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ANNUAL REPORT
OF FEDERAL ACTIVITIES IN
• JUVENILE DELINQUENCY
• YOUTH DEVELOPMENT
• AND RELATED FIELDS

Required by Section 408 of the Juvenile Delinquency Prevention and Control Act of 1968 (Public Law 90-445)

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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
SOCIAL AND REHABILITATION SERVICE

YOUTH DEVELOPMENT AND DELINQUENCY PREVENTION ADMINISTRATION

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TO THE CONGRESS OF THE UNITED STATES:

I have the honor to present herewith a report of Federal activities in juvenile delinquency, youth development, and related fields, as required by section 408 of the Juvenile Delinquency Prevention and Control Act of 1968 (Public Law 90-445).

The report covers the period from July 1, 1968, to June 1970, and evaluates activities of the Youth Development and Delinquency Prevention Administration (formerly the Office of Juvenile Delinquency and Youth Development) in the Social and Rehabilitation Service of the Department of Health, Education, and Welfare, which is responsible for the program. It also includes a description of the activities of other Federal agencies and Departments in the field of juvenile delinquency.

Early in 1970 it became evident that certain changes in direction and emphasis in the program of the Youth Development and Delinquency Prevention Administration would be highly desirable. This report also incorporates these proposed changes.

I commend this report to your careful attention.



THE WHITE HOUSE,

March 1971.

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CHAPTER I
NATURE AND EXTENT OF JUVENILE DELINQUENCY

Juvenile delinquency is one of the nation's major unsolved problems. It is more than a headline issue, more than a matter of public safety. Nor is delinquency a single problem which calls for a single answer.

Delinquency is a tangle of profoundly interwoven problems that are inseparable from the social system in which we live. It is a chronic problem that will not yield easily to efforts of prevention and control. Neither can it be resolved by crash programs leaving underlying social causes unchanged.

Delinquency is not a new or uniquely American problem. The particular forms and varieties of youthful antisocial behavior may change with the times, but delinquency remains an intrinsic part of industrial society. Today's expanding youth population, and the increasing complexities of modern life, call for innovative long-range programs--as well as immediate action--for dealing with youth problems.

There are different ways of looking at delinquency and its manifestations. One possible approach is to suggest that societies which place a high premium on freedom, initiative, and success should hardly expect to contain all of its members in a conventional mold. According to this approach, delinquency is one form of breaking out of that mold. Another related approach is to suggest that democratic societies always have to tolerate a fairly high percentage of nonconformity among youth. However, in any approach to delinquency, while nonconformity and unconventional behavior are factors to be recognized, the protection of society comes first. Ways must be found to deal with deviant behavior which leads to the destruction of property; criminal acts; or violence.

Destructive behavior needs to be channelled into constructive activity in order to reverse the effects of this social blight in our future generations.

Planning for the prevention of delinquency must be based on the realistic appraisal of the problem. Resources for coping with the problem must be adequate; and feasible programs need to be undertaken. However it is approached, the problem of juvenile delinquency needs to be recognized as a fundamental challenge to our ability to make the American dream mean something in a nuclear society.

The Size of the Delinquency Problem

With the single exception of 1961 the upward trend in juvenile delinquency rates has continued.

The FBI's Uniform Crime Reports and D/HEW's Juvenile Court Statistical Reports show not only spiraling rates of delinquency but increasing involvement of youth in serious crimes.

During the past decade (1960 thru 1969) the volume of police arrests of persons under 18 years of age for all offenses except traffic violations increased at a pace almost four times the percentage rate of increase in the national population. While the number of young people in the age group 10 to 17 increased 27 percent during this period, the arrest rate of persons under the age of 18 doubled. When only the Crime Index offenses are considered in computing this long-term trend, the rate of increase registers a startling 90 percent, for the decade.¹

TABLE 1
1969 Arrest Rates for Persons Under Age 18
for Crime Index Offenses*

Offense Charged	Percentage of Persons Under Age 18 Arrested in 1969	Increase 1960 - 1969 (percent)
Murder	9.4	151
Aggravated Assault	16.4	123
Forcible Rape	20.1	86
Robbery	33.4	13
Burglary	53.7	72
Larceny-Theft	53.1	100
Auto Theft	58.0	63

* Uniform Crime Reports - 1969

Similarly, during the same period of time, juvenile arrests for violent crimes increased 148 percent, while arrests for property offenses increased 85 percent. While the total youth population aged 10 to 17 constituted approximately 16 percent of the total population of the United States in 1969, persons under 18 years of age were involved in 32 percent of the Crime Index offenses which were solved.

