What did you feel?

Consider how we can incorporate  
this activity into the planning  
process

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# START-UP PROFILE AND BASELINE DATA FOR TRIBAL YOUTH PROGRAM (TYP)

If you have any questions about completing this data collection instrument (DCI), please call American Indian Development Associates at: (505) 842-1122.

These questions will provide baseline information for your program. Today's date: \_\_\_\_\_

Name of individual providing information: \_\_\_\_\_ Position or title: \_\_\_\_\_

1. Name of TYP: \_\_\_\_\_

Mailing address for TYP: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP Code: \_\_\_\_\_ Phone: \_\_\_\_\_ FAX: \_\_\_\_\_

E-mail address: \_\_\_\_\_

## Tribal Youth Program (TYP) Profile

2. Which of the following are the objectives of this tribal youth program (TYP)? (Check ALL that apply)

\_\_\_\_\_ Reduce, control, and prevent crime and delinquency both by and against tribal youth.<sup>2</sup>

\_\_\_\_\_ Improve tribal juvenile justice systems.<sup>1</sup>

\_\_\_\_\_ Provide interventions for court-involved tribal youth.<sup>3</sup>

\_\_\_\_\_ Provide prevention programs focusing on alcohol and drugs.<sup>4</sup>

3. When did this tribal youth program begin providing the above mentioned kinds of services to juveniles?

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
mm/dd/yy

4. What was the total number of staff in your agency for calendar year (CY) 2000 (including all full and part-time staff)? \_\_\_\_\_

5. How many staff did you employ to provide TYP services in CY 2000? \_\_\_\_\_

6. How many of these TYP staff were full time staff in CY 2000? \_\_\_\_\_

7. How many of these TYP staff were part-time staff in CY 2000? \_\_\_\_\_

8. How many of these TYP staff devote part of their workweek to other programs? \_\_\_\_\_

1. Elements relevant to this objective include indigenous justice; training for juvenile court personnel, including judges and prosecutors; intake assessments; model tribal juvenile codes; advocacy programs; gender-specific programming; probation services; and aftercare programs.

2. Elements relative to this objective include community needs assessments, risk factor identification, family strengthening, truancy reduction, dropout prevention, parenting, anti-gang education, conflict resolution, child abuse prevention, gang reduction strategies, youth gun violence reduction, and juvenile sex offender services.

3. Elements relevant to this objective include graduated sanctions, restitution, diversion, home detention, foster and shelter care, community service, improved aftercare services, mental health services interventions (e.g., crisis intervention, screenings, counseling for suicidal behavior), and mentoring.

4. Elements relevant to this objective include case management, alcohol and drug education, drug testing, substance abuse counseling for juveniles and families, services for co-occurring substance abuse disorders, and training for treatment professionals.

9. What percentage of time for TYP staff who support more than one program is dedicated to the TYP? \_\_\_\_\_
10. What is the minimum educational level required for TYP staff? 1 = HS diploma or GED  
2 = Bachelor's degree  
3 = Master's degree
11. How many TYP staff have some type of certification (such as: LISW (Licensed Social Worker), CADC (Certified Alcohol and Drug Counselor, etc.)? \_\_\_\_\_

12. As a result of this grant, does this TYP plan to add more staff? If yes, how many staff and what kind of staff?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

13. In addition to the academic training that staff receive, is there a training plan for staff? If yes, describe briefly:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

14. Please list the type of training your TYP staff has received and check the criteria that applies.

| Training Event | Duration<br>(8 hrs, 16 hrs, etc.) | Mandatory |    | Location<br>Onsite/Offsite | Certification (CEUs, etc.) |
|----------------|-----------------------------------|-----------|----|----------------------------|----------------------------|
|                |                                   | Yes       | No |                            |                            |
|                |                                   |           |    |                            |                            |
|                |                                   |           |    |                            |                            |

15. Please provide a copy of your curriculum/training plan.

**Budget Information**

16. What is your TYP budget? \$ \_\_\_\_\_
17. What was your recurring annual budget for CY 2000 before you received the TYP grant? \$ \_\_\_\_\_

18. Please list all sources of funding during CY 2000 (including grants, client fees):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

19. How much of that funding was non-recurring money? (temporary, limited for specific things/time frames)? \$ \_\_\_\_\_

20. How much will your recurring annual funding increase as a result of the TYP grant? \$ \_\_\_\_\_

21. Are clients required to pay for the services they receive? 1 = yes

2 = no

22. If clients do pay for services, what is the protocol for payment? 1 = Fixed fees

2 = Sliding scale  
(depending on income  
of youth and/or his  
family)

3 = Other, please explain:  
\_\_\_\_\_

23. Did the payment protocol change as a result of the TYP grant? 1 = yes

2 = no

24. If yes, how did the payment protocol change?

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**Service Protocol**

25. What types of services does your TYP provide?

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26. What is the primary method for providing these services?

1 = Individual sessions

2 = Group sessions

3 = Other, what?  
\_\_\_\_\_

27. In what ways do you include Indian culture in the services your TYP provides?

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28. To what extent is Indian culture included in the sessions?

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29. Are all of these services provided on the grounds of this tribal youth program or are some provided in other locations away from the office? Please describe as appropriate.

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30. When does this tribal youth program provide these services?  
(Check ALL that apply)

- 8 AM to 5 PM, Monday through Friday
- Evenings, Monday through Friday
- Saturdays from \_\_\_\_\_ to \_\_\_\_\_
- Sundays from \_\_\_\_\_ to \_\_\_\_\_
- Staff are on call for afterhours crisis intervention

31. Does this program use a crisis intervention hot line?

- 1 = yes
- 2 = no

32. As a result of the TYP grant, did this agency expand its hours of service? If yes, how?

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33. During CY 2000, how did this program make youth and their parents aware of the services it provides?  
(Check ALL that apply)

- Notices in newsletters or tribal newspapers
- Professionally-made posters
- Brochures (i.e., handouts)
- "Flyers" (i.e., usually single color, less professionally-made posters)
- Public service announcements on local radio station

34. Please provide copies of your program description(s) such as brochures or other informational materials.

35. Do you currently advertise or market this TYP? If not, please explain.

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36. How will you advertise or market the TYP in CY 2001?

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37. Please explain if there are no plans to advertise or market the TYP in CY 2001?

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38. With what agencies do you have formal relationships (MOA (memorandum of agreement) or MOU (memorandum of understanding) to provide and/or access services for your clients.

Agency:

Access or Services Provided:

|       |       |
|-------|-------|
| <hr/> | <hr/> |
| <hr/> | <hr/> |
| <hr/> | <hr/> |

39. With what agencies do you have informal relationships (MOA (memorandum of agreement) or MOU (memorandum of understanding) to provide and/or access services for your clients.

Agency:

Access or Services Provided:

|       |       |
|-------|-------|
| <hr/> | <hr/> |
| <hr/> | <hr/> |
| <hr/> | <hr/> |

40. Please describe the informal relationships you have with other agencies to provide and/or access services for your clients.

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**Program Evaluation**

41. Prior to receiving the TYP grant, in CY 2000, on a scale from 1 to 10, how successful do you think your agency was in providing services to youth in need?

Very poor 1 2 3 4 Medium 5 6 7 8 9 Superior 10

42. Briefly explain your rating:

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43. What is working well TODAY in your program in terms of results or impacts to the TYP?

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44. What is NOT working well TODAY in your program in terms of results or impacts to the TYP?

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45. How do you measure progress or improvements in your clients' situation?

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46. How are outcomes established for your clients?

- 1 = goals are established by agency staff
- 2 = goals are established by the client
- 3 = goals are reached by agreement between client and staff



47. Every program experiences problems in implementing its procedures. What were some problems or barriers you experienced in the TYP - in CY 2000?

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48. How do you plan to address these problems or barriers in CY 2001?

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49. Programs and agencies routinely evaluate how they are providing services. How does your agency evaluate itself?

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50. What kind of data does your TYP currently collect?

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51. What additional data would you like to collect?

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52. What do the data your TYP is currently collecting indicate about the quality of services your TYP is providing?

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53. At anytime in the past, has your program been formally evaluated (by an evaluator outside of your agency)?

- 1 = yes
- 2 = no
- 3 = unsure

54. If your program has been formally evaluated, please provide a copy of the most recent evaluation.

55. If not formally evaluated by others, has the TYP evaluated itself?

- 1 = yes
- 2 = no

56. If the TYP has evaluated itself, what were the results of that self-evaluation?

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57. Please provide a copy of that self-evaluation.

58. What is unique, innovative, or special about your TYP?

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59. Has your program been integrated into other programs? If yes, where and how?

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60. What aspects of this program do you think could be replicated in other tribal communities?

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61. Have any aspects of this TYP been replicated elsewhere? If yes, where?

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**Support from Other Agencies**

62. In what ways do other programs such as (schools, mental health programs, alcohol or drug treatment programs, group homes, shelters, tribal and or local police, tribal or local courts, or others) support your program?

| Agency: | Support Provided: |
|---------|-------------------|
|         |                   |
|         |                   |
|         |                   |
|         |                   |
|         |                   |
|         |                   |
|         |                   |
|         |                   |
|         |                   |

**Restructuring Service Delivery/Institutionalizing New System**

63. Most TYPs are involved in changing their systems of service, such as juvenile code development, or designing new programs such as graduated sanctions or early intervention programs. What kinds of training or technical assistance has your TYP received from AIDA or others to help your TYP make these changes?

| TA Event | Provider | Duration | Location       | In use?      |
|----------|----------|----------|----------------|--------------|
|          |          |          | Onsite/Offsite | If not, why? |
|          |          |          |                |              |
|          |          |          |                |              |
|          |          |          |                |              |

**DATA COLLECTION INSTRUMENT  
FOR TRIBAL YOUTH PROGRAM (TYP)**

**QUARTERLY REPORT AND/OR END OF PROJECT DATA**

**If you have any questions about completing this data collection instrument (DCI), please call American Indian Development Associates at: (505) 842-1122.**

These questions will provide on-going information about your program. Today's date: \_\_\_\_\_

Name of individual providing information: \_\_\_\_\_ Position or title: \_\_\_\_\_

1. Name of TYP: \_\_\_\_\_

Mailing address for TYP: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP Code: \_\_\_\_\_ Phone: \_\_\_\_\_

FAX: E-mail address: \_\_\_\_\_

**Reporting Period**

2. For which quarter are you reporting? (check ONE)

\_\_\_\_ January 1st - March 31st

\_\_\_\_ April 1st - June 30th

\_\_\_\_ July 1st - September 30th

\_\_\_\_ October 1st - December 31st

**Tribal Youth Program (TYP) Profile**

3. Which of the following are the objectives of this tribal youth program (TYP)? (check ALL that apply)

\_\_\_\_ Improve tribal juvenile justice systems.<sup>1</sup>

\_\_\_\_ Reduce, control, and prevent crime and delinquency both by and against tribal youth.<sup>2</sup>

\_\_\_\_ Provide interventions for court-involved tribal youth.<sup>3</sup>

\_\_\_\_ Provide prevention programs focusing on alcohol and drugs.<sup>4</sup>

4. Did the objectives of this TYP change during the quarter about which you are reporting?

1) Yes

2) No

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<sup>1</sup>. Elements relevant to this objective include indigenous justice; training for juvenile court personnel, including judges and prosecutors; intake assessments; model tribal juvenile codes; advocacy programs; gender-specific programming; probation services; and aftercare programs.

<sup>2</sup>. Elements relative to this objective include community needs assessments, risk factor identification, family strengthening, truancy reduction, dropout prevention, parenting, anti-gang education, conflict resolution, child abuse prevention, gang reduction strategies, youth gun violence reduction, and juvenile sex offender services.

<sup>3</sup>. Elements relevant to this objective include graduated sanctions, restitution, diversion, home detention, foster and shelter care, community service, improved aftercare services, mental health services interventions (e.g., crisis intervention, screenings, counseling for suicidal behavior), and mentoring.

<sup>4</sup>. Elements relevant to this objective include case management, alcohol and drug education, drug testing, substance abuse counseling for juveniles and families, services for co-occurring substance abuse disorders, and training for treatment professionals.

*Quarterly and/or End of Project Data for TYP*

5. If the TYP's objectives did change, please explain how they changed and why they changed?

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6. Did this tribal youth program provide the above mentioned kinds of services to juveniles during the quarter about which you are reporting?

- 1) Yes
- 2) No

7. Did your staff change in any way during the quarter?

- 1) Yes
- 2) No (skip to question 15)

8. Did you add more staff or lose staff during the quarter? How many staff and what kind of staff?

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9. What was the total number of staff in your agency for the quarter about which you are reporting (including all full and part-time staff)?

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10. How many staff did you employ to provide TYP services for the quarter?

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11. How many of these TYP staff were full time staff during the quarter?

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12. How many of these TYP staff were part-time staff during the quarter?

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13. How many of these TYP staff devoted part of their workweek to other programs during the quarter?

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14. During the quarter, what percentage of time for TYP staff who support more than one program is dedicated to the TYP?

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15. Did the minimum educational level required for TYP staff change during the quarter?

- 1) Yes
- 2) No (skip to question 17)

16. If the minimum educational requirements did change during the quarter, please explain how the changed.

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17. Did the types of certification (such as: LISW (Licensed Social Worker), CADC (Certified Alcohol and Drug Counselor, etc.) change during the quarter?

- 1) Yes
- 2) No (skip to question 19)

18. If certifications did change during the quarter, how did they change?

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19. During the quarter, did you develop a training plan for staff? If yes, describe briefly:

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20. Please list the type of training your TYP staff received during the quarter and check the criteria that applies.

| Training Event | Duration<br>(8 hrs, 16 hrs, etc.) | Mandatory |    | Location<br>Onsite/Offsite | Certification<br>(CEUs, etc.) |
|----------------|-----------------------------------|-----------|----|----------------------------|-------------------------------|
|                |                                   | Yes       | No |                            |                               |
|                |                                   |           |    |                            |                               |
|                |                                   |           |    |                            |                               |
|                |                                   |           |    |                            |                               |

**Budget Information**

21. Did the budget for the TYP change during the quarter?

- 1) Yes
- 2) No (skip to question 23)

22. If the budget did change, in what way did it change?

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23. During the quarter, did the TYP's policy change regarding fees clients were required to pay for the services they receive?

- 1) Yes
- 2) No

24. The the policy on client's fees did change, how did they change?

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**Service Protocol**

25. Did the types of services your TYP provides change during the quarter?

- 1) Yes
- 2) No (skip to question 31)

26. If the types of services did change during the quarter, how did they change?

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27. What is the primary method for providing any new types of services?

- 1) Individual sessions
- 2) Group sessions
- 3) Other, what? \_\_\_\_\_

28. In what ways do you include Indian culture in these new services your TYP provides?

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29. To what extent is Indian culture included in these new types of services/sessions?

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30. For any new services, are they provided on the grounds of this tribal youth program or are some provided in other locations away from the office? Please describe as appropriate.

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31. Did the hours for providing services change during the quarter?

- 1) Yes
- 2) No (skip to question 33)

32. If the hours for providing services did change during the quarter, how did they change? Were hours added, shortened, etc.?

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33. Did this TYP establish a crisis intervention hot line during the quarter?

- 1) Yes
- 2) No

34. During the quarter, did this TYP utilize any of these methods for informing youth and their parents about the services the TYP provides? (check **ALL** that apply)

- Notices in newsletters or tribal newspapers
- Professionally-made posters
- Brochures (i.e., handouts)
- "Flyers" (i.e., usually single color, less professionally-made posters)
- Public service announcements on local radio station

35. Please provide copies of any new program description(s) such as brochures or other informational materials which were created during the quarter.

36. During the quarter, did the TYP advertise or market this TYP? If not, please explain.

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37. If the TYP has not advertised in the past, does it plan to advertise or market itself in the next quarter?

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38. During the quarter, with what agencies did you establish formal relationships (MOA (memorandum of agreement) or MOU (memorandum of understanding) to provide and/or access services for your clients.

Agency:

Access or Services Provided:

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |

39. During the quarter, with what agencies did you establish informal relationships (MOA (memorandum of agreement) or MOU (memorandum of understanding) to provide and/or access services for your clients.

Agency:

Access or Services Provided:

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |

40. Please describe any changes in the informal relationships you have with other agencies to provide and/or access services for your clients.

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**Program Evaluation**

41. On a scale from 1 to 10, how successful do you think your TYP was in providing services to youth in need during the quarter?

Very poor 1 2 3 4 Medium 5 6 7 8 9 Superior 10

42. Briefly explain your rating:

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43. What worked well during the quarter in your program in terms of results or impacts to the TYP?

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44. What did not work well during the quarter in your program in terms of results or impacts to the TYP?

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45. Did the TYP revise how it measures progress or improvements in your clients' situation?

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46. Every program experiences problems in implementing its procedures. What were some problems or barriers you experienced in the TYP during the quarter?

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48. How do you plan to address these problems or barriers in the next quarter?

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49. Programs and agencies routinely evaluate how they are providing services. Did your TYP revise how it evaluates itself during the quarter?

- 1) Yes
- 2) No

50. If your TYP did revise how it evaluates itself, how did it do so? For example, is the TYP collecting new or different data?

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51. Considering only the quarter, what do the data your TYP collected indicate about the quality of services your TYP provided?

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52. During the quarter, was the TYP formally evaluated (by an evaluator outside of your agency)?

- 1) Yes
- 2) No

53. If your program was formally evaluated, please provide a copy of that evaluation.

54. If not formally evaluated by others, did the TYP evaluate itself during the quarter?

- 1) Yes
- 2) No

55. If the TYP did evaluate itself during the quarter, what were the results of that self-evaluation?

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56. Please provide a copy of any self-evaluation accomplished during the quarter.

57. During the quarter, did the TYP create anything that is unique, innovative, or special?

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58. During the quarter, was your program been integrated into other programs? If yes, where and how?

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59. During the quarter, were any aspects of this TYP been replicated elsewhere? If yes, where?

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**Support from Other Agencies**

60. During the quarter, in what ways did other programs such as (schools, mental health programs, alcohol or drug treatment programs, group homes, shelters, tribal and or local police, tribal or local courts, or others) support the TYP?

| Agency: | Support Provided: |
|---------|-------------------|
|         |                   |
|         |                   |
|         |                   |
|         |                   |

**Restructuring Service Delivery/Institutionalizing New System**

61. Over time, most TYPs are involved in changing their systems of service, such as juvenile code development, or designing new programs such as graduated sanctions or early intervention programs. What kinds of training or technical assistance did your TYP receive from AIDA or others during the quarter to help your TYP make these changes?

| TA Event | Provider | Duration | Location<br>Onsite/Offsite | In use? If not, why? |
|----------|----------|----------|----------------------------|----------------------|
|          |          |          |                            |                      |
|          |          |          |                            |                      |
|          |          |          |                            |                      |

62. Did your TYP have any planning sessions with key stakeholders in the systems change or program design process during the quarter?

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63. Who attended these planning sessions?

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64. Was consensus reached on a direction?

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65. Were roles, activities, and timelines identified?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Client Characteristics and Services**

66. How many different juveniles received services from this TYP during the quarter? \_\_\_\_\_  
(Regardless of how many sessions people received count each client only once.)

67. Please fill in data in the eight (8) tables attached at the back of this questionnaire. Please complete one set (all eight (8) tables) for the services this TYP provided in during the quarter. Most TYPs will have minimal difficulty in providing these data.

As before, on each of the tables you will see the columns "Q" (meaning quarter) and "YTD" (meaning year-to-date). The quarters for which data are collected are the typical calendar quarters: January 1st - March 31st, April 1st - June 30th, July 1st - September 30th, and October 1st - December 31st. For a first quarter report the "Q" and "YTD" numbers will be the same. For the second quarter, the "Q" data will pertain to that second quarter and the "YTD" numbers will represent combined data from the first two quarters. For the third quarter, the "Q" data will pertain to the third quarter, and the "YTD" numbers will represent combined data from the three quarters. And for the fourth quarter, the "Q" data will pertain to the fourth quarter, and the "YTD" numbers will represent combined data for the whole (calendar) year.

Again, you will note in the tables the term "Roll-up Legend." This is merely a means for ensuring that individual numbers within the various tables add-up to a total, or that totals from one table are equal to a totals' number in one of the other tables. For example, in the table labeled Section 01, you will enter the number of youth referred to your TYP from addictions treatment programs (line 6), courts (line 7), and so on. The total of referrals you indicate on lines 6 through 23 should equal or "roll-up" to the total number of referrals you indicate on line 5 (the REFERRED BY line).

**End of Project**

68. Please answer this question only for your very last report. Staff within TYPs will undoubtedly learn many things during the life of a project. The things which those staff learn are typically called "lessons learned." If you could turn back the clock and start over, what would you do differently, and why? Or said another way, what lessons did you learn which would be important to share with others?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Thank you for providing this information!*

| Section 01 – Quantitative Client Information* |                                   |   |     |
|-----------------------------------------------|-----------------------------------|---|-----|
| Intake Information                            |                                   | Q | YTD |
| 1.                                            | INITIAL CONTACT:                  | 0 | 0   |
| 2.                                            | Telephone                         |   |     |
| 3.                                            | Walk-in                           |   |     |
| 4.                                            | Mail                              |   |     |
| 5.                                            | REFERRED BY:                      | 0 | 0   |
| 6.                                            | Addiction Treatment Program       |   |     |
| 7.                                            | Court                             |   |     |
| 8.                                            | Law Enforcement                   |   |     |
| 9.                                            | Educational Agency (School)       |   |     |
| 10.                                           | Employer (EAP)                    |   |     |
| 11.                                           | Faith Community                   |   |     |
| 12.                                           | Self-referral                     |   |     |
| 13.                                           | Individual, Parent or Relative    |   |     |
| 14.                                           | Juvenile Corrections or Detention |   |     |
| 15.                                           | Labor (Job Corps, etc.)           |   |     |
| 16.                                           | Medical Care Agency               |   |     |
| 17.                                           | Mental Health Agency              |   |     |
| 18.                                           | Outreach Program                  |   |     |
| 19.                                           | Probation                         |   |     |
| 20.                                           | Promotional (Mass Media)          |   |     |
| 21.                                           | Public Defender                   |   |     |
| 22.                                           | Social Service Agency             |   |     |
| 23.                                           | Other                             |   |     |

\*Different clients, count each individual only once.

Glossary of Terms: TYP = Tribal Youth Program; Q = Quarter; YTD = Year-to-date

Form completed by: \_\_\_\_\_ Reporting Period: \_\_\_\_\_ to \_\_\_\_\_

| Section 02 – Quantitative Client Information |                                              |   |     |
|----------------------------------------------|----------------------------------------------|---|-----|
| Intake Information                           |                                              | Q | YTD |
| 1.                                           | INTAKES BEGUN:                               |   |     |
| 2.                                           | Intakes completed*                           |   |     |
| 3.                                           | Re-Admits for Services                       |   |     |
| 4.                                           | RACE ETHNICITY:                              | 0 | 0   |
| 5.                                           | Alaskan Native (Specify Tribe)               |   |     |
| 6.                                           | American Indian (Specify Tribe for lower 48) |   |     |
| 7.                                           | Black                                        |   |     |
| 8.                                           | Hispanic                                     |   |     |
| 9.                                           | White                                        |   |     |
| 10.                                          | Asian Pacific Islander                       |   |     |
| 11.                                          | Other                                        |   |     |
| 12.                                          | GENDER                                       | 0 | 0   |
| 13.                                          | Male                                         |   |     |
| 14.                                          | Female                                       |   |     |
| 15.                                          | Pregnant/Post Partum                         |   |     |
| 16.                                          | Not Pregnant/Not Post Partum                 |   |     |
| 17.                                          | Unknown                                      |   |     |

\*Different clients, count each individual only once.

Glossary of Terms: TYP = Tribal Youth Program; Q = Quarter; YTD = Year-to-date

Form completed by: \_\_\_\_\_ Reporting Period: \_\_\_\_\_ to \_\_\_\_\_

| Section 03 – Quantitative Client Information |                              |   |     |
|----------------------------------------------|------------------------------|---|-----|
| Intake Information                           |                              | Q | YTD |
| 1.                                           | AGE:                         | 0 | 0   |
| 2.                                           | 7 years old                  |   |     |
| 3.                                           | 8 years old                  |   |     |
| 4.                                           | 9 years old                  |   |     |
| 5.                                           | 10 years old                 |   |     |
| 6.                                           | 11 years old                 |   |     |
| 7.                                           | 12 years old                 |   |     |
| 8.                                           | 13 years old                 |   |     |
| 9.                                           | 14 years old                 |   |     |
| 10.                                          | 15 years old                 |   |     |
| 11.                                          | 16 years old                 |   |     |
| 12.                                          | 17 years old                 |   |     |
| 13.                                          | 18 years old                 |   |     |
| 14.                                          | PRIMARY DRUG ABUSE PROFILE:  | 0 | 0   |
| 15.                                          | None                         |   |     |
| 16.                                          | Alcohol                      |   |     |
| 17.                                          | Cocaine                      |   |     |
| 18.                                          | Crack                        |   |     |
| 19.                                          | Marijuana/Hashish            |   |     |
| 20.                                          | Heroin                       |   |     |
| 21.                                          | Non-prescription Methadone   |   |     |
| 22.                                          | Other Opiates and Synthetics |   |     |
| 23.                                          | PCP                          |   |     |
| 24.                                          | Other Hallucinogens          |   |     |
| 25.                                          | Methamphetamine              |   |     |
| 26.                                          | Other Amphetamine            |   |     |
| 27.                                          | Other Stimulants             |   |     |
| 28.                                          | Benzodiazepine               |   |     |
| 29.                                          | Other Tranquilizers          |   |     |
| 30.                                          | Barbiturates                 |   |     |
| 31.                                          | Other Sedatives or Hypnotics |   |     |
| 32.                                          | Inhalants                    |   |     |
| 33.                                          | Over-the-Counter Drugs       |   |     |
| 34.                                          | Unknown                      |   |     |
| 35.                                          | Injecting Drug Users (IDUs)  |   |     |

\*Different clients, count each individual only once.