A similar trend is indicated by Juvenile Court Statistics--1969, the latest year for which complete statistics are available. Nationally, the volume of juvenile court cases increased 9.9 percent over the previous year. Boys' cases registered a 10.1 percent increase, girls' cases a 19.0 percent increase. Delinquency, however, continues to be primarily a male problem--with four times as many males as females being referred to the juvenile courts in 1969.²

Who Are The Delinquents?

Although the problem of juvenile delinquency remains concentrated primarily in the urban areas of the country, the statistics indicate a problem of considerable magnitude in the rural and suburban areas as well. According to the 1969 Uniform Crime Report:

Nationally, persons under 15 years of age made up 10% of the total police arrests; under 18, 26%; under 21, 39%; and under 25, 51%. In the suburban areas, the involvement of the young age groups in police arrests is again markedly higher than the national figures with the under 15 age group represented in 13%; under 18, 35%; under 21, 50%; and under 25, 63%. In the rural areas, the distributions were lower for the younger age groups, with the under 15 group being involved in 5% of the cases; under 18 in 21%; under 21 in 38%; and those under 25, 53%. When only the serious crimes are considered 22% of all arrests in 1969 were for persons under the age of 15 and almost one-half were under 18 years of age (p.33).

Likewise, the 1969 Juvenile Court Statistics show that juvenile court cases increased in all areas of the country. Nationally, juvenile court cases increased 9.9 percent in that year; urban courts experienced a 9.8 percent increase, while the increase in semi-urban courts was 9.2 percent and rural courts registered an 8.8 percent increase. The number of juvenile court cases handled by predominantly urban areas, however, was almost three times higher than in the rural areas. Sixty-six percent of all the cases were handled by the urban courts, 28 percent by semi-urban courts, and 6 percent by rural courts.

Drug offenses, too, are becoming increasingly prevalent among young people, as evidenced by the statistics contained in the 1969 Uniform Crime Report. In 1964, 23 percent of the persons arrested for Narcotic Drug Law violations were under 21 years of age; by 1969, the percentage had jumped to 55 percent. When marijuana offenses alone are considered, 27 percent of the persons arrested were under 18 years of age, and 63 percent were under 21.

Statistics, however, tell only part of the story. As the President's Commission on Law Enforcement and Administration of Justice pointed out in *The Challenge of Crime in a Free Society*, "These reports (The Uniform Crime Reports and the Juvenile Court Statistics) can tell us nothing about the vast numbers of unsolved crimes or about the many cases in which delinquents are dealt with informally instead of being arrested or referred to court."³

Indeed, various self-report studies indicate that ap-

proximately 90 percent of all youth commit acts for which they might be brought to the attention of juvenile courts if apprehended.

Alarming as these juvenile delinquency statistics may be, however, it is necessary to view them in perspective.

In part, these increases are the result of better statistical reporting and better record keeping systems adopted by police departments and other official agencies. In part, they may stem from increased formal actions on the part of law enforcement agencies. In part, too, they are the product of a phenomenal increase in the youth population in recent years—a rate of increase which is significantly higher than for the adult population. And, in part, they are the consequence of an increasing urbanization which has exacerbated conditions in which delinquency rates have traditionally been high.

Moreover, despite the increasing involvement of juveniles in Crime Index Offenses, the majority of youth continue to be apprehended for "minor" crimes, and a significant number are arrested for actions which, if committed by an adult, would not be considered criminal.

In 1969, boys under 18 years of age were most often arrested for larceny and burglary. Large numbers, however, were also apprehended for disorderly conduct, curfew and loitering violations, and running away. Similarly, while a large number of girls under 18 were arrested for larceny, a significant proportion of both boys and girls were arrested for other violations of State and local laws which are not broken down in the Uniform Crime Reports, but rather are classified as "all other offenses, except traffic." This category encompasses such offenses as truancy, ungovernable behavior, and similar activities, as well as other offenses which pertain to both adults and juveniles.

Finally, the fact that a large percentage of juvenile crimes are committed in groups—the estimates range from 60 to 90 percent—may also result in "inflated" statistics which are out of proportion to the number of crimes actually committed.