Glossary of Terms: TYP = Tribal Youth Program; Q = Quarter; YTD = Year-to-date

Form completed by: \_\_\_\_\_ Reporting Period: \_\_\_\_\_ to \_\_\_\_\_

| Section 04 – Quantitative Client Information |                                   |   |     |
|----------------------------------------------|-----------------------------------|---|-----|
| Intake Information                           |                                   | Q | YTD |
| 1.                                           | LIVING ARRANGEMENT                | 0 | 0   |
| 2.                                           | Independent (living on own)       |   |     |
| 3.                                           | Dependent (living with parents)   |   |     |
| 4.                                           | Homeless                          |   |     |
| 5.                                           | Public Housing                    |   |     |
| 5a.                                          | Unknown                           |   |     |
| 6.                                           | MAJOR SOURCE OF INCOME            | 0 | 0   |
| 7.                                           | None                              |   |     |
| 8.                                           | Parent's/Guardian's Wages/Salary  |   |     |
| 9.                                           | Youth's Wages/Salary              |   |     |
| 10.                                          | Public Assistance                 |   |     |
| 11.                                          | Illegal                           |   |     |
| 12.                                          | Disability                        |   |     |
| 13.                                          | Other                             |   |     |
| 14.                                          | PRE-ADJUDICATION PROBLEMS         |   |     |
| 15.                                          | Mental Disorder                   |   |     |
| 16.                                          | Disability                        |   |     |
| 17.                                          | HIV/AIDS                          |   |     |
| 18.                                          | Physical Disease                  |   |     |
| 19.                                          | CO-EXISTENCE WITH SUBSTANCE ABUSE |   |     |
| 20.                                          | Mental Disorder                   |   |     |
| 21.                                          | Disability                        |   |     |
| 22.                                          | HIV/AIDS                          |   |     |
| 23.                                          | Physical Disease                  |   |     |

\*Different clients, count each individual only once.

Glossary of Terms: TYP = Tribal Youth Program; Q = Quarter; YTD = Year-to-date

Form completed by: \_\_\_\_\_ Reporting Period: \_\_\_\_\_ to \_\_\_\_\_

| Section 05 – Quantitative Client Information |                                                                                      |   |     |
|----------------------------------------------|--------------------------------------------------------------------------------------|---|-----|
| Intake Information                           |                                                                                      | Q | YTD |
| 1.                                           | WAITING LIST                                                                         |   |     |
| 2.                                           | Average number of individuals waiting each day to enter the TYP                      |   |     |
| 3.                                           | Average number of individual's wait from first contact to entering the TYP for care. |   |     |

\*Different clients, count each individual only once.

Glossary of Terms: TYP = Tribal Youth Program; Q = Quarter; YTD = Year-to-date

Form completed by: \_\_\_\_\_ Reporting Period: \_\_\_\_\_ to \_\_\_\_\_

| Section 06 – Quantitative Client Information                         |     |     | Total TYP Clients |     |
|----------------------------------------------------------------------|-----|-----|-------------------|-----|
| SERVICES PROVIDED TO CLIENTS                                         | CAP | CEN | Q                 | YTD |
| 1. Total Youth Receiving Services                                    |     |     |                   |     |
| 2. Services Provided**                                               |     |     |                   |     |
| 3. Anger Management                                                  |     |     |                   |     |
| 4. Case Management                                                   |     |     |                   |     |
| 5. Court Advocacy                                                    |     |     |                   |     |
| 6. Crisis Intervention                                               |     |     |                   |     |
| 7. Employment Counseling                                             |     |     |                   |     |
| 8. Family Counseling                                                 |     |     |                   |     |
| 9. Family Planning                                                   |     |     |                   |     |
| 10. Foster Care                                                      |     |     |                   |     |
| 11. Gang Intervention                                                |     |     |                   |     |
| 12. Group Home                                                       |     |     |                   |     |
| 13. HIV/AIDS Counseling                                              |     |     |                   |     |
| 14. Mentoring                                                        |     |     |                   |     |
| 15. Parenting Classes                                                |     |     |                   |     |
| 16. Psychiatric Hospitalization                                      |     |     |                   |     |
| 17. Recreation                                                       |     |     |                   |     |
| 18. Reintegration                                                    |     |     |                   |     |
| 19. Sexual Abuse Counseling                                          |     |     |                   |     |
| 20. Drug Testing                                                     |     |     |                   |     |
| 21. Truancy Intervention                                             |     |     |                   |     |
| 22. Wilderness Excursion                                             |     |     |                   |     |
| 23. Other:                                                           |     |     |                   |     |
| 24. Other:                                                           |     |     |                   |     |
| 25. Other:                                                           |     |     |                   |     |
| 26. Modality of Providing Services*                                  |     |     |                   |     |
| 27. Individual Counseling (Western)                                  |     |     |                   |     |
| 28. Individual Counseling (Traditional)                              |     |     |                   |     |
| 29. Group Counseling (Western)                                       |     |     |                   |     |
| 30. Group Counseling (Traditional)                                   |     |     |                   |     |
| 31. CENSUS (Total Clients receiving services on last day of quarter) |     |     |                   |     |

\*Different clients count each individual only once.

\*\*Categorize by primary reason client sought services or was referred.

Glossary of Terms: TYP = Tribal Youth Program, Q = Quarter, YTD = Year-to-date,  
CAP = Capacity, CEN = Census NA = Not applicable to program

Form completed by: \_\_\_\_\_ Reporting Period: \_\_\_\_\_ to \_\_\_\_\_

| SECTION 07 QUANTITATIVE CLIENT INFORMATION* |         |             |    |    |        |    |     |    |              |             |    |    |        |    |     |    |
|---------------------------------------------|---------|-------------|----|----|--------|----|-----|----|--------------|-------------|----|----|--------|----|-----|----|
| SUMMARY STATUS REPORT                       | QUARTER |             |    |    |        |    |     |    | YEAR-TO-DATE |             |    |    |        |    |     |    |
|                                             | S       | Dropped Out |    |    |        |    |     | CS | S            | Dropped Out |    |    |        |    |     | CS |
|                                             |         | PR          | RE | IN | D<br>E | UN | TOT |    |              | PR          | RE | IN | D<br>E | UN | TOT |    |
| 1. TOTAL CLIENTS*                           |         |             |    |    |        |    |     |    |              |             |    |    |        |    |     |    |
| 2. Services Provided**                      |         |             |    |    |        |    |     |    |              |             |    |    |        |    |     |    |
| 3. Anger Management                         |         |             |    |    |        |    |     |    |              |             |    |    |        |    |     |    |
| 4. Case Management                          |         |             |    |    |        |    |     |    |              |             |    |    |        |    |     |    |
| 5. Court Advocacy                           |         |             |    |    |        |    |     |    |              |             |    |    |        |    |     |    |
| 6. Crisis Intervention                      |         |             |    |    |        |    |     |    |              |             |    |    |        |    |     |    |
| 7. Employment Counseling                    |         |             |    |    |        |    |     |    |              |             |    |    |        |    |     |    |
| 8. Family Counseling                        |         |             |    |    |        |    |     |    |              |             |    |    |        |    |     |    |
| 9. Family Planning                          |         |             |    |    |        |    |     |    |              |             |    |    |        |    |     |    |
| 10. Foster Care                             |         |             |    |    |        |    |     |    |              |             |    |    |        |    |     |    |
| 11. Gang Intervention                       |         |             |    |    |        |    |     |    |              |             |    |    |        |    |     |    |
| 12. Group Home                              |         |             |    |    |        |    |     |    |              |             |    |    |        |    |     |    |
| 13. HIV/AIDS Counseling                     |         |             |    |    |        |    |     |    |              |             |    |    |        |    |     |    |
| 14. Mentoring                               |         |             |    |    |        |    |     |    |              |             |    |    |        |    |     |    |
| 15. Parenting Classes                       |         |             |    |    |        |    |     |    |              |             |    |    |        |    |     |    |
| 16. Psychiatric Hospitalization             |         |             |    |    |        |    |     |    |              |             |    |    |        |    |     |    |
| 17. Recreation                              |         |             |    |    |        |    |     |    |              |             |    |    |        |    |     |    |
| 18. Reintegration                           |         |             |    |    |        |    |     |    |              |             |    |    |        |    |     |    |
| 19. Sexual Abuse Counseling                 |         |             |    |    |        |    |     |    |              |             |    |    |        |    |     |    |
| 20. Drug Testing                            |         |             |    |    |        |    |     |    |              |             |    |    |        |    |     |    |
| 21. Truancy Intervention                    |         |             |    |    |        |    |     |    |              |             |    |    |        |    |     |    |
| 22. Wilderness Excursion                    |         |             |    |    |        |    |     |    |              |             |    |    |        |    |     |    |
| 23. Other:                                  |         |             |    |    |        |    |     |    |              |             |    |    |        |    |     |    |
| 24. Other:                                  |         |             |    |    |        |    |     |    |              |             |    |    |        |    |     |    |
| 25. Other:                                  |         |             |    |    |        |    |     |    |              |             |    |    |        |    |     |    |

\*Different clients count each individual only once.

\*\*Categorize by primary reason client sought services or was referred.

Glossary of Terms: TYP = Tribal Youth Program,

Q = Quarter, YTD = Year-to-date,

CS = Completed services goals/plan,

DE = Deceased,

IN = Incarcerated,

PR = Program Request,

RE = Referred Elsewhere for Treatment,

S = Started Services (admitted),

TOT = Total Dropouts,

UN = Unkown

Form completed by: \_\_\_\_\_ Reporting Period: \_\_\_\_\_ to \_\_\_\_\_

| Section 08 – Quantitative Client Information |                                                                  |                   |     |   |     |
|----------------------------------------------|------------------------------------------------------------------|-------------------|-----|---|-----|
| SERVICES PROVIDED TO CLIENTS                 |                                                                  | Total TYP Clients |     |   |     |
|                                              |                                                                  | CAP               | CEN | Q | YTD |
| 1.                                           | Total Youth Receiving Services                                   |                   |     |   |     |
| 2.                                           | Referrals out for:**                                             |                   |     |   |     |
| 3.                                           | Anger Management                                                 |                   |     |   |     |
| 4.                                           | Case Management                                                  |                   |     |   |     |
| 5.                                           | Court Advocacy                                                   |                   |     |   |     |
| 6.                                           | Crisis Intervention                                              |                   |     |   |     |
| 7.                                           | Employment Counseling                                            |                   |     |   |     |
| 8.                                           | Family Counseling                                                |                   |     |   |     |
| 9.                                           | Family Planning                                                  |                   |     |   |     |
| 10.                                          | Foster Care                                                      |                   |     |   |     |
| 11.                                          | Gang Intervention                                                |                   |     |   |     |
| 12.                                          | Group Home                                                       |                   |     |   |     |
| 13.                                          | HIV/AIDS Counseling                                              |                   |     |   |     |
| 14.                                          | Mentoring                                                        |                   |     |   |     |
| 15.                                          | Parenting Classes                                                |                   |     |   |     |
| 16.                                          | Psychiatric Hospitalization                                      |                   |     |   |     |
| 17.                                          | Recreation                                                       |                   |     |   |     |
| 18.                                          | Reintegration                                                    |                   |     |   |     |
| 19.                                          | Sexual Abuse Counseling                                          |                   |     |   |     |
| 20.                                          | Drug Testing                                                     |                   |     |   |     |
| 21.                                          | Truancy Intervention                                             |                   |     |   |     |
| 22.                                          | Wilderness Excursion                                             |                   |     |   |     |
| 23.                                          | Other:                                                           |                   |     |   |     |
| 24.                                          | Other:                                                           |                   |     |   |     |
| 25.                                          | Other:                                                           |                   |     |   |     |
| 26.                                          | Modality of Providing Services*                                  |                   |     |   |     |
| 27.                                          | Individual Counseling (Western)                                  |                   |     |   |     |
| 28.                                          | Individual Counseling (Traditional)                              |                   |     |   |     |
| 29.                                          | Group Counseling (Western)                                       |                   |     |   |     |
| 30.                                          | Group Counseling (Traditional)                                   |                   |     |   |     |
| 31.                                          | CENSUS (Total Clients receiving services on last day of quarter) |                   |     |   |     |

\*Different clients count each individual only once.

\*\*Categorize by primary reason client sought services or was referred.

Glossary of Terms: TYP = Tribal Youth Program, Q = Quarter, YTD = Year-to-date,

CAP = Capacity, CEN = Census NA = Not applicable to program

Form completed by: \_\_ Reporting Period: \_\_ to \_\_



Office of Juvenile Justice and Delinquency Prevention

## Tribal Youth Program Research and Evaluation

Phelan Wyrick  
Research & Program Development Division

July 10, 2001

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## Guiding Principles for OJJDP's Research for Tribal Youth

- Practicality and Local Relevance
- Community Involvement
- Cultural Sensitivity

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## OJJDP's Program of Research for Tribal Youth

- OJJDP Fact Sheet - April 2001
  - Field-Initiated Research and Evaluation
  - Longitudinal Study of Tribal Youth Risk and Resiliency
  - Indian Country Youth Gang Survey
- On the Horizon

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### Participatory Evaluation of the Tribal Youth Program (FY1999)

- 5 Tribes volunteered to participate
  - Navajo Nation, AZ (Four Corners)
  - Hannahville Indian Community, MI
  - Puyallup Tribe of Indians, WA
  - Lower Elwha, WA
  - Eastern Aleutian Tribes, AK

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### Participatory Evaluation of the Tribal Youth Program (FY1999)

- Facilitators from Michigan Public Health Institute/Michigan State University assist Project Assessment Teams (PAT's) from each site to develop tailored evaluations that address both process and outcomes of each unique program.

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### Tribal Youth Program Self-Evaluation

- Completely Voluntary
- Highly Recommended
- Good Resource
  - Tribal Youth Program Self-Evaluation Workbook

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## Tribal Youth Program Self-Evaluation Workbook

- Service Delivery Program
  - Designed to provide individual-level services to clients or participants in the community
  - Examples: mentoring, conflict/anger management training, enhanced probation, outdoor challenge courses, cultural education

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## Tribal Youth Program Self-Evaluation Workbook

- Systems Change Project
  - Designed to bring about system-level change rather than changes in individuals
  - Examples: modify tribal juvenile justice codes, implement drug court, improve probation case management system, improve police arrest data base

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## Tribal Youth Program Self-Evaluation Workbook

- WARNING
  - The Self-Evaluation Workbook is designed primarily to understand implementation - what you did, how you did it, and how much of it you did. Further resources will be necessary to conduct a formal evaluation of outcomes.

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## Internet Resources for Evaluation

- Juvenile Justice Evaluation Center  
– [WWW.JRSA.ORG/JJEC](http://WWW.JRSA.ORG/JJEC)
- BJA Evaluation Website  
– [WWW.BJA.EVALUATIONWEBSITE.ORG/](http://WWW.BJA.EVALUATIONWEBSITE.ORG/)
- American Evaluation Association  
– [WWW.EVAL.ORG](http://WWW.EVAL.ORG)

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*Tribal Youth Program*

*Self-Evaluation Workbook\**

August, 2000

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\* This Workbook was adapted from the Title V: Community Prevention Grants Program Community Self Evaluation Workbook originally developed for the Office of Juvenile Justice and Delinquency Prevention by Caliber Associates under Contract #OJP-91-C-011.

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## INTRODUCTION

The *Tribal Youth Program Self-Evaluation Workbook* focuses on the various service delivery programs and systems change projects that you implement in your community as part of the Tribal Youth Program. It is designed to look at each program and project separately and assess each one in terms of its own objectives.

### Programs and Projects

Before proceeding further, it is important to clarify two key terms as they are used in this Unit: service delivery program (program) and systems change project (project).

- A **service delivery program** is a component of the overall Tribal Youth Program that is designed to provide services directly to clients or participants in the community. Examples of “service delivery programs” would include parent training programs, counseling for youth, mentoring programs for teens, tutoring programs for students, home visitor services for new parents, school-based recreational services, etc. In service delivery programs, individual youth or families will have direct contact with a service provider and receive individual benefit from participating in the program.
- A **systems change project** is a component of the overall Tribal Youth Program that has broader community-level implications. Projects are designed to bring about system-level change rather than changes in individuals. Examples of “systems change projects” would include community organizing, media campaigns, lobbying efforts, information dissemination, community policing, school development strategies, etc. Systems change projects may be a one-time event (e.g., obtaining signatures for a petition) or a series of events (e.g., an ongoing lobbying effort to change a local ordinance) designed to achieve one of your Tribal Youth Program goals.

In your Tribal Youth Program grant, you may have decided to focus solely on one or the other, or some combination of service delivery programs and systems change projects.

While service delivery programs and systems change projects both have the ultimate goal of reducing delinquency and improving the overall quality of life in the community, their focus and processes are different, and so to capture them accurately in the evaluation, the Forms they require also are somewhat different. Therefore, this Workbook has *two sets* of Forms, listed in the box on the following page. One set, labeled A, is to be used for the *service delivery programs* that you implement, and the other, labeled B, for *systems change projects*.

For *each* service delivery program and systems change project, you will fill out a complete set of the four Forms—either service delivery program or systems change project—in this Unit. If you’re not sure whether the particular Tribal Youth Program activity you’re planning to implement is a service delivery program or a systems change project, and therefore which set of Forms to use, start with *service delivery program* Form 2-1A Service Delivery Program Description. Think

about the specific individuals or group of individuals who would receive program services directly, and how many hours of the program service they would receive. If you can't easily answer these questions, it's probably a *systems change project*, and you should use Forms 2-1B to 2-4B.

| <b>FORMS<sup>1</sup></b>         |                                             |
|----------------------------------|---------------------------------------------|
| <b>Service Delivery Programs</b> |                                             |
| 2-1A                             | Service Delivery Program Description        |
| 2-2A                             | Service Delivery Program Implementation Log |
| 2-3A                             | Service Delivery Program Process Assessment |
| 2-4A                             | Service Delivery Program Outcome Assessment |
| <b>Systems Change Projects</b>   |                                             |
| 2-1B                             | Systems Change Project Description          |
| 2-2B                             | Systems Change Project Implementation Log   |
| 2-3B                             | Systems Change Project Process Assessment   |
| 2-4B                             | Systems Change Project Outcome Assessment   |

**Who Should Complete these Forms?**

Someone who is very familiar with the respective TYP program(s) or project(s) should complete the Forms in this Workbook. In most cases, no *one* person will have to complete all of these Forms for every service delivery program or systems change project you implement. Each set, as appropriate, should be completed by someone who knows the program or project well and can provide detailed, accurate information about it. Because different tribes will undertake many different types of activities to help address their specific juvenile problems and risk factors, there may be some items on these Forms that don't apply to your specific programs or projects. Try to provide as much information as possible about them, but if something doesn't seem to apply, write "NA" for Not Applicable.

**A Final Word About the Purpose and Forms this Workbook...**

The Forms are designed to help you capture very important information about the *implementation* of your program: what you did, how you did it, and how much of it you did. They also provide you with a framework to help think about the objectives and outcomes of your various programs and projects: how you define success and how you will know if you've achieved it. The Forms in this Workbook, however, do not provide the tools you need to conduct formal *outcome evaluations* of *each* of your various Tribal Youth Program activities. Outcome evaluations are concerned with measuring the immediate effects of programs on those who receive the service. Outcome evaluations must be closely linked to program objectives, and these will, of course, vary greatly depending on the types of service delivery programs (or systems change projects) that you

decide to offer. For example, if one of your programs is parenting effectiveness training and another is mentoring at-risk youth, these two programs will have different objectives and different outcome measures. *While you may choose to conduct more in-depth and sophisticated outcome evaluations of some or all of your individual Tribal Youth Program service delivery programs or systems change projects, such evaluations will require more detailed consideration of the appropriate evaluation design and measurement tools to be used—beyond what is included in these Forms.* On the following page is a list of several additional resources that you may find useful in designing more specific outcome evaluations.

#### Reminders

- Do not write on the original Forms in this Unit. Make one copy of the appropriate set of Forms for *each* service delivery program and *each* systems change project that is part of your overall Tribal Youth Program activities (see Form 1-9).
- Delegate responsibility for completing each set of Forms to someone who is familiar with the service delivery program or systems change project and can complete them accurately and objectively.
- Include as much information as you can. If some questions or sections do not seem to apply to a given service delivery program or systems change project, write “NA” for Not Applicable.



## Program/Project Evaluation Resources

- ✓ Community Research Associates, Inc.. (1989) *Evaluating Juvenile Justice Programs: A Design Monograph for State Planners*. **CRA's Monograph for State Planners** is an evaluation planning guide for juvenile justice systems. Contact: Community Research Associates, 41E University, Suite 3A, Champaign, IL 61820; 217-398-3120.
- ✓ Gottfredson, D., Fink, C., Harmon, M., Lopes, J. & Gottfredson, G. (1993) *Compendium of Instruments to Measure Drug Use and Risk Factors for Drug Use*. Institute of Criminal Justice and Criminology, University of Maryland. **Compendium of Instruments to Measure Drug Use and Risk Factors for Drug Involvement** describes and assesses a variety of validated instruments that could be used in evaluations of drug use prevention programs. Contact: Institute of Criminal Justice and Criminology, University of Maryland; 301-405-4699.
- ✓ Hawkins, D. & Nderhood, B. (1987) *Handbook for Evaluating Drug and Alcohol Prevention Programs. Staff/Team Evaluation of Prevention Programs (STEPP)*. U.S. Department of Health and Human Services, Office for Substance Abuse Prevention. The **STEPP Handbook** provides instruments and activities for determining program effectiveness, as well as documenting and monitoring the provision of services. Contact: National Clearinghouse for Alcohol and Drug Information (NCADI), P.O. Box 2345, Rockville, MD 20847-2345; 1-800-729-6686.
- ✓ Kettner, P.M., Moroney, R.M., Martin, L.L. (1999) *Designing and Managing Programs: An Effectiveness Based Approach. Second Edition*. Thousand Oaks, CA: Sage. **Designing and Managing Programs** features practical, field-tested guidance on a variety of activities including needs assessment, program design and evaluation. Contact: Sage Publications, Inc., P.O. Box 508, Thousand Oaks, CA, 91359-9924; 805-499-9774.
- ✓ Kumpfer, K., Shur, G., Ross, J., Bunnell, K., Librett, J. & Millward, A. (1993) *Measurements in Prevention: A Manual on Selecting and Using Instruments To Evaluate Prevention Programs*. U.S. Department of Health and Human Services, Center for Substance Abuse Prevention. **Measurements in Prevention** is a large of compendium aimed at helping readers select appropriate instruments to evaluate substance abuse and other prevention programs. Contact: National Clearinghouse for Alcohol and Drug Information (NCADI), P.O. Box 2345, Rockville, MD 20847-2345; 1-800-729-6686.
- ✓ Linney, J.A. & Wandersman, A. (1991) *Prevention Plus III: Assessing Alcohol and Other Drug Prevention Programs at the School and Community Level*. U.S. Department of Health and Human Services, Office for Substance Abuse Prevention. **Prevention Plus III** presents tools and techniques for a four step program assessment process and also includes survey instruments that can be used to measure program outcomes and impacts. Contact: National Clearinghouse for Alcohol and Drug Information (NCADI), P.O. Box 2345, Rockville, MD 20847-2345; 1-800-729-6686.
- ✓ Muraskin, L. (1993) *Understanding Evaluation: The Way to Better Prevention Programs*. Prepared by Westat, Inc. for the U.S. Department of Education (1993). **Understanding Evaluation** describes the why and how of program evaluation. Contact: National Clearinghouse for Alcohol and Drug Information (NCADI), P.O. Box 2345, Rockville, MD 20847-2345; 1-800-729-6686.
- ✓ The National Crime Prevention Council. (1986) *What, Me Evaluate? A Basic Evaluation Guide for Citizen Crime Prevention Programs*. **What, Me Evaluate?** outlines in easy-to-understand language the steps to conducting basic evaluations of crime prevention programs. Contact: National Crime Prevention Council, 723 15th Street, NW, Suite 540, Washington, D.C. 20005; 202-393-7141.
- ✓ Sage Publications. (1987) *Program Evaluation Kit, Second Edition*. The **Sage Publications Program Evaluation Kit** contains nine volumes of practical, field-tested, step-by-step guides that can aid practitioners in planning and conducting evaluations. Contact: Sage Publications, Inc., P.O. Box

**FORM 2-1A: SERVICE DELIVERY PROGRAM DESCRIPTION**  
**WHEN TO USE: UPON INITIATING A TYP SERVICE DELIVERY PROGRAM**  
**KEY FEATURES: CHARACTERISTICS OF THE PROGRAM**

This Form provides a general description of a community service delivery program. It answers several fundamental process evaluation questions, including: what? why? where? when? who? for whom? and if successful, what happens?

**BEFORE YOU BEGIN:**

Do not write on the original Form. Make additional copies of the three pages of Form 2-1A. You will need one full set for *each service delivery program* that is part of your Tribal Youth Program activities.

Remember to use Form 2-1A for *service delivery programs* and Form 2-1B for *systems change projects*. Refer to the introduction for a description of the difference between service delivery programs and systems change projects.

**1. Program Overview (What?)**

- A. **Program Name** Fill in the name or title of the service delivery program.
- B. **Lead Organization(s)** Write the name of the organization(s) or agencies with primary responsibility for implementing the program. For example, if the school board and a Boys & Girls Club are cooperating to run a mentoring program to keep kids in school, write the names of both organizations.
- C. **Planned Program Period** Write the beginning and ending dates of the Tribal Youth Program cycle. Use item "E," Brief Program Description, to add any additional information related to the program period (e.g., the program is a continuation or extension of a pre-existing community program).
- D. **Amount of Direct Funding for This Program** Enter the total dollar amount of funding (or the dollar value of in-kind resources) received by this program through TYP (including both grant and matching funds).
- E. **Brief Program Description** Write a brief description of the program, summarizing its purpose and process. Describe the program as if you were explaining it to an outside reader. To provide additional background information on your program, you may attach relevant program brochures or fact sheets as part of the *Workbook* appendix.

## Sample: Form 2-1A Brief Program Description

The Early Start Program for Toddlers is a full-day early childhood education program operated under the auspices of the tribal office for family and children services. The Early Start Program is dedicated to supporting the developmental, cognitive, and emotional development of at-risk two year olds. The Program pays particular attention to the development of language skills. The center-based program is an extension of the Youth Start Pre-School Program, which has served over 200 three and four year olds in the community since 1990.

### 2. Objectives and Desired Outcomes (*Why?*)

**What are the objectives and desired outcomes of this program? What do you hope to accomplish? What protective/resiliency factors will be enhanced by this program?** Describe the specific objectives and desired outcomes of the program. To complete this section, finish this set of statements: "*After completing this program or being involved in it, participants will..., should know how to..., be able to..., or understand...*" Desired outcomes will include the changes in knowledge, attitudes, skills, behaviors, expectations or emotional status that the program or activity is designed to bring about in individuals, families, or community groups. Achieving these desired outcomes should support the achievement of the overall Tribal Youth Program goals and objectives. Examples of desired outcomes of a TYP service delivery program might include:

- Enhanced parents' understanding of effective parent/child communication strategies.
- Increased children's knowledge of the effects and danger of alcohol.
- Enhanced bonding of students to teachers.
- Decreased specific behavioral problems in pre-school children.
- Increased participation of teens in after-school recreation programs.
- Improved clients' job skills and employment prospects.
- Increased teachers' use of pro-active classroom management strategies.

As illustrated in these examples, desired outcomes should be attainable, measurable, and within the control of the program itself.

### 3. Operations (*Where? When?*)

**A. Program Site/Setting** Write the primary location of the program (e.g., school, church, summer camp, program center).

**B. Hours of Operation** Indicate the days of the week and hours of the day that the program typically operates. For some service delivery programs, the hours of operation will be very well defined, e.g., "Monday through Thursday from 9 am to 6 pm and Saturdays from 11 am to 3 pm." For other programs, however, hours of operation will be less specific. For example, a tutoring program may operate "after-school and weekends as

worked out between individual tutors and students.”

#### 4. Program Staff (*Who?*)

**A. General Description of Program Staff** Provide a brief description of program staff. List the positions and/or relevant background of staff members (names are not necessary). For example, staff of a home visiting program for new parents might include: a program administrator who has responsibility for program management and general oversight, three social workers who conduct the home visits, a registered nurse who provides health care consultation, a secretary/receptionist who provides support and administrative services, and several unpaid high-school interns who accompany staff on home visits.

**B. Number of Program Staff** Write the number of staff who contribute to the program in each of the following areas: managers, service providers, administrative/clerical staff, volunteers, and others. Distinguish full-time and part-time staff by marking them in the appropriate columns provided. *Full-time staff* work 35 or more hours per week; *Part-time staff* work less than 35 hours per week. In the home visiting program described above in Item 4A, the program staff includes: 1 full-time manager (the program administrator), 3 full-time service providers (the social workers), 1 part-time service provider (the registered nurse), 1 part-time clerical staff (the secretary/receptionist) and 6 part-time volunteers (the high-school students).

**C. Special Training Needed By Staff to Provide Services** In the columns provided, list the type(s) of training needed by staff to properly provide services in your program, the position of staff needing this training, and the dates this training was (or will be) provided. Examples of special training include: Child Development Associate (CDA) training for early childhood teachers; conflict resolution training for peer mediators; “Issues in Substance Abuse” training for service providers.

#### 5. Specific Program Services and Activities (*What Goes On?*)

**A. Services and Activities** Describe the specific services provided and activities conducted by program staff. A mentoring program sponsored by a local business/school partnership might list here: weekly one-on-one tutoring services, monthly group recreational activities, and quarterly student visits to observe the workplace. A parent training program might specify: weekly parenting classes, mothers' support groups, individual and family counseling, monthly home visits, and as-needed information and referral services.

**B. Materials and Curriculum** Name any specific program materials, curriculum, or models used by the program. For example, *Keys to Caregiving Videotape Series*, *Parents as Teachers Curriculum*, and *STAR Model*.

#### 6. Population Served (*For Whom?*)

**A. Program Participants and Service Recipients (Target Population)** Describe the

population(s) intended to participate in program activities or receive program services. Selected populations might be characterized by their: location (such as children from a school district, tribal members on the reservation, or residents in a public housing development), status (e.g., abused children, high-school dropouts, teen moms, families living in poverty), race, gender or other shared attributes.

**B. Age Range of Target Population(s)** If applicable, indicate the age range of the target population(s).

**C. Eligibility Requirements (e.g., income level, academic standing, legal status, other)** Can anyone participate in your program or are there guidelines or selection criteria that determine eligibility? Describe any income level requirements, academic standings, legal status qualifications, or other eligibility requirements for your program. Examples of eligibility requirements for target populations might include:

- Earning annual household incomes of less than \$10,000.
- Being behind grade level for one's age group.
- Maintaining prior arrests.
- Living in public housing.
- Completing a prerequisite program.

If there are no eligibility requirements for your program, leave this section blank.

**D. Anticipated Number to be Served** Enter the total projected number of program participants or service recipients.

### **7. Measures of Program Success (If Successful, What Happens?)**

Describe how you will know that your service delivery program is successful and list specific measures or indicators of success. For each of the program objectives and desired outcomes listed in Item 2 above, identify *potential* evidence that will show that the outcome was accomplished. These measures or indicators may be collected from a variety of sources including existing records or databases (e.g., school attendance records or police files), participant surveys, or direct observations.

For example, measures of program success for a parenting training program might include:

- 80% of enrolled parents complete all the training sessions.
- 90% of participating parents receive satisfactory ratings by the program leader for their in-class role plays of parent/child interaction.
- A majority of parents score 70% or better on the parenting skills test administered at the end of the program.

- Most parents report improvement in their levels of parenting satisfaction and sense of competence.
- 50% or more children of participating parents show marked improvement on selected child development and behavior indices.

Be as specific as possible in listing your measures of program success.

**8. Other Program Notes or Special Circumstances (*But...*)**

Note any other special circumstances or pre-existing conditions that may affect the service delivery program and its potential for success. Describe any elements not included on this Form that are important for understanding the program and putting the desired outcomes and measures of success into perspective.

**FORM 2-1B: SYSTEMS CHANGE PROJECT DESCRIPTION**  
**WHEN TO USE: UPON INITIATING A TYP SYSTEMS CHANGE PROJECT**  
**KEY FEATURES: CHARACTERISTICS OF THE PROJECT**

This Form provides a general description of a systems change project. It answers several fundamental process evaluation questions, including: what? why? where? when? who? for whom? and if successful, what happens?

**BEFORE YOU BEGIN:**

**Do not write on the original Form.** Make additional copies of the three pages of Form 2-1B. You will need one full set for *each systems change project* that is part of your Tribal Youth Program.

Remember to use Form 2-1B for *systems change projects* and Form 2-1A for *service delivery programs*. Refer to the introduction for a description of the difference between service delivery programs and systems change projects.

TYP projects will vary greatly in nature and characteristics. As such, not every systems change project will be able to answer every question on this Form. Write "NA" for those questions that are not applicable.

**1. Project Overview (What?)**

**A. Project Name** Fill in the name or title of the systems change project.

**B. Lead Organization(s)** Write the name of the organization(s) or agencies with primary responsibility for implementing the project.

**C. Planned Project Period** Write the beginning and ending dates of the project cycle. Use item "E," Brief Project Description, to add any additional information related to the project period (e.g., the project is an extension of a pre-existing project).

**D. Amount of Direct Funding for This Project** Enter the total dollar amount of funding (or the dollar value of in-kind resources) received by this project (including both grant and matching funds).

**E. Brief Project Description** Write a brief description of the project, summarizing its purpose and process. Describe the project as if you were explaining it to an outside reader. To provide additional background information on your project, you may attach relevant project brochures or fact sheets as part of the *Workbook* appendix.

### Sample: Form 2-1B Brief Project Description

The "Parents as Partners Campaign" is a new initiative of the Calvert County School System aimed at increasing parent involvement in their children's education. During the month of September, parents will be encouraged to join the PTA of their child's school through public service announcements on the local radio station, notices posted throughout the community, and flyers sent home with each student. A special open-school night event will be held to bring parents, teachers, and administrators together to discuss ways in which parents can play an active and meaningful role in the planning and implementation of school policies.

#### 2. Objectives and Desired Outcomes (*Why?*)

What are the objectives and desired outcomes of this systems change project? What do you hope to accomplish? What protective/resiliency factors will be enhanced?

Describe the objectives and desired outcomes of the systems change project. To complete this section, finish this set of statements: "*After completing this systems change project, community members will..., should know how to..., be able to..., or understand...*"

Desired outcomes will include the changes that the systems change project or activity is designed to bring about in the broader community or community systems. These changes should support the overall Tribal Youth Program goals and objectives. Examples of desired outcomes for systems change projects might include:

- Reclaimed and cleaned-up a recreation area, which had become a popular spot for drug activity.
- Increased awareness of the problems of drug abuse and the availability of community service delivery programs through the use of media campaigns.
- Increased student resistance to gang involvement.
- Eliminated billboards advertising cigarettes and alcohol within a five mile radius of the schools.
- Limited the sale of alcohol to minors by community bars.

Desired outcomes for most systems change projects will be related to group and system-level changes rather than changes in particular individuals.

#### 3. Operations (*Where? When?*)

**A. Project Site/Setting** Write the primary setting of the systems change project (e.g., neighborhood, school, police precinct, entire reservation).

**B. Schedule (if applicable)** Where appropriate, note the days and hours that the project will be in operation. For example, a public service announcement might run every night between 10 p.m. and 11 p.m. or a neighborhood mobilization meeting might be convened for 3 hours on a particular afternoon. Write "NA" if there are no specific operating hours

for your project.

#### **4. Project Staff (*Who?*)**

**General Description of Project Staff or Organizers** Provide a brief description of project staff or principal organizers. List the positions and or relevant background of staff members (names are not necessary). For example, in a school-based mentoring project, a school principal may provide broad oversight for the project, four teachers may be charged with the development and distribution of publicity notices and flyers, and two parent organizers may lead on-going mobilization and monitoring efforts.

#### **5. Specific Project Events and Activities (*What Goes On?*)**

Describe the specific events and activities to be implemented as part of this project. These might include, for example: policy reviews, curriculum development, recruitment drives, community meetings, alcohol-free graduation celebrations, public service announcements, school assemblies, dissemination of bumper stickers, special performances, etc.

#### **6. Target Audience(s), Community Population(s), or System(s) Served (*For Whom?*)**

Describe the target audience(s), population(s) or system(s) expected to be affected by project services. These may be defined groups (such as residents who live in a particular housing development or schools within a particular school system) or the broader community.

### 7. Measures of Project Success (*If Successful, What Happens?*)

Describe how you will know that the project is successful and list specific measures or indicators of success. For each of the desired outcomes listed in Item 2 above, identify *potential* evidence that will show that the outcome was accomplished. For a prevention media campaign, for example, measures of project success might include:

- Count of public service announcement presentations from a TV station log.
- Count of print advertisements in community newspapers.
- Count of cars with bumper stickers along a busy intersection.
- Survey of resident attitudes about alcohol and drug use and dangers.
- Survey of resident knowledge of community alcohol and drug prevention and intervention programs.
- Reported use of alcohol and drugs among community youth.

Measures of project success should be tailored to meet the goals and characteristics of the project. Be as specific as possible when answering the question, "How will we know if this systems change project has been successful?"

### 8. Other Project Notes or Special Circumstances (*But...*)

Note any other circumstances or pre-existing conditions that may affect the systems change project and its potential for success. Describe any elements not included on this Form that are important for understanding the project and putting the desired outcomes and measures of success into perspective.

**FORM 2-2A: SERVICE DELIVERY PROGRAM IMPLEMENTATION LOG**  
**WHEN TO USE: THROUGHOUT EACH PROGRAM YEAR**  
**KEY FEATURES: SUMMARY OF PROGRAM COMPONENTS**

Every service delivery program can be broken down into a series of separate components (i.e., steps, activities, and services) that make up the work of the program and produce program outcomes. With this Form you will keep an annual log of these program components. This Form is not meant to substitute for whatever detailed records (e.g., attendance records or client case records) that you will keep as a regular part of your program management practices. The Form is a tool for summarizing your program records.

**BEFORE YOU BEGIN:**

- **Do not write on the original Form.** Make additional copies of Form 2-2A. *Each year, you will need to complete Form 2-2A for each on-going service delivery program that is part of your Tribal Youth Program. If an individual program has many component parts, you may need multiple copies of the Form each year.*
- Remember to use Form 2-2A for *service delivery programs* and Form 2-2B for *systems change projects*. Refer to the introduction for a description of the difference between service delivery programs and systems change projects.

**1. Program and Year**

**A. Program Name** Enter the name or title of your service delivery program.

**B. Year** Enter the year for which you are completing this log. Remember, you need to complete one Service Delivery Program Implementation Log for each year of the program period. (If your program begins in September 2000, leave the months from January to August blank in 2000 and start a new log for January 2001.)

**2. Implementation Log**

**A. Program Components** In the left-hand column of the table, fill in the various steps, activities and services that make up the program. Begin with the important preparatory steps that laid the foundation for achieving desired outcomes (such as recruiting volunteers or training service providers), then list the activities related to the desired program outcomes (such as counseling sessions with clients or after-school sports services for teens). Your program may actually be composed of many, many small tasks. Try to group smaller tasks together and list only the most significant steps, activities, and services. Be as specific as possible in your brief description of each program component.

Number each program component sequentially. *If you have more than six components during a given year, you will need to copy additional Forms for the same year. (If the component continues into a new year, use the same identifier number each year.)*

Use the list below for ideas to get you started. This list may not include all of the steps, services or activities that your program actually implemented, but it will give you an idea of the kinds of things to include.

| <b>Examples of Program Components</b>                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>◦ Train staff or volunteers</li> <li>◦ Develop curricula</li> <li>◦ Circulate flyers or brochures</li> <li>◦ Perform client needs assessments</li> <li>◦ Hold classes for participants</li> <li>◦ Provide health screenings</li> <li>◦ Give presentations or lectures</li> <li>◦ Hold socials or ceremonies</li> </ul> | <ul style="list-style-type: none"> <li>◦ Conduct workshops</li> <li>◦ Make mentoring matches</li> <li>◦ Sponsor sports programs</li> <li>◦ Hold field trips</li> <li>◦ Attend cultural events</li> <li>◦ Sponsor job training sessions</li> <li>◦ Provide direct services for clients</li> <li>◦ Visit families at home</li> </ul> |

**B. Number Served/Participating Per Month (Unshaded Top Box)** For each of the program components listed in the first column, write the number served or number participating in that program component in the top unshaded box under each month of the year. This number may represent teachers trained, families served, youth counseled, volunteers recruited, or another participant unit of the specific component. *Note that this monthly number served may count individual participants multiple times if they received services or had contact with the program more than one time during that month.* Enter 0 under months where the specific program component did not take place.

**C. Average Session Time in Hours (Shaded Bottom Box)** For each of the program components listed in the first column, write the average number of *hours* that services were provided or activities were conducted in the bottom shaded box under each month of the year. Round actual times to increments of quarter hours. If there were several sessions or activities of varying lengths of time during the month, enter the *average* time spent. For example, if three youth received counseling sessions of 1 hour, 3/4 hour, 1 1/4 hours, respectively, then the average time entered would be 1 hour.

**D. Total Served and Unit** Enter the total number of *unduplicated* participants served during the year. That is to say, enter the total number of individuals, families, or groups served, regardless of the number of contacts each made with the program during the year. Let's say, for example, that Joe, Terence, and Camile attend a job training workshop in February and

**FORM 2-2B: SYSTEMS CHANGE PROJECT IMPLEMENTATION LOG**  
**WHEN TO USE: THROUGHOUT EACH PROJECT PERIOD**  
**KEY FEATURES: SUMMARY OF PROJECT ACTIVITIES/STEPS/EVENTS**

Like service delivery programs, systems change projects can be broken down into a series of separate steps, activities, and events that make up the work of the project and produce the project's outcomes. With this Form you will keep a log of these project components over the project period.

**BEFORE YOU BEGIN:**

- **Do not write on the original Form.** Make additional copies of Form 2-2B. You will need to complete Form 2-2B for *each systems change project* that is part of your Tribal Youth Program. If an individual project has many components, you may need multiple copies of the Form for the same project.
- Remember to use Form 2-2B for *systems change projects* and Form 2-2A for *service delivery programs*. Refer to the introduction for a description of the difference between service delivery programs and systems change projects.

**1. Project Name** Enter the name or title of your systems change project.

**2. Implementation Log**

**A. Project Components** In the left-hand column of the table, fill in the various steps, activities, and events that make up the project. Begin with the important preparatory steps that laid the foundation for achieving desired project outcomes (such as convening community meetings or establishing new policy guidelines) and then list any events or activities related to the desired outcomes (such as public service announcements, pep rallies, or changes in a local ordinance). Your project may actually be composed of many, many small tasks. Try to group smaller tasks together and list only the most significant steps, activities, and events. Be as specific as possible in your brief description of the project components.

Number each project component sequentially. *If you have more than six components for a given project, you will need to copy additional Forms for that project.*

Use the list below for ideas to get you started. This list may not include all of the steps, events, or activities that your project actually implemented, but it will give you an idea of the kinds of things to include.

Joe, Terence, and Sandy attend a second workshop in March. The total unduplicated number served for the job training program would be four people (Joe, Terence, Camile, and Sandy). *Be sure to specify the unit* (students, parents, families, volunteers, community members, etc.). This unit should be the same unit that is used for the numbers entered in B, Number Served/Participating Per Month.

- E. Notes and Explanations** Enter any special notes or brief explanations that clarify the program component or explain unusual levels of participation. For example, a parent training may experience low turnout rates because of bad snow storms.

| <b>Examples of Project Components</b>                                                                                                                                                                                                           |                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Form committee</li> <li>• Establish policies and guidelines</li> <li>• Place newspaper or radio ads</li> <li>• Hold lectures</li> <li>• Mobilize community groups</li> <li>• Sign petitions</li> </ul> | <ul style="list-style-type: none"> <li>• Sponsor cultural events</li> <li>• Organize street fairs</li> <li>• Hold community service activities</li> <li>• Develop curricula</li> <li>• Plan ceremonies</li> <li>• Change legal standards</li> </ul> |

**B. Dates** For each of the components listed in the first column, indicate the relevant date or dates on which the component occurred. If the action is ongoing, note with an open arrow.

**C. Number and Unit Involved** For each of the components listed in the first column, write the number involved or participating and the unit to which it refers. This number and unit may represent committee members who attended a meeting, schools implementing new policies, advertisements printed, media spots announced, doors knocked on, billboards removed, etc. In some cases, the number will be unknown or uncountable and should be noted as such.

**D. Materials Used** For each of the components listed in the first column, describe any materials used to support the step, activity, or event. Relevant materials may include curricula, manuals, community records, petitions, flyers, billboards, etc. If no materials were used, write "NA" for "not applicable."

**E. Notes and Explanations** Enter any special notes or brief explanations that clarify the project component or explain levels of progress and participation.

**FORM 2-3A: SERVICE DELIVERY PROGRAM PROCESS ASSESSMENT**  
**WHEN TO USE: AT THE END OF THE PROGRAM PERIOD**  
**KEY FEATURES: REFLECTIONS ON IMPLEMENTATION PROCESS**

This Form examines several *process* evaluation issues for your TYP service delivery program. In particular, the Form asks you to compare actual program implementation processes with the original program plans. Your responses on this Form can be very helpful in shaping your future program plans.

**BEFORE YOU BEGIN:**

Do not write on the original Form. Make additional copies of all three pages of Form 2-3A. You will need one full set for *each service delivery program* that is part of your Tribal Youth Program activities.

Remember to use Form 2-3A for *service delivery programs* and Form 2-3B for *systems change projects*. Refer to the introduction for a description of the difference between service delivery programs and systems change projects.

Refer to Forms 2-1A and 2-2A that you completed for this service delivery program. The information on these Forms will be used to compare original program plans and actual implementation results.

1. **Program Name** Enter the name or title of your service delivery program.

2. **Program Period**

A. **Dates of Program Implementation** Enter the beginning and ending dates of actual program implementation.

B. **Actual Implementation Schedule Compared to Planned Program Schedule**

In relation to the planned program period entered on Item 1C of Form 2-1A, note whether actual implementation was, for the most part, on schedule, ahead of the originally planned schedule, or behind the originally planned schedule.

C. **If implementation differed from the originally planned schedule, what caused the differences or delays? To what extent did the differences affect the program?** Explain the factors that both facilitated or hindered the implementation of the program. Many different factors can influence implementation schedules, such as the presence or absence of the following: effective planning processes, timely decision-making, efficient organization, availability of resources, staff turnover, volunteer support, etc. Even

the weather can be a factor that affects program implementation schedules!

### 3. Program Activities and Services

#### A. What program activities and services were planned but not implemented?

**Why?** Explain how the activities conducted and services actually provided differ from those which were planned. Include program components that you listed on Form 2-1A, Service Delivery Program Description, Item 5, but *did not list* on Form 2-2A, Service Delivery Program Implementation Log. Briefly explain why these activities or services were not implemented as part of the program.

#### B. What program activities and services were implemented that were not originally planned? Why?

List the activities and services that were added to your program after the original planning process. Include program components that you listed on Form 2-2A, Service Delivery Program Implementation Log, but *did not list* on Form 2-1A, Service Delivery Program Description, Item 5. Briefly explain why these activities or services were added to your program.

### 4. Participation

**A. To what extent did you achieve your participation goals (e.g., 50%, 100%, 200%)?** Using percentages, indicate the extent to which you achieved your participation goals. Review Form 2-1A, Item 6D to see how many participants you planned to serve in this program. How does this number compare with the actual number served, from Form 2-2A, Item 2D? Did you achieve your goal with 100% of participants planned? Or did you exceed your goal? Twice as many participants served would mean you achieved 200% of your goal. On the other hand, if you only served half as many as planned, you would have achieved 50% of your goal. Enter the percentage that reflects the participation level in your program relative to your goals.

**B. What factors contributed to the actual level of participation in this program?** Briefly describe the facilitating factors or barriers to participation levels. These factors may include, for example, recruitment methods, publicity efforts, program location, operating schedules, or community acceptance/resistance.

**C. What group(s) were missing that you had hoped or intended to have participate in the program? Why?** List any specific target groups that did not participate at the levels anticipated. Briefly explain what may have contributed to their low participation rates.

### 5. Participant Feedback

**A. How did participants evaluate the program?** Briefly describe participant feedback regarding levels of satisfaction with the program and program activities. This feedback can be collected through participant assessment surveys, focus groups, or interviews. Be sure to

describe the mechanisms you used to solicit participant feedback. As part of the appendix to your *Workbook*, you may want to attach supporting materials that include the participant assessment surveys or interview guides you used and/or summaries of participant responses.

- B. What did participants *like* the most?** Based on participant feedback, describe the components of the program that were well received.
- C. What did participants *dislike*?** Based on participant feedback, describe the components of the program that were not as well received and why. List aspects of the program that participants thought needed the most improvement. What steps can be taken to address these issues and concerns?

**Refer to the box on page 23 for more information on collecting participant feedback.**

## 6. Resources

- A. Were sufficient Tribal Youth Program funds devoted to this program to accomplish what was planned?** Check the appropriate box to indicate whether available funds generally were in-line with what was needed to support planned activities and services, less than what was needed, or more than what was needed.
- B. If funds were insufficient to support program objectives, where specifically were more funds needed?** Indicate the specific areas for which funding was insufficient. Examples might include: salary resources to hire an additional case worker, funds to adequately advertise program activities, support for the purchase of program materials and supplies.

## 7. Reflections and Lessons Learned

- A. If your group were to implement the program over again, what would you do differently? What lessons did you learn?** Thinking back over this program, describe the things that you would do differently if you had it to do over again. Briefly explain the "lessons learned" from the program implementation.
- B. What would you be sure to do again?** Again, thinking back over the program, describe the things that you would want to do again—or maybe do more of—if you had it to do over again. Focus on the achievements of the program and list the processes or activities that helped facilitate success.
- C. What advice would you give to someone who was planning to implement a similar program?** Based on your experiences, what advice would you give to others who were planning to implement a similar program? Note what you would recommend doing and also *not* doing to promote effective implementation.

### Participant Feedback

Participant feedback about a program collected through participant assessment surveys can be an important component of program planning, implementation, and evaluation. Feedback helps tell planners how programs and activities are being received and if they are having their desired effects. Over time, participant feedback can be extremely valuable to the fine-tuning of program methods and practices to best meet participant needs.

Participant assessment surveys typically include questions that address participant perceptions of the program and its activities, their likes and dislikes, and their recommendations for program improvement. Surveys may include both rating scales and open-ended questions. Following is a sample of the types of assessment questions that you might want to ask your program participants when soliciting feedback:

- Overall, how would you rate this program? (excellent, very good, satisfactory, fair, poor)
- How well did the program meet your expectations (very well, somewhat, not at all)
- How useful was [*specify program activity*]? (very useful, somewhat useful, not very useful)
- Was the material presented in an organized and coherent fashion? (very organized, somewhat organized, not at all organized)
- Was the material interesting to you? (very interesting, somewhat interesting, not at all interesting)
- Was the material relevant to your [*specify needs*]? (very relevant, somewhat relevant, not at all relevant)
- What did you like best about the program?
- What did you like least about the program?
- What should be done to improve the program?

Remember to keep the language in participant assessment surveys simple and to the point. Tailor your questions to reflect your program's particular characteristics and objectives.

**FORM 2-3B: SYSTEMS CHANGE PROJECT PROCESS ASSESSMENT**  
**WHEN TO USE: AT THE END OF THE PROJECT PERIOD**  
**KEY FEATURES: REFLECTIONS ON IMPLEMENTATION PROCESS**

This Form examines several *process* evaluation issues for your TYP systems change project. In particular, the Form asks you to compare actual project implementation processes with the original project plans. Your responses on this Form can be very helpful in shaping your future project plans.

**BEFORE YOU BEGIN:**

Do not write on the original Form. Make additional copies of both pages of Form 2-3B. You will need one full set for *each systems change project* that is part of your Tribal Youth Program activities.

Remember to use Form 2-3B for *systems change projects* and Form 2-3A for *service delivery programs*. Refer to the introduction for a description of the difference between service delivery programs and systems change projects.

Refer to Forms 2-1B and 2-2B that you completed for this systems change project. The information on these Forms will be used to compare original project plans and actual implementation results.

1. **Project Name** Enter the name or title of your systems change project.

2. **Project Period**

A. **Dates of Project Implementation** Enter the beginning and ending dates of actual project implementation.

B. **Actual Implementation Schedule Compared to Planned Project Schedule** In relation to the planned project period entered on Item 1C of Form 2-1B, Systems Change Project Description, note whether actual implementation was, for the most part, on schedule, ahead of the originally planned schedule, or behind the originally planned schedule.

C. **If implementation differed from the originally planned schedule, what caused the differences or delays? To what extent did the differences affect the project?** Explain the factors that both facilitated or hindered the implementation of the project. Many different factors can influence implementation schedules, such as the presence or absence of the following: effective planning processes, timely decision-making, efficient organization, availability of resources, volunteer support, etc. Even the weather can be a factor that affects project implementation schedules!

### 3. Project Components

**A. What project steps, activities or events were planned but not implemented?**

**Why?** Explain how the project components differed from those that were planned. Include project components that you listed on Form 2-1B, Systems Change Project Description, Item 5, but *did not list* on Form 2-2B, Systems Change Project Implementation Log. Briefly explain why these activities or events were not implemented as planned.

**B. What project steps, activities or events were implemented that were not originally planned? Why?** List the project components that were added to your project after the original planning process. Include activities or events that you listed on Form 2-2B, Systems Change Project Implementation Log, but *did not list* on Form 2-1B, Systems Change Project Description, Item 5. Briefly explain why your actual project steps, activities or events differed from your plans.

### 4. Resources

**A. Were sufficient Tribal Youth Program funds devoted to this project to accomplish what was planned?** Check the appropriate box to indicate whether available funds generally were in-line with what was needed to support the planned project, less than what was needed, or more than what was needed.

**B. If funds were insufficient to support project objectives, where specifically were more funds needed?** Indicate the specific areas for which funds were insufficient. Examples might include: funds to adequately advertise and promote project activities or support for the purchase of project materials and supplies.

### 5. Reflections and Lessons Learned

**A. If your group were to implement the project over again, what would you do differently? What lessons did you learn?** Thinking back over this project, describe the things that you would do differently if you had it to do over again. Briefly explain the "lessons learned" from the project implementation.

**B. What would you be sure to do again?** Again, thinking back over the project, describe the things that you would want to do again—or maybe do more of—if you had it to do over again. Focus on the achievements of the project and list the processes or activities that helped facilitate success.

**C. What advice would you give to someone who was planning to implement a similar project?** Based on your experiences, what advice would you give to others who were planning to implement a similar project? Note what you would recommend doing and also *not* doing to promote effective implementation. If more space is needed, continue on an additional page.

**FORM 2-4A: SERVICE DELIVERY PROGRAM OUTCOME ASSESSMENT**  
**WHEN TO USE: AT THE END OF THE PROGRAM PERIOD**  
**KEY FEATURES: MEASURES PROGRESS TOWARDS OBJECTIVES**

This Form will help document the progress that your service delivery program has made towards achieving its objectives and desired outcomes. The Form focuses on the extent to which desired changes occurred as intended by the program in measurable outcome areas (e.g., test scores, school attendance, attitudes, and knowledge levels). This Form addresses whether or not each *individual* program has made progress toward achieving specific program objectives.

**BEFORE YOU BEGIN:**

Do not write on the original Form. Make additional copies of Form 2-4A. You will need one copy for *each service delivery program* that is part of your Tribal Youth Program activities.

Remember to use Form 2-4A for *service delivery programs* and Form 2-4B for *systems change projects*. Refer to the introduction for a description of the difference between service delivery programs and systems change projects.

Refer to Form 2-1A that you completed upon initiating this service delivery program. Information regarding desired outcomes and measures of program success will be used again here.

1. **Program Name** Enter the name or title of your service delivery program.
2. **Outcome Assessment Table**
  - A. **Desired Outcomes** Refer to the list of desired outcomes that you entered on Form 2-1A, Service Delivery Program Description, Item 2, and list them again here. As explained in the instructions for Form 2-1A, these outcomes should represent the sought-after effects of the program.
  - B. **Measure or Indicator ("Evidence" of Your Desired Outcome)** For each desired outcome, indicate one or more measures or indicators for that outcome (refer to the Measures of Program Success that you listed on Form 2-1A, Item 7). For example, if the desired outcome of a tutoring program was to enhance school performance of students, then the appropriate measures/indicators might be school grades, teacher assessments, or improvements in attendance. Alternatively, if the desired outcome was to provide an opportunity for youth to bond with volunteer mentors, then the indicator might be a survey question that asks youth how many adults they have in their lives that they feel they can "really talk to" or with whom they can "do fun things" The measure

can be a simple tally of the number of participants, a standardized measure such as Grade Point Averages, scores of a test developed or adapted by the program (such as a test of knowledge on program topics), results of an attitude survey, behavioral indices, or some other measure that is unique to the program.

**C. Dates Measured or Observed** Enter the dates for which evidence of your outcomes has been collected. To assess changes in outcome measures or indicators, you will need to collect data at two points in time: typically *before*, or at the beginning of the project period, and then again at the end, or soon *after*, the program period. In some instances, however, evidence will be collected only after the program has been completed. For example, a parent training program may administer a test—only at the final class session—which addresses the topics covered during the previous classes. If there is no before measure, write "none" in the "Before" column and then write the date of the single measure (e.g., the date the parenting test was administered) in the "After" column.

**D. Observed Measurable Outcome** For each measure or indicator, write the appropriate value at the "Before" point and then write the value of the same measure at the "After" point. An example would be the average GPA of students before they completed a tutoring program and then the average GPA of the same group of students after the tutoring program ends. Note that if one of the participants drops out of the program and they are not included in the "After" group, then you should go back and take that participant's GPA out of the average shown for the "Before" group. In addition, if your program is using a "pre" and "post" survey, you should make sure to ask the same questions before and after the program is implemented.

**E. Amount of Change in Measure or Indicator (Before vs After)** Compare the before and after values for the measures/indicators in column D. Calculate the amount of change in your outcome measure by subtracting the "Before" score from the "After" score and placing that value in column E. This value indicates how much your program gained on that measure over the course of the program.

**For more detailed information about conducting outcome evaluations and the various resources you can use, see the resource list in the Introduction.**



**Things to Think About When Completing Form 2-4A:**

- What do the observed changes in measures/indicators indicate about the performance of your service delivery program?
- What are the implications for future program planning and implementation?
- How much change is enough change for the program to be considered successful?
- What other factors—outside of the program—may be influencing the measures/indicators and the magnitude of change?

**FORM 2-4B: SYSTEMS CHANGE PROJECT OUTCOME ASSESSMENT**  
**WHEN TO USE: AT THE END OF THE PROJECT PERIOD**  
**KEY FEATURES: MEASURES PROGRESS TOWARDS OBJECTIVES**

This Form will help document the progress that your systems change project has made towards achieving its objectives and desired outcomes. The Form focuses on the extent to which desired changes occurred as intended by the project in measurable outcome areas (e.g., amount of material distributed, number of billboards standing, attitudes and knowledge levels). This Form addresses whether or not each *individual* systems change project has made progress toward achieving specific project objectives.

**BEFORE YOU BEGIN:**

Do not write on the original Form. Make additional copies of Form 2-4B. You will need one copy for *each systems change project* that is part of your Tribal Youth Program activities.

Remember to use Form 2-4B for *systems change projects* and Form 2-4A for *service delivery programs*. Refer to the introduction for a description of the difference between service delivery programs and systems change projects.

Refer to Form 2-1B that you completed upon initiating this systems change project. Information regarding desired outcomes and measures of project success will be used again here.

1. **Project Name** Enter the name or title of your systems change project.

2. **Outcome Assessment Table**

**A. Desired Outcomes** Refer to the list of desired outcomes that you entered on Form 2-1B, Systems Change Project Description, Item 2, and list them again here. As explained in the instructions for Form 2-1B, these outcomes should represent the sought-after effects of the project.

**B. Measure or Indicator (“Evidence” of Your Desired Outcome)** For each desired outcome, indicate one or more measures or indicators for that outcome (refer to the Measures of Project Success that you listed on Form 2-1B, Item 7). For example, if a project's desired outcome is to increase the number of youth enrolled in school related clubs and the project included a club fair at the school and increased publicity for clubs, then the “Before” project measurement might be the number of youth in clubs before the project, and the “After” project measurement might be the number of youth in clubs after the conclusion of project activities. The measure can be a simple count (e.g., number of

materials distributed, number of signatures on a petition, number of attendees at a community forum) or a survey measuring attitudes, knowledge, or reported behavior.

**C. Dates Measured or Observed** Enter the dates for which evidence of your outcomes has been collected. To assess changes in outcome measures or indicators, data will need to be collected at two points of time: typically *before* or at the beginning of the project period and then again at the end or soon *after* the completion of the project period. In some instances, however, evidence will be collected only after the project. For example, in a lobbying effort you would only count the number of signatures on a petition *after* they have been collected. If there is no before measure, write “none” in the “Before” column and then write the date of the single measure (e.g., the date the petition was submitted) in the “After” column.

**D. Observed Measurable Outcome** For each measure or indicator, write the appropriate value at the "Before" point and then write the value of the same measure at the "After" point. For example, enter the number of billboards advertising cigarettes before a billboard campaign and the number of billboards remaining after the campaign.

**E. Amount of Change in Measure or Indicator (Before vs After)** Compare the before and after values for the measures/indicators in column D. Estimate the amount of change in your outcome measure by subtracting the "Before" score from the "After" score and placing that value in column E. This value indicates how much your project gained on that measure over the course of the project.



**Things to Think About When Completing Form 2-4B:**

- What do the observed changes in measures/indicators indicate about the performance of your systems change project?
- What are the implications for future project planning and implementation?
- How much change is enough to consider the project a success?
- What other factors—outside of the project—may be influencing the measures/indicators and the magnitude of change?

**2-1A SERVICE DELIVERY PROGRAM DESCRIPTION**

1. Program Overview (*What?*)

|                                                                  |      |  |    |  |
|------------------------------------------------------------------|------|--|----|--|
| A. Program Name:                                                 |      |  |    |  |
| B. Lead Organization(s):                                         |      |  |    |  |
| C. Planned Program Period:                                       | From |  | To |  |
| D. Amount of Direct Funding for This Program From Title V:<br>\$ |      |  |    |  |
| E. Brief Program Description:                                    |      |  |    |  |

2. Objectives and Desired Outcomes (Why?)

|                                                                                                                                              |  |
|----------------------------------------------------------------------------------------------------------------------------------------------|--|
| What are the objectives and desired outcomes of this program? What do you hope to accomplish?                                                |  |
| What protective/resiliency factors will be enhanced?                                                                                         |  |
| <i>"After completing this program or being involved in it, participants will..., should know how to..., be able to..., or understand..."</i> |  |
| 1)                                                                                                                                           |  |
| 2)                                                                                                                                           |  |
| 3)                                                                                                                                           |  |
| 4)                                                                                                                                           |  |
| 5)                                                                                                                                           |  |

3. Operations (Where? When?)

|                          |  |
|--------------------------|--|
| A. Program Site/Setting: |  |
| B. Hours of Operation:   |  |

4. Program Staff (Who?)

|                                                                  |  |                            |                       |
|------------------------------------------------------------------|--|----------------------------|-----------------------|
| A. General Description of Program Staff:                         |  |                            |                       |
| B. Number of Program Staff                                       |  |                            |                       |
| <u>Staff</u>                                                     |  | <u># Full-Time</u>         | <u># Part-Time</u>    |
| Managers                                                         |  |                            |                       |
| Service Providers                                                |  |                            |                       |
| Administrative/Clerical Staff                                    |  |                            |                       |
| Volunteers                                                       |  |                            |                       |
| Others                                                           |  |                            |                       |
| C. Special Training Needed by Program Staff to Provide Services: |  |                            |                       |
| <u>Type of Training</u>                                          |  | <u>Staff to be Trained</u> | <u>Dates Provided</u> |
|                                                                  |  |                            |                       |
|                                                                  |  |                            |                       |
|                                                                  |  |                            |                       |

5. Specific Program Services and Activities (*What Goes On?*)

|                              |  |
|------------------------------|--|
| A. Services and Activities:  |  |
| B. Materials and Curriculum: |  |

6. Population Served (*For Whom?*)

|                                                                                           |  |
|-------------------------------------------------------------------------------------------|--|
| A. Program Participants and Service Recipients (Target Population):                       |  |
| B. Age Range of Target Population(s):                                                     |  |
| C. Eligibility Requirements (e.g., income level, academic standing, legal status, other): |  |
|                                                                                           |  |
| D. Anticipated Number to Be Served:                                                       |  |

7. Measures of Program Success (*If Successful, What Happens?*)

| How Will You Know If This Program Was Effective? What are Your Measures or Indicators of Success? |  |
|---------------------------------------------------------------------------------------------------|--|
| 1)                                                                                                |  |
| 2)                                                                                                |  |
| 3)                                                                                                |  |
| 4)                                                                                                |  |
| 5)                                                                                                |  |

8. Other Program Notes or Special Circumstances (*But...*)

(Enter narrative data below, using additional pages if necessary.)

## 2-1B SYSTEMS CHANGE PROJECT DESCRIPTION

### 1. Program Overview (*What?*)

|                                                                  |      |  |    |  |
|------------------------------------------------------------------|------|--|----|--|
| A. Program Name:                                                 |      |  |    |  |
| B. Lead Organization(s):                                         |      |  |    |  |
| C. Planned Program Period:                                       | From |  | To |  |
| D. Amount of Direct Funding for This Program From Title V:<br>\$ |      |  |    |  |
| E. Brief Program Description:                                    |      |  |    |  |

### 2. Objectives and Desired Outcomes (*Why?*)

|                                                                                                                                                                                                                                                                                                                      |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>What are the objectives and desired outcomes of this program? What do you hope to accomplish?</p> <p>What protective/resiliency factors will be enhanced?</p> <p><i>"After completing this program or being involved in it, participants will..., should know how to..., be able to..., or understand..."</i></p> |  |
| 1)                                                                                                                                                                                                                                                                                                                   |  |
| 2)                                                                                                                                                                                                                                                                                                                   |  |
| 3)                                                                                                                                                                                                                                                                                                                   |  |
| 4)                                                                                                                                                                                                                                                                                                                   |  |
| 5)                                                                                                                                                                                                                                                                                                                   |  |

### 3. Operations (*Where? When?*)

|                          |  |
|--------------------------|--|
| A. Program Site/Setting: |  |
| B. Hours of Operation:   |  |

### 4. Program Staff (*Who?*)

|                                                        |  |
|--------------------------------------------------------|--|
| A. General Description of Program Staff or Organizers: |  |
|--------------------------------------------------------|--|

5. Specific Project Events and Activities (*What Goes On?*)

|  |
|--|
|  |
|--|

6. Target Audience(s), Community Population(s), or System(s) Served (*For Whom?*)

|  |
|--|
|  |
|--|

7. Measures of Program Success (*If Successful, What Happens?*)

| How Will You Know If This Program Was Effective? What are Your Measures or Indicators of Success? |  |
|---------------------------------------------------------------------------------------------------|--|
| 1)                                                                                                |  |
| 2)                                                                                                |  |
| 3)                                                                                                |  |
| 4)                                                                                                |  |
| 5)                                                                                                |  |

8. Other Program Notes or Special Circumstances (*But...*)

(Enter narrative data below, using additional pages if necessary.)

**2-2A SERVICE DELIVERY PROGRAM IMPLEMENTATION LOG**

**1. Program and Year**

|                  |          |
|------------------|----------|
| A. Program Name: | B. Year: |
|------------------|----------|

**2. Implementation Log**

| A. Program Components | B. Number Served/Participating Per Month (Unshaded Top Box) |     |     |     |     |     |     |     |     |     |     |     | D. Total Served and Unit | E. Notes and Explanations |  |
|-----------------------|-------------------------------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--------------------------|---------------------------|--|
|                       | C. Average Session Time in Hours (Shaded Bottom Box)        |     |     |     |     |     |     |     |     |     |     |     |                          |                           |  |
|                       | Jan                                                         | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec |                          |                           |  |
|                       |                                                             |     |     |     |     |     |     |     |     |     |     |     |                          |                           |  |
|                       |                                                             |     |     |     |     |     |     |     |     |     |     |     |                          |                           |  |
|                       |                                                             |     |     |     |     |     |     |     |     |     |     |     |                          |                           |  |
|                       |                                                             |     |     |     |     |     |     |     |     |     |     |     |                          |                           |  |
|                       |                                                             |     |     |     |     |     |     |     |     |     |     |     |                          |                           |  |
|                       |                                                             |     |     |     |     |     |     |     |     |     |     |     |                          |                           |  |
|                       |                                                             |     |     |     |     |     |     |     |     |     |     |     |                          |                           |  |
|                       |                                                             |     |     |     |     |     |     |     |     |     |     |     |                          |                           |  |

|                                                                |
|----------------------------------------------------------------|
| <b>2-2B      SYSTEMS CHANGE PROJECT IMPLEMENTATION<br/>LOG</b> |
|----------------------------------------------------------------|

|                             |  |
|-----------------------------|--|
| <b>1. Project<br/>Name:</b> |  |
|-----------------------------|--|

**2. Implementation Log**

| A. Project Components | B. Dates | C. Number and Unit Involved | D. Materials Used | E. Notes and Explanations |
|-----------------------|----------|-----------------------------|-------------------|---------------------------|
|                       |          |                             |                   |                           |
|                       |          |                             |                   |                           |
|                       |          |                             |                   |                           |
|                       |          |                             |                   |                           |
|                       |          |                             |                   |                           |
|                       |          |                             |                   |                           |
|                       |          |                             |                   |                           |
|                       |          |                             |                   |                           |
|                       |          |                             |                   |                           |
|                       |          |                             |                   |                           |

**2-3A SERVICE DELIVERY PROGRAM PROCESS  
ASSESSMENT**

**1. Program Name**

Program Name:

**2. Program Period**

A. Dates of Program Implementation: From \_\_\_\_\_ To \_\_\_\_\_

B. Actual Implementation Schedule Compared to Planned Program Schedule:

Generally On Schedule  Ahead of Planned Schedule  Behind Planned Schedule

C. If implementation differed from the originally planned schedule, what caused the differences or delays?

To what extent did the differences affect the program?

### 3. Program Activities and Services

A. What program activities and services were planned but not implemented? Why?

B. What program activities and services were implemented that were not originally planned? Why?

### 4. Participation

A. To what extent did you achieve your participation goals (e.g., 50%, 100%, 200%)?:

B. What factors contributed to this level of actual participation in the program?

C. What group(s) were missing that you had hoped or intended to have participate in the program?  
Why?

5. Participant Feedback

A. How did participants evaluate the program?

B. What did participants *like* the most?

C. What did participants *dislike*?

6. Resources

A. Were sufficient Title V funds devoted to this program to accomplish what was planned?

- Available funds were in line with what was needed
- Available funds were less than needed
- Available funds were more than needed

B. If funds were insufficient to support program objectives, where specifically were more funds needed?

7. Reflections and Lessons Learned

A. If your group were to implement the program over again, what would you do differently? What lessons did you learn?

B. What would you be sure to do again?

C. What advice would you give to someone who was planning to implement a similar program?

**2-3B SYSTEMS CHANGE PROJECT PROCESS  
ASSESSMENT**

**1. Project Name**

Project Name:

**2. Project Period**

A. Dates of Project Implementation: From \_\_\_\_\_ To \_\_\_\_\_

B. Actual Implementation Schedule Compared to Planned Project Schedule:

Generally On Schedule

Ahead of Planned Schedule

Behind Planned Schedule

C. If implementation differed from the originally planned schedule, what caused the differences or delays?

To what extent did the differences affect the project?

**3. Project Components**

A. What project steps, activities or events were planned but not implemented? Why?

B. What project steps, activities or events were implemented that were not originally planned? Why?

4. Resources

A. Were sufficient Title V funds devoted to this project to accomplish what was planned?

Available funds were in line with what was needed

Available funds were less than needed

Available funds were more than needed

B. If funds were insufficient to support project objectives, where specifically were more funds needed?

5. Reflections and Lessons Learned

A. If your group were to implement the project over again, what would you do differently? What lessons did you learn?

B. What would you be sure to do again?

C. What advice would you give to someone who was planning to implement a similar project?

**2-4A SERVICE DELIVERY PROGRAM OUTCOME ASSESSMENT**

1. Program Name:

|  |
|--|
|  |
|--|

2. Outcome Assessment Table

| A. Desired Outcomes | B. Measure or Indicator ("Evidence" of Your Desired Outcome) | C. Dates Measured or Observed |       | D. Observed Measurable Outcome |       | E. Amount of Change in Measure or Indicator (Before vs After) |
|---------------------|--------------------------------------------------------------|-------------------------------|-------|--------------------------------|-------|---------------------------------------------------------------|
|                     |                                                              | Before                        | After | Before                         | After |                                                               |
| 1)                  |                                                              |                               |       |                                |       |                                                               |
| 2)                  |                                                              |                               |       |                                |       |                                                               |
| 3)                  |                                                              |                               |       |                                |       |                                                               |
| 4)                  |                                                              |                               |       |                                |       |                                                               |
| 5)                  |                                                              |                               |       |                                |       |                                                               |

**2-4B SYSTEMS CHANGE PROJECT OUTCOME ASSESSMENT**

|                         |  |
|-------------------------|--|
| <b>1. Program Name:</b> |  |
|-------------------------|--|

**2. Outcome Assessment Table**

| A. Desired Outcomes | B. Measure or Indicator ("Evidence" of Your Desired Outcome) | C. Dates Measured or Observed |       | D. Observed Measurable Outcome |       | E. Amount of Change in Measure or Indicator (Before vs After) |
|---------------------|--------------------------------------------------------------|-------------------------------|-------|--------------------------------|-------|---------------------------------------------------------------|
|                     |                                                              | Before                        | After | Before                         | After |                                                               |
| 1)                  |                                                              |                               |       |                                |       |                                                               |
| 2)                  |                                                              |                               |       |                                |       |                                                               |
| 3)                  |                                                              |                               |       |                                |       |                                                               |
| 4)                  |                                                              |                               |       |                                |       |                                                               |
| 5)                  |                                                              |                               |       |                                |       |                                                               |

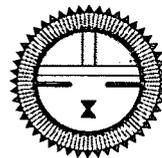
1. Many of the Forms in this Workbook are adapted from worksheets found in Linney, J.A. & Wandersman, A. (1991). *Prevention Plus III: Assessing Alcohol and Other Drug Prevention Programs at the School and Community Level*. U.S. Department of Health and Human Services, Office for Substance Abuse Prevention.

# OJJDP

**Training and  
Technical Assistance  
for  
American Indian and  
Alaska Native Communities**

## **Tribal Youth Training & Technical Assistance**

In FY 1997, American Indian Development Associates (AIDA) was awarded a multi-year *Cooperative Agreement* by the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention to help Indian nations build capacity to address Indian youth issues, needs and concerns.

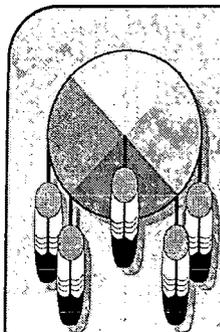


Through the Cooperative Agreement, AIDA provides training and technical assistance to American Indian & Alaska Native governments to develop or enhance their juvenile justice systems.

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## American Indian Development Associates

MOON  
THE  
COM  
ANY



AIDA is a 100% American Indian owned small business that provides consulting, research, training and technical assistance on justice issues affecting Indian Nations, particularly those involving young people.

*The AIDA has been an important resource for tribes since 1989.*

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## American Indian Development Associates

MOON  
THE  
COM  
ANY

The AIDA focuses on the development of Indian people, criminal and juvenile justice practitioners, and Indian Nation governments to address concerns of the Indian communities. In order to achieve the goal of capacity building, the AIDA employs a staff and associates with expertise in the following areas:

Children, Youth & Family  
Justice Systems  
Community Involvement &  
Mobilization  
Criminal Justice  
Cultural Diversity  
Indigenous Justice  
Juvenile Rights &  
Protections  
Program Evaluation



Program Development:  
Early, Secondary, & Tertiary  
Intervention  
Aftercare  
Public Administration  
Public Policy & Legislation  
Social Justice Research  
Tribal Youth Development,  
Mentoring & Leadership

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OJJDP and AIDA  
Cooperative Agreement Mission

**The OJJDP and AIDA mission is to build the capacity of Indian Nations to address Indian youth crime, delinquency, violence and victimization issues and problems by assisting them to develop comprehensive, system-wide responses to these problems in their communities.**

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OJJDP TRAINING AND TECHNICAL  
ASSISTANCE PROGRAM

*THE GOAL IS*



To provide training and technical assistance to Indian Nations by building upon the strengths of their:

- *community institutions*
- *tribal culture*
- *tribal knowledge, skills, & abilities.*

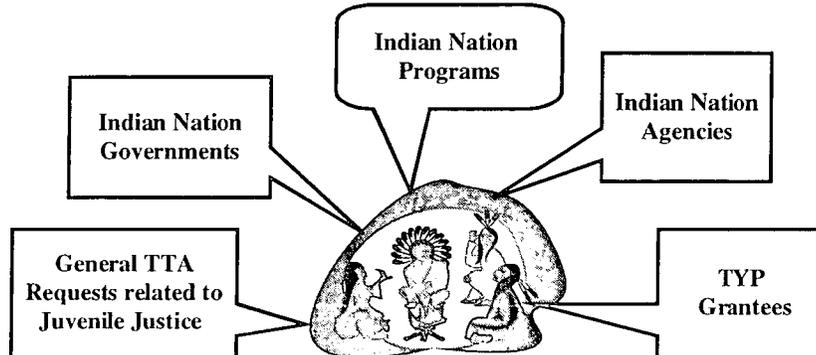


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## OJJDP Training and Technical Assistance

### Requests Under Cooperative Agreement

The AIDA provides assistance upon request by



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## Tribal Youth Training and Technical Assistance (TYP)



There are Two TTA components:

### *TYP Training and Technical Assistance*

In FY 1999 the Cooperative Agreement was expanded to include training and technical assistance to 37 Indian nations awarded TYP funding.

### *General Training and Technical Assistance*

is reserved for Indian Nations that cannot access TTA through any other source.

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## Types of Training and Technical Assistance

### Tribal Court Development

- Probation Systems
- Design of Court Management Systems
- Indigenous Justice & Restorative Justice Systems

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## Types of Training and Technical Assistance

### Youth and Wellness

- Juvenile Justice Planning
- Child Advocacy & Protection Teams
- Early Intervention
- Secondary Prevention Programs

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## **Types of Training and Technical Assistance**

### **Community Development**

- **Public Policy Development**
- **Community Mobilization**
- **Social Marketing Strategies**
- **Resource Sharing**

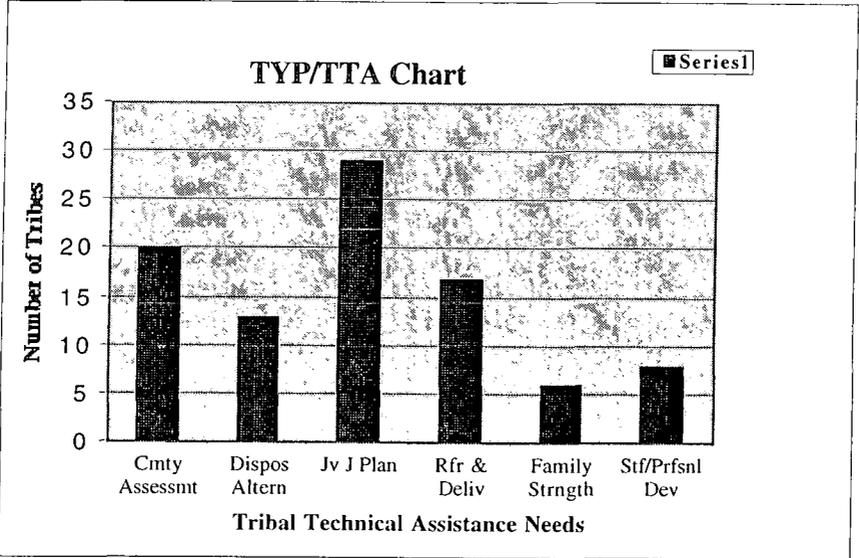
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## **Types of Training and Technical Assistance**

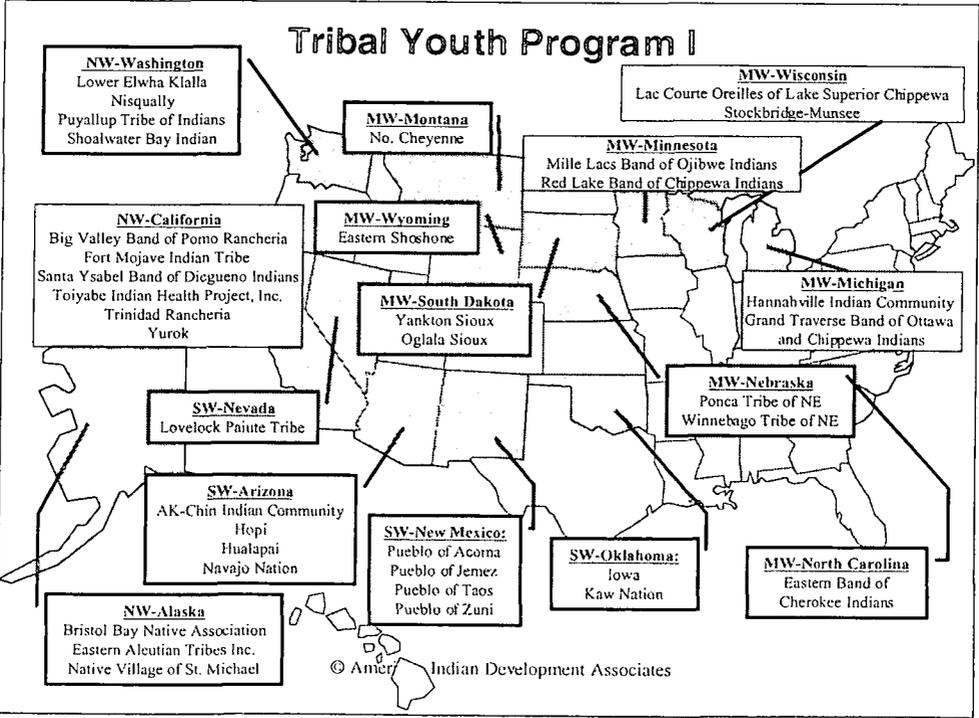
### **Implementation Strategies**

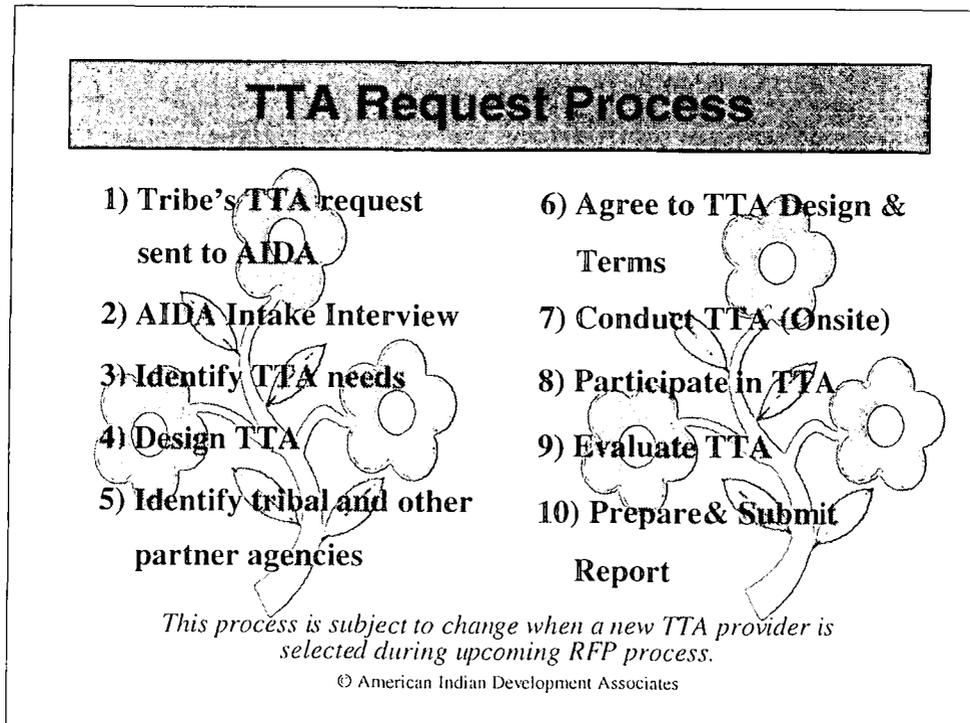
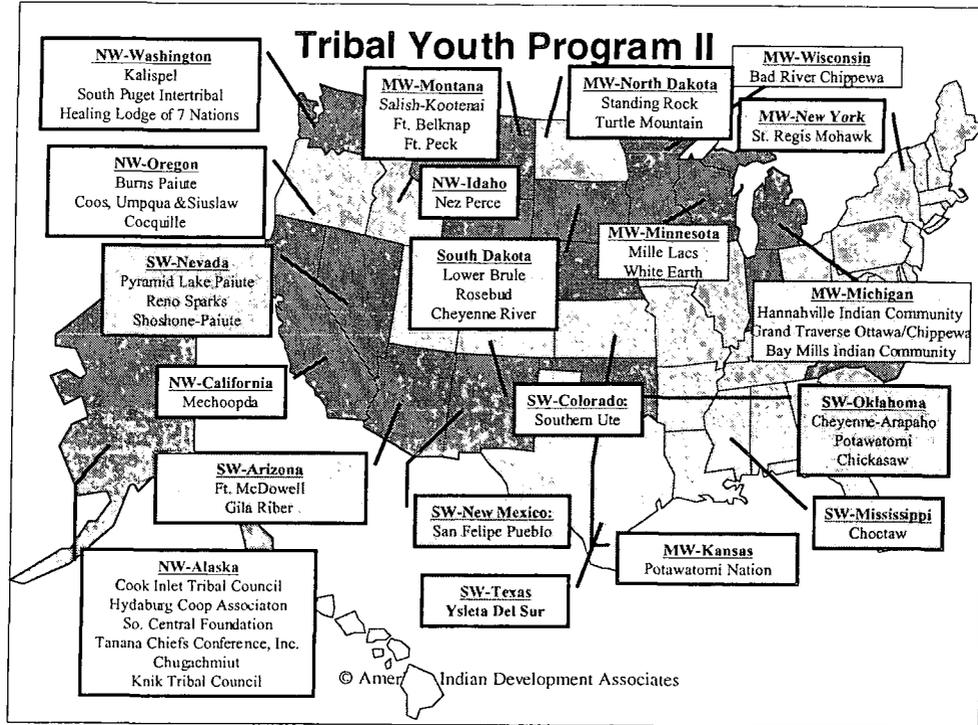
- **Needs Assessments**
- **Program Planning Development**
- **Focus Groups/Qualitative Data  
Collection**
- **Meeting Design & Management**
- **Case Management**
- **Competency Training for Staffs**

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**Department of Justice  
 FY 2002 President's Budget  
 Indian Country Law Enforcement Initiative**

| Component                            | Item                                                                                                                                                         | Request      |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Office of Justice Programs           | Tribal Courts Program—to assist tribal government in the development, enhancement, and continuing operation of tribal judicial systems.                      | \$7,982,000  |
|                                      | Title V Incentive Grants for Local Delinquency Prevention—to serve Indian youth by developing, enhancing, and supporting tribal juvenile justice systems.    | \$12,473,000 |
|                                      | Indian Alcohol and Substance Abuse Program—for demonstration grants on alcohol abuse and crime in Indian Country. This will fund law enforcement activities. | \$4,989,000  |
|                                      | State Correctional Grant Program—for the construction of detention facilities in Indian country.                                                             | \$35,191,000 |
|                                      | Tribal criminal justice statistics collection                                                                                                                | \$1,996,000  |
| Community Oriented Policing Services | Grants to Tribes for additional law enforcement officers, equipment, and training.                                                                           | \$31,315,000 |
| TOTAL                                |                                                                                                                                                              | \$93,946,000 |



**U.S. DEPARTMENT OF JUSTICE  
OFFICE OF TRIBAL JUSTICE**



The Office of Tribal Justice (OTJ) was established to provide a single point of contact within the Justice Department for meeting the broad and complex federal responsibilities owed to Indian tribes. The Office facilitates coordination between Departmental components working on Indian issues, and provides a permanent channel of communication for Indian tribal governments with the Department of Justice. OTJ represents the Department in its dealing with Indian tribes, federal agencies, Congress, state and local governments, professional associations, and public interest groups. Because Indian issues cut across so many entities within the Executive Branch, OTJ, in cooperation with the Bureau of Indian Affairs, serves to unify the federal response.

**°Director:** Tracy Toulou  
**°Deputy Directors:** Timothy Joranko  
Todd Araujo  
Debra Gee  
Kyle Nayback

**°Secretary:** Veronica Bush

**Please contact us at the following Location:**

Office of Tribal Justice  
Room 5634 Main Justice Building  
950 Pennsylvania Avenue, N.W.  
Washington, DC 20530-0001  
Telephone: (202) 514-8812  
Fax: (202) 514-9078

## **I. MISSION OF THE OFFICE OF TRIBAL JUSTICE**



The mission of the Office of Tribal Justice (OTJ) is to coordinate and focus the Department's policies and positions on American Indian and Alaska Native issues, maintain liaison with the federally recognized Indian tribes, and work with appropriate federal, state, and local officials, professional associations, and public interest groups. The major functions of the Office are to:

- Communicate with tribal representatives on Department issues of concern to Indian tribes;
- Ensure that the Department clearly communicates policies and positions to tribal leaders;
- Maintain liaison between the Department and the various divisions and bureaus of the Department and the state, county, and local governments, professional organizations, special interest groups, and private entities with interests in, or responsibilities for, tribal matters;
- Promote internal uniformity of Department policies and litigating positions relating to Indian country; and,
- Coordinate, together with the Office of Legislative Affairs, the Department's legislative efforts relating to Indian country.

Within the Department, the Office coordinates the on-going work of Justice Divisions responsible for Indian issues. This coordination will allow the Department to ensure consistency in Indian policy, maximize limited resources, and better leverage expertise and experience in Indian legal issues.

Outside of the Department, the Office plays a major role in coordinating with federal agencies with responsibilities in Indian country, such as the Department of the Interior, the Indian Health Service at the Department of Health and Human Services, the Departments of Housing and Urban Development, Agriculture, Education, and the Environmental Protection Agency. OTJ serves as the primary means within the Department of coordinating federal Indian policy.

OTJ is responsible for coordinating relations with elected tribal officials. OTJ also serves as the clearinghouse for all correspondence relating to Indian matters.

## **II. FUNCTIONS OF THE OFFICE OF TRIBAL JUSTICE**

Below is a representative list of some current Department of Justice activities for Indian country for which OTJ has coordination and liaison responsibilities.

### **A. Law Enforcement**

- B. Indian Grant Programs and Project Implementation
- C. Litigation and Legislative Matters
- D. Tribal Justice Systems and Public Law 280 Policy
- E. Religious Freedom and the Protection of Sacred Sites and Resources
- F. International Indigenous Peoples Rights
- G. State and Federal Taxation of Indian Tribes
- H. Indian Gaming Regulatory Act and Tribal Gaming Issues

OTJ enables the Department to address issues that are of importance to the Nation's first Americans with renewed effectiveness.

**DEPARTMENT OF JUSTICE POLICY ON  
INDIAN SOVEREIGNTY AND GOVERNMENT-TO-GOVERNMENT  
RELATIONS WITH INDIAN TRIBES**



**PURPOSE:** To reaffirm the Department's recognition of the sovereign status of federally recognized Indian tribes as domestic dependent nations and to reaffirm adherence to the principles of government-to-government relations; to inform Department personnel, other federal agencies, federally recognized Indian tribes, and the public of the Department's working relationships with federally recognized Indian tribes; and to guide the Department in its work in the field of Indian affairs.

**I. INTRODUCTION**

From its earliest days, the United States has recognized the sovereign status of Indian tribes as "domestic dependent nations." *Cherokee Nation v. Georgia*, 30 U.S. (5 Pet.) 1, 17 (1831). Our Constitution recognizes Indian sovereignty by classing Indian treaties among the "supreme Law of the land," and establishes Indian affairs as a unique area of federal concern. In early Indian treaties, the United States pledged to "protect" Indian tribes, thereby establishing one of the bases for the federal trust responsibility in our government-to-government relations with Indian tribes. These principles continue to guide our national policy towards Indian tribes.

**A. THE EXECUTIVE MEMORANDUM ON GOVERNMENT-TO-GOVERNMENT  
RELATIONS BETWEEN THE UNITED STATES AND INDIAN TRIBES**

On April 29, 1994, at a historic meeting with the heads of tribal governments, President Clinton reaffirmed the United States' "unique legal relationship with Native American tribal governments" and issued a directive to all executive departments and agencies of the Federal Government that:

As executive departments and agencies undertake activities affecting Native American tribal rights or trust resources, such activities should be implemented in a knowledgeable, sensitive manner respectful of tribal sovereignty.

President Clinton's directive requires that in all activities relating to or affecting the government or treaty rights of Indian tribes, the executive branch shall:

- 1) operate within a government-to-government relationship with federally recognized Indian tribes;
- 2) consult, to the greatest extent practicable and permitted by law, with Indian tribal governments before taking actions that affect federally recognized Indian tribes;
- 3) assess the impact of agency activities on tribal trust resources and assure that tribal interests are considered before the activities are undertaken;

4) remove procedural impediments to working directly with tribal governments on activities that affect trust property or governmental rights of the tribes; and

5) work cooperatively with other agencies to accomplish these goals established by the President.

The Department of Justice is reviewing programs and procedures to ensure that we adhere to principles of respect for Indian tribal governments and honor our Nation's trust responsibility to Indian tribes. Within the Department, the Office of Tribal Justice has been formed to coordinate policy towards Indian tribes both within the Department and with other agencies of the Federal Government, and to assist Indian tribes as domestic dependent nations within the federal system.

## **B. FEDERAL INDIAN SELF-DETERMINATION POLICY**

President Clinton's executive memorandum builds on the firmly established federal policy of self-determination for Indian tribes. Working together with Congress, previous Presidents affirmed the fundamental policy of federal respect for tribal self-government. President Johnson recognized "the right of the first Americans . . . to freedom of choice and self-determination." President Nixon strongly encouraged "self-determination" among the Indian people. President Reagan pledged "to pursue the policy of self-government" for Indian tribes and reaffirmed "the government-to-government basis" for dealing with Indian tribes. President Bush recognized that the Federal Government's "efforts to increase tribal self-governance have brought a renewed sense of pride and empowerment to this country's native peoples."

## **II. PRINCIPLES OF INDIAN SOVEREIGNTY AND THE TRUST RESPONSIBILITY**

Though generalizations are difficult, a few basic principles provide important guidance in the field of Indian affairs: 1) the Constitution vests Congress with plenary power over Indian affairs; 2) Indian tribes retain important sovereign powers over "their members and their territory," subject to the plenary power of Congress; and 3) the United States has a trust responsibility to Indian tribes, which guides and limits the Federal Government in dealings with Indian tribes. Thus, federal and tribal law generally have primacy over Indian affairs in Indian country, except where Congress has provided otherwise.

## **III. DEPARTMENT OF JUSTICE RECOGNITION OF INDIAN SOVEREIGNTY AND THE FEDERAL TRUST RESPONSIBILITY**

The Department resolves that the following principles will guide its interactions with the Indian tribes.

### **A. THE SOVEREIGNTY OF INDIAN TRIBES**

The Department recognizes that Indian tribes as domestic dependent nations retain sovereign powers, except as divested by the United States, and further

recognizes that the United States has the authority to restore federal recognition of Indian sovereignty in order to strengthen tribal self-governance.

The Department shall be guided by principles of respect for Indian tribes and their sovereign authority and the United States' trust responsibility in the many ways in which the Department takes action on matters affecting Indian tribes. For example, the Department reviews proposed legislation, administers funds that are available to tribes to build their capacity to address crime and crime-related problems in Indian country, and in conjunction with the Bureau of Indian Affairs and tribal police, provides essential law enforcement in Indian country. The Department represents the United States, in coordination with other federal agencies, in litigation brought for the benefit of Indian tribes and individuals, as well as in litigation by Indian tribes or individuals against the United States or its agencies. In litigation as in other matters, the Department may take actions and positions affecting Indian tribes with which one or more tribes may disagree. In all situations, the Department will carry out its responsibilities consistent with the law and this policy statement.

## **B. GOVERNMENT-TO-GOVERNMENT RELATIONSHIPS WITH INDIAN TRIBES**

In accord with the status of Indian tribes as domestic dependent nations, the Department is committed to operating on the basis of government-to-government relations with Indian tribes.

Consistent with federal law and other Departmental duties, the Department will consult with tribal leaders in its decisions that relate to or affect the sovereignty, rights, resources or lands of Indian tribes. Each component will conduct such consultation in light of its mission. In addition, the Department has initiated national and regional listening conferences and has created the Office of Tribal Justice to improve communications with Indian tribes. In the Offices of the United States Attorneys with substantial areas of Indian country within their purview, the Department encourages designation of Assistant U.S. Attorneys to serve as tribal liaisons.

In order to fulfill its mission, the Department of Justice endeavors to forge strong partnerships between the Indian tribal governments and the Department. These partnerships will enable the Department to better serve the needs of Indian tribes, Indian people, and the public at large.

## **C. SELF-DETERMINATION AND SELF-GOVERNANCE**

The Department is committed to strengthening and assisting Indian tribal governments in their development and to promoting Indian self-governance. Consistent with federal law and Departmental responsibilities, the Department will consult with tribal governments concerning law enforcement priorities in Indian country, support duly recognized tribal governments, defend the lawful exercise of tribal governmental powers in coordination with the Department of the

Interior and other federal agencies, investigate government corruption when necessary, and support and assist Indian tribes in the development of their law enforcement systems, tribal courts, and traditional justice systems.

#### **D. TRUST RESPONSIBILITY**

The Department acknowledges the federal trust responsibility arising from Indian treaties, statutes, executive orders, and the historical relations between the United States and Indian tribes. In a broad sense, the trust responsibility relates to the United States' unique legal and political relationship with Indian tribes. Congress, with plenary power over Indian affairs, plays a primary role in defining the trust responsibility, and Congress recently declared that the trust responsibility "includes the protection of the sovereignty of each tribal government." 25 U.S.C. 3601.

The term "trust responsibility" is also used in a narrower sense to define the precise legal duties of the United States in managing property and resources of Indian tribes and, at times, of individual Indians.

The trust responsibility, in both senses, will guide the Department in litigation, enforcement, policymaking and proposals for legislation affecting Indian country, when appropriate to the circumstances. As used in its narrower sense, the federal trust responsibility may be justiciable in some circumstances, while in its broader sense the definition and implementation of the trust responsibility is committed to Congress and the Executive Branch.

#### **E. PROTECTION OF CIVIL RIGHTS**

Federal law prohibits discrimination based on race or national origin by the federal, state and local governments, or individuals against American Indians in such areas as voting, education, housing, credit, public accommodations and facilities, employment, and in certain federally funded programs and facilities. Various federal criminal civil rights statutes also preserve personal liberties and safety. The existence of the federal trust responsibility towards Indian tribes does not diminish the obligation of state and local governments to respect the civil rights of Indian people.

Through the Indian Civil Rights Act, Congress selectively has derived essential civil rights protections from the Bill of Rights and applied them to Indian tribes. 25 U.S.C. 1301. The Indian Civil Rights Act is to be interpreted with respect for Indian sovereignty. The primary responsibility for enforcement of the Act is invested in the tribal courts and other tribal fora. In the criminal law context, federal courts have authority to decide habeas corpus petitions after tribal remedies are exhausted.

The Department of Justice is fully committed to safeguarding the constitutional and statutory rights of American Indians, as well as all other Americans.

## **F. PROTECTION OF TRIBAL RELIGION AND CULTURE**

The mandate to protect religious liberty is deeply rooted in this Nation's constitutional heritage. The Department seeks to ensure that American Indians are protected in the observance of their faiths. Decisions regarding the activities of the Department that have the potential to substantially interfere with the exercise of Indian religions will be guided by the First Amendment of the United States Constitution, as well as by statutes which protect the exercise of religion such as the Religious Freedom Restoration Act, the American Indian Religious Freedom Act, the Native American Graves Protection and Repatriation Act, and the National Historic Preservation Act.

The Department also recognizes the significant federal interest in aiding tribes in the preservation of their tribal customs and traditions. In performing its duties in Indian country, the Department will respect and seek to preserve tribal cultures.

## **IV. DIRECTIVE TO ALL COMPONENTS OF THE DEPARTMENT OF JUSTICE**

The principles set out here must be interpreted by each component of the Department of Justice in light of its respective mission. Therefore, each component head shall make all reasonable efforts to ensure that the component's activities are consistent with the above sovereignty and trust principles. The component heads shall circulate this policy to all attorneys in the Department to inform them of their responsibilities. Where the activities and internal procedures of the components can be reformed to ensure greater consistency with this Policy, the component head shall undertake to do so. If tensions arise between these principles and other principles which guide the component in carrying out its mission, components will develop, as necessary, a mechanism for resolving such tensions to ensure that tribal interests are given due consideration. Finally, component heads will appoint a contact person to work with the Office of Tribal Justice in addressing Indian issues within the component.

## **V. DISCLAIMER**

This policy is intended only to improve the internal management of the Department and is not intended to create any right enforceable in any cause of action by any party against the United States, its agencies, officers, or any person.

*U.S. Attorney General*

Indian Country Law Enforcement Improvement  
 FY 2001 Budget Initiative  
 Status as of 05/11/01

Summary of Budget Actions:

| ITEM                                                                | FY 2001<br>President's Budget |              |                   | Senate<br>Committee Mark |              |                   | House Mark |              |                   | Conference Mark |              |                   |                   |
|---------------------------------------------------------------------|-------------------------------|--------------|-------------------|--------------------------|--------------|-------------------|------------|--------------|-------------------|-----------------|--------------|-------------------|-------------------|
|                                                                     | pos                           | agt/<br>atty | amount<br>(\$000) | pos                      | agt/<br>atty | amount<br>(\$000) | pos        | agt/<br>atty | amount<br>(\$000) | pos             | agt/<br>atty | amount<br>(\$000) | Recission<br>.22% |
| FBI Support                                                         | 0                             | 0            | 2039              | 0                        | 0            | 0                 | 0          | 0            | 0                 | 0               | 0            | 0                 | 0                 |
| FBI V/W Specialists                                                 | 31                            | 0            | 2600              | [31]                     | [31]         | [2,600]           | 0          | 0            | 0                 | [31]            | 0            | [2,600 ]          | [2,600]<br>/1     |
| AUSAs & Support                                                     | 60                            | 33           | 4699              | 0                        | 0            | 0                 | 0          | 0            | 0                 | 60<br>/2        | 33           | 5000              | 4989000           |
| Criminal Div.                                                       | 1                             | 0            | 70                | 0                        | 0            | 0                 | 0          | 0            | 0                 | 0               | 0            | 0                 | 0                 |
| Correctional Grants<br>(OJP)                                        | 0                             | 0            | 34000             | 0                        | 0            | 34000             | 0          | 0            | 0                 | 0               | 0            | 34,000<br>/3      | 33925200          |
| Tribal Youth<br>Program (OJP)                                       | 0                             | 0            | 20000             | 0                        | 0            | 12500             | 0          | 0            | 0                 | 0               | 0            | 12500             | 12472500          |
| Zero Tolerance Drug<br>Intervention (OJP)                           | 0                             | 0            | 10000             | 0                        | 0            | 0                 | 0          | 0            | 0                 | 0               | 0            | 0                 | 0                 |
| Indian Alcohol and<br>Substance Abuse<br>(OJP)                      | 0                             | 0            | 8000              | 0                        | 0            | 0                 | 0          | 0            | 0                 | 0               | 0            | 0                 | 0                 |
| Indian Alcohol and<br>Substance Abuse &<br>Law Enforcement<br>(OJP) | 0                             | 0            | 0                 | 0                        |              | 0                 | 0          | 0            | 0                 | 0               | 0            | 5,000<br>/4       | 4989000           |
| Tribal Youth Mental<br>Health (OJP)                                 | 0                             | 0            | 8000              | 0                        | 0            | 0                 | 0          | 0            | 0                 | 0               | 0            | 0                 | 0                 |
| SANE Units (OJP)                                                    | 0                             | 0            | 5000              | 0                        | 0            | 0                 | 0          | 0            | 0                 | 0               | 0            | 0                 | 0                 |
| Tribal Courts (OJP)                                                 | 0                             | 0            | 15000             | 0                        | 0            | 5000              | 0          | 0            | 0                 | 0               | 0            | 8000              | 7982400           |
| Statistics Collection<br>(OJP)                                      | 0                             | 0            | 2000              | 0                        | 0            | 0                 | 0          | 0            | 0                 | 0               | 0            | 2000              | 1995600           |
| Police Corps (OJP)                                                  | 0                             | 0            | 5000              | 0                        | 0            | 0                 | 0          | 0            | 0                 | 0               | 0            | 0                 | 0                 |
| Criminal & Civil<br>Legal Assist. (OJP)                             | 0                             | 0            | 6000              | 0                        | 0            | 0                 | 0          | 0            | 0                 | 0               | 0            | 0                 | 0                 |
| COPS                                                                | 0                             | 0            | 45000             | 0                        | 0            | 40000             | 0          | 0            | 0                 | 0               | 0            | 40,000<br>/5      | 39912000          |
| Forensics (COPS)                                                    | 0                             | 0            | 5000              | 0                        | 0            | 0                 | 0          | 0            | 0                 | 0               | 0            | 0                 | 0                 |
| Office of Tribal<br>Justice (GA)                                    | 8                             | 6?           | 932               | 0                        | 0            | 0                 | 0          | 0            | 0                 | 0               | 0            | 0                 | 0                 |
| <b>TOTAL DOJ</b>                                                    | 100                           | 39           | 173340            | [31<br>                  | [31<br>      | 91500             | 0          | 0            | 0                 | 60              | 33           | 106500            | 106265700         |

1/ The FBI V/W Specialist positions are funded from the Crime Victims Fund, but the amount is displayed here for presentation purposes. The rescission is not applicable.

2/ There are 60 positions and 30FTE, including 33 attorneys, to enhance Federal investigation and prosecution activities in Indian Country to meet Federal statutory responsibilities related to Indian Country.

3/ "Section 117. Of the discretionary funds appropriated to the Edward Byrne Memorial State and Local Law Enforcement Assistance Program in fiscal year 2000, \$2,000,000 shall be transferred to the Violent Offender Incarceration and Truth In Sentencing Incentive Grants Program to be used for the construction of the Hoonah Spirit Camp, as authorized under section 20109(a) of subtitle A of title II of the 1994 Act."

4/ These funds are only available for law enforcement activities.

5/ Of this amount, \$35,000,000 are provided specifically for hiring police officers for Indian Country, with an additional \$5,000,000 from unobligated carryover balances from fiscal year 2000 for Indian country grants.

Other Earmarks:

- \$2 million Alaska Native Justice Center
- \$350,000 for a grant to Turtle Mountain Community College's Department of Justice for "Project Peacemaker"
- Within available resources for Byrne Discretionary grants, OJP is urge to review proposal, and provide grants if warranted, to the Alaska Federation of Natives and the Alaska Court System for an alcohol law offenders program using Naltrexone and other drug therapies.
- \$500,000 for a grant to the National Center for Rural Law Enforcement in Little Rock, AR, to continue providing management education, research, forensic, computer, and technical assistance and training to rural law enforcement agencies, tribal police, and railroad police, throughout the Nation.

## WHERE TO START LOOKING FOR RESOURCES

Indian tribes and tribal organizations may review for funding, training and technical assistance opportunities, publications and videos, and clearinghouses and networking opportunities. It is organized in three sections: Federal Agencies, State Resources and Private and Non-Profit Resources.

### A. FEDERAL AGENCIES

Federal Domestic Assistance Catalog  
[www.gsa.gov/fdac/queryfdac.html](http://www.gsa.gov/fdac/queryfdac.html)

The Federal Register  
Office of the Federal Register (NF)  
National Archives and Records Administration  
700 Pennsylvania Avenue, NW  
Washington DC 20408-0001  
Phone (202) 512-1800  
[www.nara.gov/nara/fedreg/fedreg.html](http://www.nara.gov/nara/fedreg/fedreg.html)

### U.S. DEPARTMENT OF EDUCATION

Safe and Drug-Free Schools Program  
Department of Education  
1250 Maryland Avenue, SW, Room 604  
Washington, D.C. 20202-6123  
Phone: (202) 260-1856 Fax: (202) 260-7767  
[www.ed.gov/offices/OESE/SDFS](http://www.ed.gov/offices/OESE/SDFS)

*Summary:* The Safe and Drug-Free Schools Program provides support for school- and community-based programs to help our Nation's communities prevent drug and alcohol use, as well as violence. Technical assistance, training, and grants are available through the Department.

### U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

Centers for Disease Control (CDC)  
1600 Clifton Road, M.S.D. 14  
Atlanta, GA 30333  
Phone: (404) 639-7000 Fax: (404) 639-7111

*Summary:* The CDC aids in conducting research for alcohol and drug

abuse throughout the country. Results from the studies will help determine prevention and intervention methods used by health care and mental health care professionals. Some highlights of web site are prevention guideline database and search function.

Center for Substance Abuse Prevention (CSAP)  
5600 Fishers Lane Rockwall II  
Rockville, MD 20857  
Phone: (301) 443-0365 Fax: (301) 443-5447  
[nnadal@samhsa.gov](mailto:nnadal@samhsa.gov)

*Summary:* CSAP provides national leadership in federal efforts to prevent alcohol, tobacco and illicit drug use, which are linked to other serious national crime and violence problems. CSAP connects people to resources, ideas and strategies combating and reducing alcohol, tobacco, and illicit drug use nationally and internationally. One highlight of the web site is the CSAP's Regional Alcohol and Drug Awareness Resource (RADAR) Network providing practitioners current prevention information. RADAR Network Centers are located in every State and U.S. and are available to all community members.

Center for Substance Abuse Treatment (CSAT)  
5600 Fishers Lane, Rockwall II  
Rockville, MD 20857  
Phone: (301) 443-5700 Fax: (301) 443-8751  
[www.samhsa.gov/csat/](http://www.samhsa.gov/csat/)

*Summary:* CSAT works with state, local communities, health care providers, and national organizations to upgrade the quality of addiction treatment, to improve the effectiveness of substance abuse treatment programs, and to provide resources to ensure provision of services through the Comprehensive Treatment Recovery Continuum.

Child Abuse and Neglect Prevention  
Office on Child Abuse and Neglect  
Phone: (800) 394-3366

*Summary:* The National Center on Child Abuse and Neglect (NCCAN) provides

states with four major kinds of funding relevant to tribal applicants:

- Grants to support start-up activities for states that meet federal guidelines.
- Grants to states to respond to medical neglect.
- Grants to assist states in developing, establishing and operating programs to improve the handling of child abuse cases.
- Challenge grants to states to encourage the establishment of trust funds or other funding mechanisms for the ongoing support of child abuse prevention activities.

Indian Health Service (I.H.S.)  
5600 Fishers Lane  
Parklawn Bldg.  
Rockville, MD 20857  
Phone: (301) 443-1083 Fax: (301) 443-4794  
<http://www.his.gov/index.asp>

*Summary:* The I.H.S. provides funding to develop innovative strategies that address mental health, behavioral and substance abuse and community safety needs of Native Americans. Visit its web site to obtain information, grant resources and links to the 12 I.H.S. areas throughout Indian country.

National Clearinghouse for Alcohol and Drug Information (NCADI)  
P.O. Box 2345  
Rockville, MD 20847-2345  
Phone: (800) 729-6686 or (800) 487-4889TDD  
[info@health.org](mailto:info@health.org)

*Summary:* The NCADI offers application kits to potential grantee organizations and offers the latest research and information of alcohol related issues as they become known. Publications, grant announcements, videos, and other materials can also be obtained. Valuable information provided by the clearinghouse is:

Publications for Native Americans  
[www.health.org/multicul/natamer/napsubs.htm](http://www.health.org/multicul/natamer/napsubs.htm)

Resources and Organizations for Native Americans  
[www.health.org/multicul/natamer/napsubs.htm](http://www.health.org/multicul/natamer/napsubs.htm)

National Clearinghouse on Families and Youth  
P.O. Box 13505  
Silver Spring, MD 20911-3505  
(301) 608-8098 Fax (301) 608-8721  
[acy.dhhs.gov/programs/fysb/programs/ncfy.Htm](http://acy.dhhs.gov/programs/fysb/programs/ncfy.Htm)

*Summary:* Provides information and links to sources for family strengthening and youth development.

National Institute on Alcohol and Abuse and Alcoholism (NIAAA)  
6000 Executive Boulevard, Suite 400  
Willco Building, M.S.C. 7003  
Bethesda, MD 20892-7003  
Phone: (301) 443-3860 Fax: (301) 445-4703  
[www.niaaa.nih.gov](http://www.niaaa.nih.gov)

*Summary:* The NIAAA conducts biomedical and behavioral research on the causes, consequences, treatment and prevention of alcoholism and alcohol-related problems. It provides research, information, and resources as it relates to alcoholism. Grants and contracts are made available for funding. It monitors alcohol-related legislation and policy development and proposals made by Secretary of Health and Human Services and Congress.

Family Violence Prevention and Services  
Grants to States and Indian Tribes:  
Discretionary Grants  
Office of Community Services  
Administration for Children and Families  
370 L'Enfant Promenade SW  
Washington, D.C. 20447  
Phone: (202) 401-5529

*Summary:* These grants fund a wide range of discretionary activities which work to prevent family violence and increase the knowledge and understanding of this problem through research, demonstration and evaluation projects. Funds are available to public and private entities and may take the

form of a grant, a cooperative agreement or a contract.

Substance Abuse and Mental Health Services Administration (SAMHSA)  
Division of Grants Management  
5515 Security Lane Rockwell II  
Rockville, MD 20857  
Phone: (800) 729-6686 or (301) 443-3958  
FAX:  
[www.samhsa.gov/index.htm](http://www.samhsa.gov/index.htm)

*Summary:* SAMHSA is the lead federal agency for improving access to quality substance abuse prevention, addiction treatment and mental health services. It provides training and technical assistance for grantees in municipal, country state, and tribal government substance abuse programs.

## U. S. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT

Indian Housing Drug Elimination Program  
Office of Native American Programs (ONAP)  
1999 Broadway, Suite 3390 Box 90  
Denver, CO 80202  
Phone: (303) 675-1600 Fax: (303) 675-1662  
[www.codetalk.fed.us](http://www.codetalk.fed.us)

*Summary:* Funding is available through the U.S. Housing and Urban Development (HUD) Department for the elimination of drugs in Native American communities. Indian housing, programs and organizations are eligible to apply. ONAP provides training and technical assistance for tribes regarding program planning, development, and management.

## U.S. DEPARTMENT OF INTERIOR

Bureau of Indian Affairs (BIA)  
1849 C Street, NW, MS-460 MIB  
Washington, DC 20240-0001  
Phone: (202) 208-3711 Fax: (202) 501-1516  
[www.doi.gov/bia/](http://www.doi.gov/bia/)

*Summary:* The mission of the Bureau of Indian Affairs is to assist American Indian and Alaskan Native tribes in achievement of

their self-determination goals, and to enhance the Federal governments responsibility to provide opportunities for tribes to address their problems of alcohol and substance abuse. Their goals are met by coordinating with the Indian Health Service and Federal government agencies to provide resources and funding support for tribes. Also visit the BIA Highway Safety Program at the web site address above and at (505) 248-5053.

## U.S. DEPARTMENT OF JUSTICE

American Indian and Alaskan Native Affairs Office  
810 7<sup>th</sup> St. NW  
Washington, D.C. 20531  
Phone: (202) 616-3205 Fax: (202) 514-7805  
[www.ojp.usdoj.gov/aian/](http://www.ojp.usdoj.gov/aian/)

*Summary:* The American Indian and Alaska Native Affairs office enhances access to information by Federally recognized American Indian and Alaskan Native tribes regarding funding opportunities, training and technical assistance and other relevant information.

Bureau of Justice Assistance (BJA)  
810 7<sup>th</sup> St. NW, 4<sup>th</sup> Floor  
Washington, D. C. 20531  
Phone: (202) 616-6500 Fax: (202) 305-1367  
[www.ojp.usdoj.gov/bja/](http://www.ojp.usdoj.gov/bja/)

*Summary:* The BJA provides funding, training, and technical assistance to local, state and tribal governments to combat and reduce violent and drug-related crime and help improve the criminal justice system.

Bureau of Justice Statistics (BJS)  
810 7<sup>th</sup> St. NW  
Washington, DC 20531  
Phone: (202) 307-0765 Fax: (202) 307-5846  
[www.ojp.usdoj.gov/bjs/](http://www.ojp.usdoj.gov/bjs/)

*Summary:* The BJS collects and analyzes statistical data on crime, criminal offenders, crime victims and the operations of justice systems at all levels of government. It also provides financial and technical support to state statistical agencies and administers special programs that aid state

and local governments in improving their criminal history records and information systems and can be a source of alcohol-related crime information.

Corrections Program Office (CPO)  
810 7<sup>th</sup> St. NW  
Washington, DC 20531  
Phone: (202) 307-3914 Fax: (202) 307-2019  
[www.ojp.usdoj.gov/cpo/](http://www.ojp.usdoj.gov/cpo/)

*Summary:* The CPO provides financial and technical assistance to tribal and local governments to implement corrections-related programs, including correctional facility construction and corrections-based drug treatment programs located near the home of the offender.

Drug Courts Program Office (DCPO)  
810 7<sup>th</sup> St., NW, 8<sup>th</sup> Floor  
Washington, D.C. 20531  
Phone: (202) 616-5001 Fax: (202) 305-9075  
[www.ojp.usdoj.gov/dcpo/](http://www.ojp.usdoj.gov/dcpo/)

*Summary:* The DCPO supports the development, implementation, and improvement of drug courts. State governments, courts, and tribal governments are eligible to apply for resources. Technical assistance and training is available.

Executive Office for Weed and Seed (EOWS)  
810 7<sup>th</sup> St., NW, 6<sup>th</sup> Floor  
Washington, D.C. 20531  
Phone: (202) 616-1152 Fax: (202) 616-1159  
[www.ojp.usdoj.gov/eows/](http://www.ojp.usdoj.gov/eows/)

*Summary:* The EOWS helps communities build stronger, safer neighborhoods by implementing the Weed and Seed strategy, a community-based, multi-disciplinary approach to combating crime. Weed and Seed involves both law enforcement and community-building activities, including economic development and support services.

National Institute of Justice (NIJ)  
810 7<sup>th</sup> St., NW  
Washington, DC 20531  
Phone: (202) 307-2942 Fax: (202) 307-6394  
[www.ojp.usdoj.gov/nij/](http://www.ojp.usdoj.gov/nij/)

*Summary:* The NIJ supports research and evaluation of programs that are innovative and improve criminal justice systems. It assists with development of new criminal justice technologies. Funding and technical assistance are available for research and evaluation programs including those in Indian communities.

Office of Community Oriented Policing Services (COPS)  
U.S. Department of Justice  
1100 Vermont Avenue, NW 9<sup>th</sup> Floor  
Washington, DC 20530  
Phone: (800) 421-6770 Fax: (202) 616-9612  
[www.usdoj.gov/cops](http://www.usdoj.gov/cops)

*Summary:* The COPS provides funding opportunities for federally recognized Indian tribes. The COPS' Tribal Resources Program supports law enforcement training, equipment and officer positions. Indian nations are also eligible to apply grants, such as COPS, MORE and FAST programs.

Office of Juvenile Justice Delinquency and Prevention (OJJDP)  
810 7<sup>th</sup> St, NW  
Washington, D.C. 20531  
Phone: (202) 307-5911 Fax: (202) 514-6382  
[www.ojjdp.ncjrs.org](http://www.ojjdp.ncjrs.org)

*Summary:* The OJJDP provides funding to improve juvenile justice systems. It sponsors innovative research, demonstration, evaluation, statistics, technical assistance and training programs to increase understanding of and response to juvenile violence, delinquency and victimization. OJJDP manages the Tribal Youth Program and the Enforcement of Underage Drinking Laws Program and funds the Tribal Youth Training and Technical Assistance Program.

Office of Justice Programs (OJP)  
Office of Assistant Attorney General  
810 7<sup>th</sup> St., NW  
Washington, D.C. 20531  
Phone: (202) 307-5933 Fax: (202) 514-7805  
[www.ojp.usdoj.gov](http://www.ojp.usdoj.gov)

*Summary:* The OJP was created in 1984 to provide federal leadership in developing the nation's capacity to prevent and control crime, administer justice, and assist crime victims. OJP also works to reduce crime in Indian country, enhance technology's use within the criminal and juvenile justice systems, and support state and local efforts through technical assistance and training.

Office for Victims of Crime (OVC)  
810 7<sup>th</sup> St. NW  
Washington, D.C. 20531  
Phone: (202) 616-2145 Fax: (202)

*Summary:* The 1984 Victims of Crime Act (VOCA) established the Crime Victims Fund in the U.S. Treasury. All states receive an annual VOCA victim assistance grant, which is, in turn, distributed to local agencies or nonprofit organizations in the form of grants.

Children's Justice Act Discretionary Grants for Native Americans  
Office for Victims of Crime  
810 7<sup>th</sup> St. NW  
Washington, D.C. 20531  
Phone: (202) 616-3578

*Summary:* These discretionary funds are available for the purpose of assisting Indian tribes in developing, establishing and operating programs designed to improve (a) the handling of child abuse cases, particularly child sexual abuse, in a manner which limits the trauma to the victim; and (b) the investigation and prosecution of cases of child abuse, particularly child sexual abuse.

Victims Assistance in Indian Country Program  
Office for Victims of Crime  
810 7<sup>th</sup> St. NW  
Washington, D.C. 20531  
Phone: (202) 616-3565

*Summary:* This program provides discretionary grants directly to tribes to establish on-reservation victim assistance programs where there are either no service or limited services for victims. Services can

include crisis intervention, emergency shelter, mental health counseling and court advocacy.

## **OFFICE OF NATIONAL DRUG CONTROL POLICY (ONDCP)**

Executive Office of the President  
Washington, D.C. 20530  
Phone: (202) 395-6645 Fax: (202) 395-5653  
[www.whitehousedrugpolicy.gov](http://www.whitehousedrugpolicy.gov)

*Summary:* ONDCP is A White House agency that assists the President in achieving goals for addressing drug abuse problems by assisting with public policy development and providing input on prevention, intervention, suppression and eradication of drugs throughout the country. Visit its web site to get the latest on White House sponsored initiatives and links to other sources.

## **DEPARTMENT OF TRANSPORTATION**

Impaired Driving Division  
National Highway Traffic Safety Administration (NHTSA)  
400 Seventh Street SW  
Washington, D.C. 20590  
Phone: (202) 366-2715 Fax: (202) 366-2766  
[www.nhtsa.dot.gov](http://www.nhtsa.dot.gov)

*Summary:* The goal of NHTSA Impaired Driving Program is to reduce alcohol-related fatalities. NHTSA has partnerships with the I.H.S, BIA and UNITY to combat motor vehicle related fatalities and injuries. Visit its web site to obtain information about highway safety, training and technical assistance, funding and about programs in your state.

## **DEPARTMENT OF TREASURY**

Bureau of Alcohol, Tobacco and Firearms (ATF)  
650 Massachusetts Avenue, NW  
Washington, D.C. 20226  
Phone: (202) 927-8500 Fax: (202) 927-8868  
[www.atf.treas.gov/](http://www.atf.treas.gov/)

*Summary:* The ATF works with other government agencies, public advocacy, and community groups to develop a partnership to combat underage drinking and driving.

## B. STATE RESOURCES

Generally, Indian tribes and tribal organizations are eligible for funding, training and technical assistance from state resources, but criteria for eligibility varies by location. Federal and state resources include formula funds, pass-through grants, block grants. Below are web sites for the state points of contact in the state administering agencies for these resources. Contact the respective federal public affairs office for more information.

State Administering Agencies:

- Department of Health and Human Services-Substance Abuse and Mental Health Services Administration  
[www.aphsa.org](http://www.aphsa.org)  
[www.samhsa.gov/programs/statesum/summary.htm](http://www.samhsa.gov/programs/statesum/summary.htm)

Using the combined addresses to access state resource information. Also contact the state point of contact to inquire about funding amounts for formula and discretionary grants.

Department of Justice  
[www.ojp.usdoj.gov/ocpa/map](http://www.ojp.usdoj.gov/ocpa/map)

Department of Transportation  
[www.nhtsa.dot.gov/nhtsa/whatsup/tea21/tea21programs/index.html](http://www.nhtsa.dot.gov/nhtsa/whatsup/tea21/tea21programs/index.html)

## C. PRIVATE AND NON-PROFIT RESOURCES

American Indian Development Associates (AIDA)  
2401 12<sup>th</sup> St. NW, Suite 212  
Albuquerque, NM 87104  
Phone: (505) 842-1122 Fax (505) 842-9652  
[aidainc@flash.net](mailto:aidainc@flash.net)

*Summary:* AIDA provides training and technical assistance for tribal juvenile justice systems under a Cooperative Agreement with the U.S. Office of Juvenile Justice and Delinquency Prevention.

A Territory Resource (ATR)  
603 Stewart Street, #221  
Seattle, WA 98101  
Phone: (206) 624-4081

*Summary:* ATR supports community-based organizations in Washington, Oregon, Idaho, Montana and Wyoming that work to promote social justice, stewardship of resources and equity for all. ATR has provided funding for Native American projects and funds across issue areas.

Boys & Girls Clubs of America  
1230 West Peachtree Street, NW  
Atlanta, GA 30309  
Phone: (404) 815-5700 Fax: (404) 815-5789  
[www.bgca.org](http://www.bgca.org)

*Summary:* The Boys & Girls Club of America is a national non-profit organization with members throughout America, including 75 clubs located in Indian country. The organization receives Federal and private funds to support various prevention and intervention programs for positive youth development.

Cook Inlet Region Inc. Foundation (CIRI)  
2525 "C" Street, Suite 507  
P.O. Box 9330  
Anchorage, AK 99509-3330  
Phone: (907) 274-8638

*Summary:* The CIRI Foundation is one of the few Native American foundations established with endowment. The Foundation promoted individual self-development, economic self-sufficiency and pride in culture among Alaskan Native members of the Cook Inlet Region.

The Council of Foundations  
<http://www.cof.org/>

Doyon Foundation  
201 First Avenue  
Fairbanks, AK 99701

Phone: (907) 452-4755

*Summary:* The Doyon Foundation was established in 1988 and is fund by Doyon Ltd. Alaska Native Corporation to serve as an education and cultural resource for its people.

Ford Foundation  
320 East 43<sup>rd</sup> Street  
New York, NY 10017  
Phone: (212) 573-5000  
[www.fordfound.org](http://www.fordfound.org)

*Summary:* The Ford Foundation is the largest grantmaker to charities and programs run by Native American communities. The foundation provides grants across many issue areas, including children and child advocacy. It funds tribal programs in both rural and urban settings.

The Foundation Center  
<http://www.fdncenter.org>

Hopi Foundation  
P.O. Box 705  
Hotevilla, AZ 86030-0705  
Phone: (520) 734-2380

*Summary:* The Hopi Foundation was established in 1987 to provide educational, development and technical assistance to member of the Hopi and other Indian nations, particularly those located in the Southwester U.S. While cultural restoration has been a primary focus, the foundation is open to funding in other issue areas important to Native American communities.

Lannan Foundation  
309 Read Street  
Santa Fe, NM 87501  
Phone: (505) 986-8160

*Summary:* The foundation concentrates on the urgent needs of rural Native American communities and tribes. Priority is given to indigenous projects focusing on education, preservation of language and culture, legal rights, environmental protection and economic development.

Mothers Against Drunk Driving (MADD)  
National MADD Office  
511 F John Carpenter HW, Suite 700  
Irving, TX 75062  
Phone: (800) 438-6233  
[www.madd.org](http://www.madd.org)

*Summary:* MADD is a grassroots, non-profit organization with more than 600 chapters nationwide. It focuses on development of effective solutions to drunk driving and underage drinking problems. It supports victims and those who have lost someone due to drunk driving. Currently, there are two Indian MADD chapter. Contact MADD for assistance in starting a chapter in your community.

Meyer Memorial Trust  
1515 SW 5<sup>th</sup> Avenue, Suite 500  
Portland, OR 97201  
Phone: (503) 228-5512

*Summary:* The trust is a general purpose foundation which includes a focus on children and youth and a history of funding for tribes. There is a special program, Support for Children at Risk, which funds programs in Alaska, Idaho, Montana, Washington and Oregon.

Michigan Native American Foundation  
405 E. Easterday Avenue  
Sault Ste. Marie, MI 49783  
Phone: (800) 562-4957

*Summary:* The foundation is the first and only intertribal foundation in the country. It focuses on community health and human services, programs for youth and the elderly and preserving culture and traditions. Grants are made only to Native American programs in Michigan.

National Association for Native American Children of Alcoholics (NANACOA)  
1402 Third Avenue, Suite 1110  
Seattle, WA 98101  
Phone (206) 467-7686

*Summary:* NANACOA informs policymakers about the needs of Native American children of alcoholics and influences positive change toward healthy

communities. It holds national conferences and develops educational and supportive information for Native Americans.

National Association of Drug Court Professionals (NADCP)  
901 North Pitt St., Suite 370  
Alexandria, VA 22304  
Phone: (703) 706-0576 Fax: (703) 706-0577  
[www.nadcp.org](http://www.nadcp.org)

*Summary:* In partnership with U.S. Drug Courts Program Office, NADCP assists states and tribal governments in the development of drug courts.

National Crime Prevention Council (NCPC)  
1700 K Street, NW, Second Floor  
Washington, DC 20006-3817  
Phone: (202) 466-6272 Fax: (202) 296-1356  
[www.ncpc.org](http://www.ncpc.org)

*Summary:* The NCPC provides training, technical assistance, information dissemination and program development and evaluation for criminal and juvenile justice practitioners nationwide. Visit its web site for publications and Indian-specific crime prevention initiatives.

National Youth Gang Information Center  
Institute for Intergovernmental Research  
P.O. Box 12729  
Tallahassee, FL 33217  
Phone: (850) 385-0600 Fax: (850) 386-5356  
[iir.com/nygc](http://iir.com/nygc)

*Summary:* The Center provides training, technical assistance, information and publications for criminal and juvenile justice practitioners nationwide, specifically on youth gang problems. Visit its web site for links to other gang-related resource information and resources.

Native American Health Resource on the Internet  
[hanksville.phast.umass.edu/misc/indices/Nah\\_ealth.html](http://hanksville.phast.umass.edu/misc/indices/Nah_ealth.html)

*Summary:* Native American Health Resource on the Internet is a comprehensive listing of health resources and organizations

pertaining to Native Americans and Alaskan Natives.

Navajo Way  
P.O. Box 309  
Window Rock, AZ 86515  
Phone: (520) 871-6661

*Summary:* Navajo Way was formed in 1980 to expand upon the capacities of human care agencies serving the needs of the Navajo nation. It supports local, human care agencies serving Navajo residents in the areas of women and family services, youth/character building services, aged-elder care services, emergency/special health care need and alcohol and drug abuse prevention.

New Mexico Foundation  
P.O. Box 149  
Santa Fe, NM 87501  
Phone: (505) 820-6860

*Summary:* The New Mexico Community Foundation exists as a statewide philanthropic institution that works to preserve and create resources for communities across the state, which honor and reflect New Mexico's diverse values, traditions and aspirations. Primary interests include rural community development, early childhood education and strengthening families.

Pacific Institute for Research and Evaluation (PIRE)  
11140 Rockville Pike, Suite 600  
Rockville, MD 20852  
Phone: (301) 984-6500 Fax: (301) 984-6559

*Summary:* PIRE provides technical assistance and training to state, units of local government, selected demonstration sites, and Native American Indian and Alaska Native communities in support of U.S. Office of Juvenile Justice and Delinquency Prevention's Enforcing Underage Drinking Laws Program. Call or visit its web site for valuable information on public policies to deter underage drinking and links to other resources.

Robert Wood Johnson Foundation  
P.O. Box 2316

Princeton, NJ 08543-2316  
Phone: (609) 452-8701  
[www.rwjf.org/main.html](http://www.rwjf.org/main.html)

*Summary:* The Robert Wood Johnson Foundation is one of the nation's leading philanthropy organizations devoted to health and health care. It provides funding for substance abuse prevention and other health related initiatives. It also lists numerous resources for publications and other valuable links.

Seventh Generation Fund  
P.O. Box 4569  
Arcata, CA 95518  
Phone: (707) 825-7640

*Summary:* Founded in 1977, the Seventh Generation Fund supports Native grassroots people in their self-help efforts to rebuild culturally and ecologically sustainable communities by providing an integrated program of grants, technical training and management support. The funding provides grant support in the areas of Native community and economic renewal and the promotion of community healing strategies for ecological and cultural sustainability.

Three Feather Associates  
P.O.Box 5508  
Norman, OK 73070-5508  
Phone: (405) 360-2919 Fax: (405) 360-3069

*Summary:* The firm provides training and technical assistance to tribal organizations, agencies and government in the areas of proposal writing and general assistance in developing grant writing skills.

Tribal Law and Policy Institute (TLPI)  
8235 Santa Monica Blvd., Suite 205  
West Hollywood, CA 90046  
Phone: (323) 650-5467 Fax: (323) 650-8149  
[www.tribal-insitute.org](http://www.tribal-insitute.org)

*Summary:* TLPI is technical assistance provider for the U.S. Drug Court Program Office, which funds the Tribal Wellness and Healing Courts. It also provides information on tribal courts and law related topics, including links to National

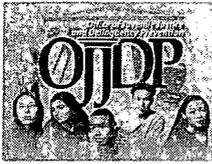
American Indian Court Judges Association and other Indian-specific resources.

University of Colorado Health Science Center  
Healthy Nations Initiative  
Healthy Nations Main National Program Office  
Department of Psychiatry  
University of Colorado Health Sciences Center  
University North Pavilion, AO11-13  
4455 East 12th Avenue  
Denver, CO 80220  
Phone: (303) 315-9272 Fax: (303) 315-9577

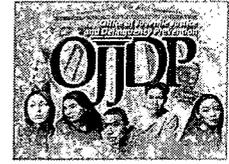
*Summary:* Healthy Nations is an initiative to assist American Indian and Alaska Natives to reduce the harm caused by substance abuse in their communities with emphasis on prevention and early intervention. The initiative supports public awareness campaigns, prevention programs and services for treatment and aftercare. Incorporation of traditional cultural values is a key component of the Healthy Nations Initiative. Currently, 14 Indian nations are funded by this initiative.

W.K. Kellogg Foundation  
One Michigan Avenue East  
Battle Creek, MI 49017-4058  
Phone: (616) 968-1611  
[www.wkkf.org](http://www.wkkf.org)

*Summary:* The Kellogg Foundation is one of the largest grantmaker to charities run by Native Americans. The foundation has broad goals and areas of interest, including Community-Based health Services and Rural Development both of which would cover child advocacy programs.



**TRIBAL YOUTH PROGRAM II  
PROGRAM SUMMARIES**  
Prepared By American Indian Development Associates



**Profile for:** Southcentral Foundation

AK

**Title of Project:** Tribal Youth Mental Health Program

- TYP Category:** I. Reduce, Control & Prevent Indian Juvenile Crime  
II. Intervention for Court-involved Youth  
IV. Prevention Programs Focusing on Alcohol and Drugs

**Project Summary:**

The Southcentral Foundation will provide a broad array of highly individualized outpatient, mentoring and case management services to youth through coordination of youth programs and existing community partners and resources. The project will reduce, control and prevent crime and delinquency both by and against Native Youth by identifying risk factors, strengthening families, preventing school dropout, providing skills for conflict resolution and preventing child abuse. The prevention and intervention activities will focus on alcohol and drug education, family substance abuse counseling, peer counseling and incorporate both traditional and contemporary content and strategies. Community members such as elders, youth, traditional healers, educators, extended families and state and local organizations will assist with planning and implementation of activities in the program.

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**Profile for:** Tanana Chiefs Conference, Inc.

AK

**Title of Project:** Tribal Youth Court Pilot Project

- TYP Category:** I. Reduce, Control & Prevent Indian Juvenile Crime  
II. Intervention for Court-involved Youth  
III. Improvement to Tribal Juvenile Justice Systems

**Project Summary:**

The Tanana Chiefs Conference will evaluate, design, and implement tribal youth courts in fourteen pilot villages to address youth crime and related behaviors and to promote accountability and responsibility of youth actions by elders and peers in the villages. The project will include six Interior Alaska Villages in the first year and eight more villages in the second year. Grant information, training and technical assistance will be offered to the fourteen villages to organize, implement and evaluate tribal youth courts. The tribal courts will be organized based on tribal principles which incorporate culture and tradition in dealing with young people. Native youth will be an important link to the tribal courts and emphasis youth ownership and accountability through support from their peers. The project will draft and adopt juvenile codes/ordinances for use of youth courts and develop sections for inclusion in tribal court handbooks. Curriculum on youth courts will be developed for training seminars and to assist villages to implement the program.

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# TRIBAL YOUTH PROGRAM II PROGRAM SUMMARIES

Prepared By American Indian Development Associates



**Profile for:** Fort McDowell Yavapai Nation

AZ

**Title of Project:** Fort McDowell Yavapai Nation Tribal Youth Project

**TYP Category:** I. Reduce, Control & Prevent Indian Juvenile Crime  
III. Improvement to Tribal Juvenile Justice Systems

**Project Summary:**

The Fort McDowell Yavapai Nation will hire a Juvenile Probation Officer (JPO). Currently there is one probation officer serving both adults and juveniles. By hiring a JPO, the Fort McDowell Yavapai Nation will be able to better monitor adjudicated juvenile offenders, develop diversion programs, and seek appropriate treatment and incarceration facilities. The Nation also plans to focus on three identified problem areas: truancy, curfew and underage drinking. The JPO will have the responsibility of developing diversion programs that address those three problem areas for first offenders. The truancy diversion program will consist of counseling with the student and parent, verification of attendance and rewards for achieving attendance levels. The curfew diversion program consists of community service and regular contact between the child, parents and JPO. The underage drinking diversion program consists of assessment, community service and regular contact with the JPO.

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**Profile for:** Gila River Indian Community

AZ

**Title of Project:** Teen Court

**TYP Category:** I. Reduce, Control & Prevent Indian Juvenile Crime  
II. Intervention for Court-involved Youth

**Project Summary:**

The Gila River Indian community will establish a Teen Court in the tribal community. A probation officer will be hired to develop policies, procedures for the teen court. Tribal youth will serve as prosecutors, defense attorneys, judges, bailiffs and jury. Eligible clients will be youth who have committed a first time, minor offense and have stipulated to offense(s) filed. Teen Court participants will attend training in nearby communities that have teen courts and shadow adults who have similar roles in the juvenile justice system. The project will provide early intervention, education and awareness about the dangers of underage drinking and delinquency by requiring defendants to attend individual and group counseling. Through the teen court, defendants will increase their life and coping skills and be accountable for their misconduct. Traditional values and cultural history will be incorporated in teen court adjudication decisions. Resources such as the cultural committee and traditional counselors will be used extensively. This project will provide an opportunity for youth to acquire skills and experience in the tribal judicial system.



# TRIBAL YOUTH PROGRAM II PROGRAM SUMMARIES

Prepared By American Indian Development Associates



**Profile for:** Mechoopda Indian Nation

CA

**Title of Project:** Healing Our People Emotionally (HOPE)

**TYP Category:** I. Reduce, Control & Prevent Indian Juvenile Crime  
II. Intervention for Court-involved Youth

**Project Summary:**

The Mechoopda Indian Tribe will use project HOPE as a way of intervening with youth who are under court supervision, involved with the tribal substance abuse program, returning from out of home placement, self-referrals or who are referred by parents. The Project will hire a Tribal Youth Worker who will identify at risk youth, develop treatment plans, and coordinate service delivery and support services from various programs and agencies. The worker will also cooperate with various agencies to develop evaluation and monitoring methodologies. The tribal youth worker will be responsible to provide a wide range of direct services from crisis intervention to home visits and counseling.....

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**Profile for:** Southern Ute Indian Tribe

CO

**Title of Project:** Southern Ute Tribal Youth Program

**TYP Category:** II. Intervention for Court-involved Youth

**Project Summary:**

Southern Ute plans to bring three agencies together to collaborate on an integrated system of care for Southern Ute families. The Southern Ute Design Team has been meeting regularly for this purpose. The Teen Court will take referrals from Municipal, Tribal and County Courts. It is a voluntary, peer-run adjudication alternative for non-serious offenders. The program intent is to challenge social norms which condone underage substance use. The existing Family Preservation Program will be expanded under this program to serve eight additional families. Intensive Behavior Coaching will be available to youth during the program year. This will entail the youth being shadowed by a paraprofessional at school, home and other places. A Family Preservation Worker will be hired to provide therapeutic services in crisis intervention settings and in family therapy sessions. Behavioral coaching will be used as a way of intervening and preventing out of home placements of neglected or dependent youth who have severe behavioral problems.....

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# TRIBAL YOUTH PROGRAM II PROGRAM SUMMARIES

Prepared By American Indian Development Associates



**Profile for:** Nez Perce Tribe

ID

**Title of Project:** Community Services Program

**TYP Category:** I. Reduce, Control & Prevent Indian Juvenile Crime  
II. Intervention for Court-involved Youth

**Project Summary:**

The Nez Perce Tribe of Idaho will use the program to enhance the already existing Community Services program. The Project will reconnect youth offenders to their community, as well as, their culture by providing them with an opportunity for positive and meaningful community service to make amends for their negative behavior. Youth offenders will participate in service projects with community programs. The youth offenders will participate in activities that target alcohol/drug prevention activities for youth on the reservation. By working with the local programs this will provide youth with an insight of the programs and what they do for the community. The youth will also spend a quarter of their community service hours working at cultural events and activities such as powwows, basketball tournaments for Native youth, hunting, fishing and root digging. The project will help youth offenders regain a sense of self-worth or self-esteem, promote a sense of belonging and restore their integrity to the community.

**Profile for:** Prairie Band Potawatomi Nation

KS

**Title of Project:** Prairie Band Potawatomi Tribal Youth Project

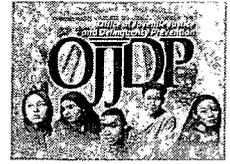
**TYP Category:** I. Reduce, Control & Prevent Indian Juvenile Crime

**Project Summary:**

The Prairie Band of Potawatomi Nation will improve and promote parental involvement in the lives of their children. This will be done through a combination of community programmatic assistance and youth centered organizational development that will promote parent-child activities. The project will bring together parents to form a support group and a mentorship program where parents can share effective parenting skills through communication and presentations by speakers. People within the tribal community will also serve as mentors to the youth through participation in recreational activities and assistance with homework assignments. The project will incorporate all aspects of the community to include law enforcement, tribal courts, tribal council, and the social service department to support youth and parental involvement. The adults in the project will serve as support networks for youth and their parents.



**TRIBAL YOUTH PROGRAM II  
PROGRAM SUMMARIES**  
Prepared By American Indian Development Associates



**Profile for:** Bay Mills Indian Community

**MI**

**Title of Project:** Native Pride Troop

**TYP Category:** IV. Prevention Programs Focusing on Alcohol and Drugs

**Project Summary:**

The Native Pride Troop (NPT) is a group of 7 to 10 native youth who will be performing traditional and contemporary music and dance that brings a message of living a positive, productive and healthy lifestyle. The NPT will reach out to youth through a medium the youth understand. Each performance will include traditional and original music to focus on the temptations and obstacles that the young people face. Each presentation will have a discussion and lecture session. In addition, there will be a pre and post test to measure the strength of the message of the program. In addition, compact discs will be produced to spread the message and measure the success of NPT.

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**Profile for:** Grand Traverse Band of Ottawa and Chippewa Indians

**MI**

**Title of Project:** Grand Traverse Band Juvenile Justice System Improvement Project

**TYP Category:** III. Improvement to Tribal Juvenile Justice Systems

**Project Summary:**

The Grand Traverse Band (GTB) will improve the current juvenile justice system. The first step will be to conduct a needs assessment. Once the needs assessment has been completed, training of key court personnel will take place. In addition to training on the roles and responsibilities of the key personnel, there will be training on strategies for implementing change in the system. The Tribal Law and Policy Institute will be contracted to provide the training. The third initiative will be to implement recommended changes. This will be done in collaboration with the Tribal Council and Cultural Preservation Department. The last steps are for evaluation of the project and steps for on going self-evaluation.

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## TRIBAL YOUTH PROGRAM II PROGRAM SUMMARIES

Prepared By American Indian Development Associates



**Profile for:**        **Hannahville Indian Community** MI

**Title of Project:** Tribal Youth Program Mental Health Project

- TYP Category:** I. Reduce, Control & Prevent Indian Juvenile Crime  
                           II. Intervention for Court-involved Youth  
                           III. Improvement to Tribal Juvenile Justice Systems  
                           IV. Prevention Programs Focusing on Alcohol and Drugs

**Project Summary:**

The Hannahville Indian Community will improve their system of care to be more culturally relevant and appropriate. This will help to reduce out of home placement and hospitalization, improve case management and increase family participation in the treatment process for at risk and adjudicated youth. The project will be based on a grassroots, collaborative, problem solving community approach. The project will assist staff in identifying at risk and adjudicated youth to refer them for psychological evaluations that will assess the best treatment for youth. The evaluation process will begin the diagnostic needs assessment, which will be used to define case management for enhanced service delivery to youth. A collaborative team of administrators, service providers and families will meet regularly to identify needs, processes and outcomes in response to needs of youth and families.

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**Profile for:**        **Mille Lacs Band of Ojibwe Indians** MN

**Title of Project:** Cultural Awareness Program

- TYP Category:** IV. Prevention Programs Focusing on Alcohol and Drugs

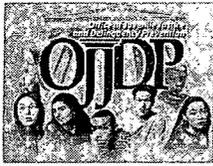
**Project Summary:**

The Mille Lacs Band of Ojibwe will use TYP funds to build on the Mille Lacs Mentoring and Work Internship Program which started in 1999. This program is a mentoring program that provides positive interaction to combat negative behaviors and develop self esteem and a healthy lifestyle. TYP funds will be used to implement the second component of the Mentoring and Internship Program. The second component implements strategies and activities that will help program participants to gain a better understanding of their culture and the traditions of the Ojibwe Nation. The strategies include cultural experiences, activities that develop a sense of fun and cooperation, problem solving exercises and community service and learning projects. Participants will be comprised of male and females who have been referred by the courts, police, social services and schools.

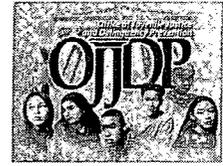
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**TRIBAL YOUTH PROGRAM II  
PROGRAM SUMMARIES**  
Prepared By American Indian Development Associates



**Profile for:** White Earth Reservation Tribal Council MN

**Title of Project:** White Earth Reservation Juvenile Justice Program

- TYP Category:** I. Reduce, Control & Prevent Indian Juvenile Crime  
 II. Intervention for Court-involved Youth  
 III. Improvement to Tribal Juvenile Justice Systems

**Project Summary:**

The White Earth Reservation will attack problems of tobacco, alcohol and drug use, violence, truancy and school dropouts through a three pronged effort. The first prong is the development of a juvenile justice code. The second prong is to hire a Juvenile Tribal Court Advocate who will serve as probation officer and counselor to adjudicated youth. The third prong is the development of *Sentencing Circles*, which will, after an offending juvenile agrees to participate in the process, recommend a disposition to the Tribal Court. The Sentencing Circle process is based on a traditional model used in the Yukon and is tailored after Talking Circles which are often used as a traditional alternative for alcohol and drug counseling and conflict resolution.

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**Profile for:** Mississippi Band of Choctaw Indians MS

**Title of Project:** Project Free Mental Health Program

- TYP Category:** II. Intervention for Court-involved Youth

**Project Summary:**

The Mississippi Band of Choctaw Indians will serve 12 to 18 year old youth who are involved in the local juvenile justice system and that have known or suspected mental health problems. The project will increase the capacity of the local service system to effectively serve youth and their families, improve clinical outcomes and reduce juvenile offender recidivism. Capacity building will occur through the development of an interagency team composed of service providers within the tribal community. The team will be trained to conduct mental health screenings of youth to ensure that they are receiving immediate access to needed services. The project will also focus on improving parent and child relationships by providing family therapy sessions. A primary goal of the project is to coordinate all programs to address the needs of youth in the community.

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## TRIBAL YOUTH PROGRAM II PROGRAM SUMMARIES

Prepared By American Indian Development Associates



**Profile for:** **Confederate Salish and Kootenai Tribes** **MT**

**Title of Project:** Youth Prevention Program/ Youth Community Service Program

**TYP Category:** II. Intervention for Court-involved Youth

IV. Prevention Programs Focusing on Alcohol and Drugs

**Project Summary:**

The Confederated Salish and Kootenai Tribes (CSKT) will subcontract with the Boys and Girls Club to provide prevention programs. The Boys and Girls Club will use programs that are already designed by the Boys & girls club program: SMART Girls, Passport to Manhood and Family Advocacy Network. At the same time the CSKT will create a youth community service program. Under this part of the project, the CSKT will hire a Community Service Coordinator to work with the Tribal Probation/Parole Office to provide disposition alternatives and community service alternatives for juveniles involved with Youth Court or Traffic Court. The Community Service Coordinator will also be responsible to develop a tracking system to monitor the community service participants.....

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**Profile for:** **Fort Belknap Indian Community** **MT**

**Title of Project:** Teen Suicide Prevention and Intervention

**TYP Category:** II. Intervention for Court-involved Youth

IV. Prevention Programs Focusing on Alcohol and Drugs

**Project Summary:**

The Fort Belknap Tribal Court system with the assistance of the Teen Suicide Prevention/Intervention program will assist youth through prevention and intervention activities and support groups to minimize youth problems which lead to suicide attempts and suicide. It includes extensive training on suicide assessment for a crisis response team who will then train community members about how to respond to youth with suicidal intentions. Four cultural activities per month are planned for the teens, including a seven day camp out. One of the activities during the camp out will be preparation of a traditional lodge. The cultural activities including in the program will ensure the maintenance and preservation of culture and tradition of the community.....

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**TRIBAL YOUTH PROGRAM II  
PROGRAM SUMMARIES**  
Prepared By American Indian Development Associates



**Profile for:** Fort Peck Assiniboine and Sioux Tribes MT  
**Title of Project:** Tribal Youth Cultural Diversion Program  
**TYP Category:** I. Reduce, Control & Prevent Indian Juvenile Crime  
 II. Intervention for Court-involved Youth

**Project Summary:**  
 The Fort Peck Assiniboine and Sioux Tribes seeks to enhance its ability to divert youth from formal adjudication or potential criminal activity by supporting positive alternatives. Through this project a Central Intake Officer will be hired to direct juveniles to various treatments, corrections and other options under the juvenile justice system and other options for care in the community. A Cultural Diversion Worker will develop and implement components that reflect the traditional cultural values of the Assiniboine and Sioux Tribes. A major emphasis of the cultural diversion program will focus on involving youth in meaningful cultural events that engage them with people in the community, through powwows and feasts. A horsemanship program will provide young people with history of the horse and how it was used traditionally in the community. Students will be able to learn about the culture and have a sense of respect and pride for being Native (Assiniboine or Sioux).

**Profile for:** Fort Peck Assiniboine & Sioux Tribes MT  
**Title of Project:** Fort Peck Tribe Mental Health Project  
**TYP Category:** I. Reduce, Control & Prevent Indian Juvenile Crime  
 II. Intervention for Court-involved Youth

**Project Summary:**  
 The Fort Peck Assiniboine and Sioux Tribes Mental Health Project will increase the capacity of the Tribe to detect and diagnose youth with mental health problems when they first enter the court system. The youth will receive medical and suicide screenings and be tested if it is suspected that the youth are under the influence of alcohol and drugs. The project will also provide effective mental health and other treatment services to youth through individual treatment plans and referrals. Finally, the project will reduce the juvenile delinquency and crime rates by 15% by the end of the year and maintain an incident free status for 50% of youth treatment and consultation clients during the project period.



# TRIBAL YOUTH PROGRAM II PROGRAM SUMMARIES

Prepared By American Indian Development Associates



**Profile for:** Standing Rock Sioux Tribe

ND

**Title of Project:** Standing Rock Sioux Delinquency Prevention Program

- TYP Category:**
- I. Reduce, Control & Prevent Indian Juvenile Crime
  - II. Intervention for Court-involved Youth
  - III. Improvement to Tribal Juvenile Justice Systems

**Project Summary:**

The Standing Rock Sioux Tribes will improve its juvenile justice system through a three step process. The first step will be to complete a coordinated community needs assessment which will lead to the development of a strategic plan for improving the juvenile justice system. The second step will be to revise the Juvenile Code based on the assessment and community workshops designed to identify weaknesses in the current code. Those code revisions will be recommended to the Tribal council. The third step will be to develop a tracking system that will allow for effective case management and service delivery. Critical areas of service delivery are for early identified at risk youth and parents of troubled youth.

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**Profile for:** Turtle Mountain Band of Chippewa Indians

ND

**Title of Project:** You Have a Friend Project

**TYP Category:** II. Intervention for Court-involved Youth

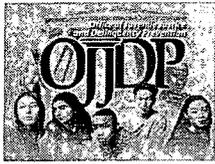
**Project Summary:**

The Turtle Mountain Band of Chippewa will coordinate and provide mentoring and tutoring services to court involved youth between 8-10 years old. The program will work in conjunction with several tribal social services, behavioral health and education services. Eight mentors and eight tutors will be hired to work one on one with court involved tribal youth. The program will be implemented in the context of existing wrap-around services, which address the mental health and cultural relevant services and treatment needs of Indian youth. The program will focus on correcting behavioral problems, developing positive relationships, boosting self-esteem and self respect and nurture youth to stay in school. By increasing protective factors the program aims to reduce juvenile delinquency, truancy and other related problems.

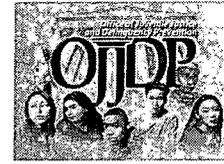
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**TRIBAL YOUTH PROGRAM II  
PROGRAM SUMMARIES**  
Prepared By American Indian Development Associates



**Profile for:** Pueblo of San Felipe NM  
**Title of Project:** Emergence Program  
**TYP Category:** I. Reduce, Control & Prevent Indian Juvenile Crime  
 II. Intervention for Court-involved Youth  
 IV. Prevention Programs Focusing on Alcohol and Drugs

**Project Summary:**  
 The Pueblo of San Felipe will expand the scope of an existing *Emergence* Program, an experiential substance abuse prevention and community mobilization project designed by the Santa Fe Mountain Center. The Emergence Program is designed to prevent the commission of violent crimes, to eliminate gang-associated behavior, to prevent substance abuse, decrease alienation, and improve the self-confidence and decision making skills of San Felipe youth. The project will reconnect youth with their traditional culture and inspire them to greater academic achievement. The project will give the youth an opportunity to engage in experiential initiatives that promote problem solving, decision making, communication, and leadership skill development.

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**Profile for:** Pyramid Lake Paiute Tribe NV  
**Title of Project:** Tribal Youth Program Mental Health Project  
**TYP Category:** I. Reduce, Control & Prevent Indian Juvenile Crime  
 II. Intervention for Court-involved Youth  
 III. Improvement to Tribal Juvenile Justice Systems  
 IV. Prevention Programs Focusing on Alcohol and Drugs

**Project Summary:**  
 The Pyramid Lake Paiute Tribe will focus on mental health services for juveniles under 17 years of age by providing counseling services, coordination of mental health services with tribal substance abuse treatment, and development of case treatment plans with service providers and school officials. The project will improve coordination between an existing substance abuse prevention program and the Tribal Juvenile Drug Court Program, which provides intervention for nonviolent drug and alcohol offenders. The Drug Court Program is based on traditions and customs of the Tribe. This combined mental health and drug court intervention will allow the Tribe to provide better services to tribal youth and enhance the ability of the tribal justice system to respond effectively to the needs of troubled youth.

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# TRIBAL YOUTH PROGRAM II PROGRAM SUMMARIES

Prepared By American Indian Development Associates



**Profile for:** Reno-Sparks Indian Colony

NV

**Title of Project:** Take Pride in Our Native Youth

**TYP Category:** I. Reduce, Control & Prevent Indian Juvenile Crime  
III. Improvement to Tribal Juvenile Justice Systems

**Project Summary:**

The Reno Sparks Indian Colony will develop a project to reduce the truancy rate among Native Youth in the community. Through this community wide effort several approaches will be incorporated: 1) a Truancy Officer will be hired to assist programs and schools, 2) a Memorandum of Agreement will be developed with the Washoe County School District to institute an effective procedure among programs to ensure that students are in school, and 3) the project will establish community awareness seminars on the importance of school attendance, dropout prevention, family strengthening, alcohol and drug abuse prevention, and anti-gang education. Inspirational seminars will also be incorporated on the cultural aspects of living an honorable life as a Washoe, Shoshone, and/or Paiute youth.

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**Profile for:** Shoshone-Paiute of the Duck Valley Indian Reservation

NV

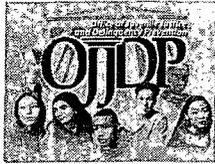
**Title of Project:** Project MAGIC

**TYP Category:** I. Reduce, Control & Prevent Indian Juvenile Crime  
II. Intervention for Court-involved Youth

**Project Summary:**

The Shoshone Paiute Tribes of the Duck Valley Indian Reservation will expand an existing prevention program called Project Magic to first time offenders and repeat offenders who are non-violent and non-sexual offenders. The project will reduce the rate of recidivism among these targeted youth by using a structured diversion plan and build community support through collaborative efforts with key players in the community. The project will increase social skills of juvenile offenders by involving them in structured activity. The project will also develop parenting skills through structured seminars and counseling to help parents and families gain the skills to deal with the causes of their child's delinquent behavior. The project will involve youth in program development. They will have an opportunity to plan and organize community service projects in the community to create a sense of belonging and reconnection to the community for youth on probation.

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**TRIBAL YOUTH PROGRAM II  
PROGRAM SUMMARIES**  
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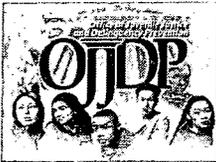


**Profile for:** St. Regis Mohawk Tribe NY  
**Title of Project:** Akwesasne Youth Group  
**TYP Category:** II. Intervention for Court-involved Youth

**Project Summary:**  
 The St. Regis Mohawk Tribe will provide a culturally relevant residential treatment setting for youthful Native American offenders. The Program will consist of an educational and behavioral modification component that provides opportunities and avenues toward self-actualization and enrichment. The program will work to reduce the risk factors for future inappropriate behavior by clients. Individual and group therapy, support groups for alcohol and drug dependence, addictions counseling, psychological and psychiatric testing and counseling will be offered to the youth as appropriate. The project is designed to teach youth living skills offered in the Mohawk *Tasks of Life Medicine Wheel*, which focuses on responsibility for self, family and community. The Medicine Wheel philosophy encourages teamwork and cooperation as a means to achieve personal goals. The project will strengthen Mohawk culture and community values by incorporating them in to the program.

**Profile for:** Cheyenne-Arapaho Tribes of Oklahoma OK  
**Title of Project:** Tribal Youth Project  
**TYP Category:** I. Reduce, Control & Prevent Indian Juvenile Crime  
 IV. Prevention Programs Focusing on Alcohol and Drugs

**Project Summary:**  
 The Cheyenne-Arapaho Tribes program goals are 1) to eliminate the high incidence of violence among tribal youth that reside within the tribal communities, 2) to reduce the high incidence of truancy by 75%, and 3) to reduce the drop out rate by 50% from the local school system. The project will help to eliminate the high incidence of violence by engaging youth in educational awareness, recreational activities, and traditional/cultural activities. The project will conduct four onsite classes and activities in four target communities during the summer months for 100 tribal youth ages 10 to 18 years. The project will also help to reduce the truancy and drop out rate by providing mentors who will educate 50 tribal families on the importance of formal education. The program will develop activities to increase the self-esteem of Native students. The program will also focus on strategies to reduce the high incidence of child neglect by 50% through parenting skills.



# TRIBAL YOUTH PROGRAM II PROGRAM SUMMARIES

Prepared By American Indian Development Associates



**Profile for:** Chickasaw Nation

OK

**Title of Project:** Tribal Youth Delinquency Prevention Program

**TYP Category:** I. Reduce, Control & Prevent Indian Juvenile Crime  
III. Improvement to Tribal Juvenile Justice Systems

**Project Summary:**

The Chickasaw Nation will improve the tribe's capacity to comprehensively address issues of juvenile crime, violence, substance abuse and gang violence by implementing community based programs that will enhance community awareness of the problems and impact of youth violence. The project will do this by expanding community violence prevention programs that will bring together local and state level agencies to coordinate services for tribal youth. The project will also assess the impact of juvenile delinquency and youth violence and develop a database to enable planning and evaluation. The database will assess the scope of juvenile delinquency within the service area of the Chickasaw Nation. Finally, the project will initiate a juvenile justice system and improve juvenile justice practices for court involved tribal youth. This will ensure that tribal youth are receiving the services that they need through local and state agencies and that immediate intervention and sanctions for tribal youth are met.

**Profile for:** Citizen Potawatomi Nation

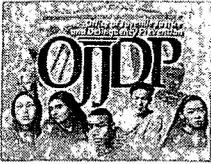
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**Title of Project:** Soaring Eagles Tribal Youth Program

**TYP Category:** I. Reduce, Control & Prevent Indian Juvenile Crime  
II. Intervention for Court-involved Youth  
IV. Prevention Programs Focusing on Alcohol and Drugs

**Project Summary:**

The Citizen Potawatomi Nation will provide a First Offender Diversionary program to reduce, control and prevent crime and delinquency for Indian youth arrested in Potawatomi County and their families. Services to be provided include parenting and discipline skills, dropout prevention, anti-gang education, conflict resolution and gun violence reduction. They will also provide intervention services for children in foster care, including tutoring, recreation, cultural and self-esteem activities using young adult and teens as mentors. The Nation will conduct prevention programs based in the schools and community that will coordinate and integrate prevention services from multiple organizations. Preventive services to be provided include family nights, a summer day camp, and developing a referral system to better coordinate prevention activities.



**TRIBAL YOUTH PROGRAM II  
PROGRAM SUMMARIES**

Prepared By American Indian Development Associates



**Profile for:** Confederated Tribes of Coos, Lower Umpqua and Siuslaw **OR**  
**Title of Project:** Tribal Partnership with Boys and Girls Club of SW Oregon  
**TYP Category:** IV. Prevention Programs Focusing on Alcohol and Drugs

**Project Summary:**

The Confederated Tribes will use this grant to overcome obstacles that prevent tribal youth participation in the local Boys and Girls Club. The identified obstacles to tribal participation are lack of transportation, lack of tribal employees and cost. In order to overcome these obstacles, the Confederated Tribes and the Boys and Girls Club have entered into a memorandum of understanding (MOU). The MOU provides for the Boys and Girls Club to hire three part-time staff members and three part-time junior supervisors, provide a van for transportation, and provide funding for one staff to attend regional and national Tribal Youth Program meetings. Tribal preference will be used for hiring the six part-time positions. The cost factor for the Boys and Girls Club is based in the checkout procedures. If a parent does not want the child to be able to check out *at will*, the child must be enrolled in the daycare program at a substantially higher cost. Under the MOU, check out is limited as long as the child is a member of the Club.

**Profile for:** Coquille Indian Tribe of Oregon **OR**  
**Title of Project:** Tribal Youth Program  
**TYP Category:** II. Intervention for Court-involved Youth  
 III. Improvement to Tribal Juvenile Justice Systems

**Project Summary:**

The Coquille Tribe will address the high rate of at risk youth within the community. Since the Tribal Court is a fairly new system this project will help to develop a juvenile code to provide alternatives dispositions for youth offenders. The goal of the program will be to reduce juvenile crime. The project will integrate a mentoring program within the Tribal Court system. A court appointed volunteer, tribal member, and/or elder will be paired with a juvenile in the tribal court system. The project will focus on a community service program so youth offenders will have a way to give back to their community. The program will have a peer tutorial component which will pair juvenile offenders with young tribal members in a structured setting to provide tutoring in needed areas. Other projects will consist of group activities which focus on social skills and practical work skills. The integration of supportive individuals and meaningful leadership roles in the lives of juvenile offenders will provide a positive influence on youth and reduce juvenile delinquent behavior.



**TRIBAL YOUTH PROGRAM II  
PROGRAM SUMMARIES**  
Prepared By American Indian Development Associates



**Profile for:** Cheyenne River Sioux Tribe SD  
**Title of Project:** Helping Young People to Change Their Path  
**TYP Category:** I. Reduce, Control & Prevent Indian Juvenile Crime  
 II. Intervention for Court-involved Youth  
 III. Improvement to Tribal Juvenile Justice Systems  
 IV. Prevention Programs Focusing on Alcohol and Drugs

**Project Summary:**  
 The Cheyenne River Sioux Tribe will enhance the coordination of existing youth programs to prevent youth violence and provide effective intervention and prevention among tribal youth. The project will target first time juvenile offenders and juvenile status offenders into positive programming and community service programs prior to court intervention in order to reduce escalating crime. The project will incorporate Lakota beliefs and values to help restore strength and balance with each youth participating in the program. In order to effectively serve the needs of youth, all service providers within the system will participate in a fifteen session training on the *Red Road Approach to Wellness and Healing*. The training will assist in developing a cohesive philosophy among programs. The training will help programs to respond effectively to youth that seek a sense of balance and understanding of self, which are crucial elements to preventing youth violence and substance abuse.

**Profile for:** Lower Brule Sioux Tribe SD  
**Title of Project:** TEAM Program  
**TYP Category:** I. Reduce, Control & Prevent Indian Juvenile Crime  
 IV. Prevention Programs Focusing on Alcohol and Drugs

**Project Summary:**  
 The Lower Brule Sioux Tribe will build upon an existing collaboration of programs for youth. This project will enhance the services to youth by coordinating programs to reduce substance abuse, violence and crimes against and by reservation youth. Youth will have the opportunity to participate in summer, evening and weekend activities focusing on education. The activities will be in the form of mini courses and camps, which focus on math, science, and reading. These subject areas will be hands on and culturally relevant, for example, students will be instructed in setting up camp, using reading skills to read instructions, and science and math skills to understand nature and survival. The high school youth will also provide tutoring, homework assistance and children's story times to younger children as part of their educational programs. All programs geared toward youth will take an active role in working with youth in order to reduce juvenile delinquency.



# TRIBAL YOUTH PROGRAM II PROGRAM SUMMARIES

Prepared By American Indian Development Associates



**Profile for:** Healing Lodge of the Seven Nations

WA

**Title of Project:** Juvenile Justice Improvement Project

**TYP Category:** II. Intervention for Court-involved Youth  
IV. Prevention Programs Focusing on Alcohol and Drugs

**Project Summary:**

The Healing Lodge of the Seven Nations will enhance its services to include a program to divert non-violent juvenile offenders into culturally relevant residential treatment. The project will assist to develop a formalized referral system through Memorandum of Understanding with Tribes and tribal courts to assure immediate placement of Indian juvenile offenders in need of residential chemical dependency treatment. The project will improve current data collection and tracking systems to coordinate information between law enforcement, tribal courts, and treatment services in targeted tribal communities. By improving the area of tribal juvenile justice systems it will reduce, control and prevent crime both by and against tribal youth.

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**Profile for:** Jamestown S'Klallam Tribe

WA

**Title of Project:** Department of Health and Human Services Protecting Our Future

**TYP Category:** I. Reduce, Control & Prevent Indian Juvenile Crime

**Project Summary:**

The Jamestown S'Klallam Tribe will build on the success of its Summer Youth Employment Program by creating a life skills development program for youth ages 12-14. The program will create and enhance protective factors among tribal youth by matching them with mentors in the community and providing meaningful employment. The program will teach all facets of employment preparation, including job skills, resume preparation, responsibility and accountability and coworker relationships. The youth have an opportunity to work in jobs throughout the community in order to learn essential skills that will benefit them in the future. The partnership with adults in the community will ensure a supportive environment for youth who will assist in reducing juvenile delinquency.

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# TRIBAL YOUTH PROGRAM II PROGRAM SUMMARIES

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**Profile for:** Rosebud Sioux Tribe SD  
**Title of Project:** Sicangu Youth Corrections and Rehabilitation Program  
**TYP Category:**

**Project Summary:**

The Rosebud Sioux Tribe will build the capacity of the Tribal Court to control, administer, and implement a comprehensive juvenile prevention, diversion and intervention program. This will entail hiring two Diversion Officers and a Juvenile Court Coordinator, formalizing relationships with community programs and schools, creating a Youth Advisory Board and making changes to the Juvenile Code. The Youth Advisory Board will consist of ten members from the ages of 10-17. They will assist the Rosebud Sioux Tribe in planning, development, implementation, and evaluation of school and community based crime prevention strategies to reduce, control, and prevent crime and delinquency both by and against tribal youth.

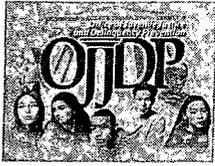
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**Profile for:** Ysleta Del Sur Pueblo Tribal Youth Program TX  
**Title of Project:** Tribal Drug Court  
**TYP Category:** II. Intervention for Court-involved Youth  
                  III. Improvement to Tribal Juvenile Justice Systems

**Project Summary:**

The Ysleta Del Sur Pueblo will implement a culturally relevant community service program designed to provide compensation and healing to the victim. Elders will oversee the construction of an horno (oven), which the youth will use and maintain to bake bread as part of their community service. The bread will then be distributed to needy senior citizens. Yard work or house painting will also be provided to elders as part of community service. Two police officers are planned to be assigned to the Tribal Court (and compensated) to increase their involvement with court involved youth. A part time probation officer will be increased to full time. The probation officer will collaborate with a Drug Court and participate in cognitive behavioral treatment training.

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**TRIBAL YOUTH PROGRAM II  
PROGRAM SUMMARIES**

Prepared By American Indian Development Associates



**Profile for:** Kalispel Tribe of Indians WA  
**Title of Project:** Kalispel Tribal Youth Program  
**TYP Category:** IV. Prevention Programs Focusing on Alcohol and Drugs

**Project Summary:**

The Kalispel Tribe of Indians will hire a substance abuse counselor to work with the youth. The counselor is a key player in accomplishing the goals and objectives of the project. The counselor will provide substance abuse counseling to the youth and their families on a individual and group basis. This individual will also take referrals from all community agencies, including Child Welfare, and offer a culturally relevant substance abuse education program for implementation in the schools and other community venues. The substance abuse education will give the youth skills to make the right choices and enhance and reinforce tribal custom and tradition. Activities such as stick games, sweats, storytelling, native dance, and arts and crafts will be taught by tribal elders to engage youth in healthy alternatives to substance abuse. This project will provide the youth with an opportunity to participate in drug and alcohol counseling, mental health counseling, and obtain guidance from the tribal elders.

**Profile for:** South Puget Intertribal Planning Agency WA  
**Title of Project:** SPIPA Delinquency Prevention Project  
**TYP Category:** I. Reduce, Control & Prevent Indian Juvenile Crime

**Project Summary:**

The South Puget Intertribal Planning Agency will improve educational and personal outcomes for Indian youth ages 8-17 at risk for delinquency. The project will increase the developmental assets of youth by involving them in tutoring, mentoring and educational activities. These activities will focus on strengthening cultural values, self-esteem and educational aspirations. The representative tribes will involve youth in six cultural enhancement activities each year. These activities will include men's and women's gatherings, and an Intertribal Power Paddle. An integrated and collaborative approach to the delivery of services by community and programs will be encouraged to promote prevention of youth risk factors.



# TRIBAL YOUTH PROGRAM II PROGRAM SUMMARIES

Prepared By American Indian Development Associates



**Profile for:** Bad River Band of Lake Superior Chippewa

WI

**Title of Project:** Ziibi Quest Youth Prevention Coalition

**TYP Category:** I. Reduce, Control & Prevent Indian Juvenile Crime  
IV. Prevention Programs Focusing on Alcohol and Drugs

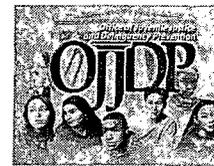
**Project Summary:**

The Bad River Family Preservation and Family Support Program will provide opportunities for multiple-risk Indian youth, ages 13-16, to participate in cultural and environmental education through river trips. In support of the experiential education, mentors from the Bad River community will be conducting sessions with the multiple-risk youth four times a month. The sessions will include individual and group sessions. The group sessions will include family preservation, cultural and leadership activities. The primary focus of the program is cultural education, specifically tribal cultural and spiritual foundations. Participants will undergo pre and post tests for knowledge about alcohol and drugs, water safety, outdoor skills and problems solving.

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**TRIBAL YOUTH PROGRAM II  
PROGRAM SUMMARIES**  
Prepared By American Indian Development Associates



**Profile for:** Chugachmiut Chugach Region of Alaska AK  
**Title of Project:** Tribal Youth Program Mental Health Project  
**TYP Category:** I. Reduce, Control & Prevent Indian Juvenile Crime  
 II. Intervention for Court-involved Youth

**Project Summary:**  
 Chugachmiut is a consortium of seven native villages headquartered in the town of Seward. The project proposes to hire one part-time therapist to provide counseling and case management to juvenile offenders and at-risk youth. This will consist of 12.5 weekly hours of clinical and case management services with an ongoing caseload of five to seven youth. Systems Change calls for bringing service providers together to revise the referral system and generate a collaborative vision for services in the region. Parenting support and education groups are proposed to augment the clinical services. Elder focus groups and ongoing elder participation in committee planning sessions will be used to determine the nature and causes of youth delinquency and contribute to systems reform. The project proposes to take the model into other communities in the Chugach Region of Alaska.

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**Profile for:** Cook Inlet Tribal Council AK  
**Title of Project:** Partnering For Justice  
**TYP Category:** I. Reduce, Control & Prevent Indian Juvenile Crime  
 II. Intervention for Court-involved Youth  
 III. Improvement to Tribal Juvenile Justice Systems

**Project Summary:**  
 Partnering for Justice aims to reduce the overrepresentation of Alaska Native youth in the juvenile justice system by offering culturally specific, family centered, diversion, prevention and intervention services to at risk youth. The project hopes to reduce youth crime through family strengthening (decreasing risk for violence and delinquency while increasing resilience), parenting education, child abuse prevention, truancy reduction and drop out prevention. The project will also improve juvenile justice delivery to Alaska Native youth through advocacy with families, diverting at-risk youth from justice system involvement, providing culturally appropriate probation services by an Alaska Native Probation Officer and utilizing an indigenous method, Circle of Intervention. The Circle of Intervention will increase youth's connection to family and community and a sense of responsibility for actions within the family and community units.

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## TRIBAL YOUTH PROGRAM II PROGRAM SUMMARIES

Prepared By American Indian Development Associates



**Profile for:** Hydaburg Cooperative Association AK

**Title of Project:** Hydaburg SMART Moves Prevention Program

**TYP Category:** I. Reduce, Control & Prevent Indian Juvenile Crime  
IV. Prevention Programs Focusing on Alcohol and Drugs

**Project Summary:**

The Hydaburg Cooperative Association in sponsorship with the Hydaburg Clubhouse of the Boys and Girls Clubs will focus on prevention geared toward 67 Boys and Girls Club youth between the ages of 7 to 18 from different ethnic groups and income levels. The project will provide a positive after school alternatives that will help motivate teens to stay in school, avoid behaviors that lead to suspension, early sexual involvement and prevent them from engaging in alcohol and drugs. The project will be based on the SMART Moves program, which helps youth to build skills and resistance to drugs and alcohol. The project will focus on youth leadership development in decision making, problem solving, communication skills and self-esteem. The project will help youth gain skills to resist temptation and peer pressure and live healthy lifestyles. The project encompasses the entire community of parents and elders who will serve as mentors and teachers regarding culture and tradition. This project provides a comprehensive approach that targets the well-being of youth.

**Profile for:** Knik Tribal Council AK

**Title of Project:** Knik Tribal Youth Program

**TYP Category:** I. Reduce, Control & Prevent Indian Juvenile Crime  
II. Intervention for Court-involved Youth

**Project Summary:**

The Knik Tribal Council will serve youth between the ages of 12 and 18 by identifying and coordinating services with local and state agencies. Memorandum of Agreements will be developed and implemented to ensure an effective referral and service delivery system. Coordination of services will increase response to youth needs in a timely manner and reduce the number of youth in the Alaska juvenile justice system. The project will provide services that reinforce traditional values essential for the well being and future of Native youth. After school program activities will include culture and research projects. Through these activities the youth will learn about their own culture and other diverse cultures within the State of Alaska. Language, songs and drumming, traditional dance, roles of Native men and women and traditional values will be incorporated to ensure maintenance of tribal custom and tradition. Intergenerational mentoring with tribal leaders and elders and service providers within tribal organizations will create a supportive network for youth as they receive services.