Delinquency and The Inner City

Despite the rise in suburban delinquency, more often than not the world around the delinquent is the inner-city slum.

By 1980, 75 percent of the population of the United States will live in metropolitan areas. As has already been indicated, crime and delinquency rates

are considerably higher in the more deprived centers of these metropolitan areas where slum conditions prevail.

In inner-city areas where income is low, unemployment high, housing poor, health resources inaccessible, and recreation facilities inadequate, the crime and delinquency rates are staggering.

In other words, where crime and delinquency rates are highest, one is certain to find all the other evidences of social disintegration.

As the Crime Commission report made clear: "... Negroes who live in disproportionate numbers in slum neighborhoods account for a disproportionate number of arrests. Numerous studies indicate that what matters is where in the city one is growing up, not religion or nationality or race" It found that, "for all groups, delinquency rates were highest in the center and lowest on the outskirts of the city." The Commission report then noted:

"... but for Negroes, movement out of the inner-city and absorption into America's middle class have been much slower and more difficult than for any other ethnic or racial group."⁴

One of the gravest challenges facing the nation today, then, is to be found in the interlocking problems of poverty, discrimination, and the cities.

Few things cause more concern, or are more frightening and real than violent crime in our cities. The 26 cities with populations of 500,000 or more contribute about half the total reported major violent crimes, yet comprise only about one-fifth of the total reporting population. That violent crimes in the city are committed primarily by young persons between the ages of 18 and 24, followed by youth in the 15 to 17 group, is a gloomy portent for the future.

Violent crimes in the city are committed primarily by young persons between the ages of 18 and 24, followed by youth in the 15 to 17 group. Such crime is overwhelmingly committed by males, usually with poor education, and little or no employment skills. Violent crime rates for Negroes appear to be considerably higher than for whites.

The urgent need to reduce violent crime among urban non-white youth is obvious, requiring a total effort toward changing their demoralizing conditions and life patterns; the unequal opportunity and discrimination they confront; and the over-crowding and decay of the urban ghettos in which most of them live.

Middle Class Delinquency -- Suburbia

The Crime Commission report observed: "It is likely that the official picture exaggerates the role played by social and economic conditions since slum offenders are more likely than suburban offenders to be arrested and sent to juvenile court. In fact, recent self-report studies reveal suburban and middle class delinquency to be more significant a problem than was ever assumed."⁵

Many suburban communities find themselves faced with a rapid population growth. This rapid growth has made it difficult for suburbs to increase the level of services needed by their residents — including resources to meet pressing problems such as delinquency.

A study of delinquency in an education conscious and middle class suburb revealed that two-thirds of the delinquents were from the least affluent families.⁶ Thus, special problems arise for poor youth in middle class communities. Failure in education in a community which emphasizes education for the college bound puts special pressure on both parents and children.

Since current trends are toward movement from the city to the suburbs, the pattern of delinquency in middle class suburban communities is likely to become more pronounced. There is a grave need not only for more information about the quantity and quality of delinquency in suburban areas but also for the provision of services to meet the special needs of suburban delinquents and their families.

Changing Patterns of Youthful Behavior

This century has seen a period of unprecedented rapid social, industrial, ideological and political change.

During the post-war era, the pace of change has increased still further, transforming the world in a way that no one 25 years ago could have anticipated. These years have brought to the more advanced nations of the world an affluence never before dreamed of. They have seen the liberation — often accompanied by violence — of the majority of the world's population from colonial rule. They have seen a time of such extraordinary scientific and technological innovation that physical, human, and social environments have been profoundly transformed.

During the 1960's, Americans lived in mounting historical crisis. The symptoms were everywhere: poverty and urban deterioration in the world's richest nation; racism in a society committed to equality; civil disturbances in the streets of urban slums; campus un-

rest; and the growing disaffection and alienation among those from the best educated generation in history.

This rapid pace of change has produced new forms and expressions of youth revolt and protest -- ranging from rejection of society and withdrawal from the community, to attempts to overthrow the "system" through violent confrontations. The shifts in youthful behavior have been so frequent and sudden that adults often have been unable to perceive, much less understand, what is happening.

Institutional Response to Youth

Youth protest and rebellion, whether it takes the form of student violence or disengagement and alienation from society, is often the response of youth to institutional systems that exclude them or that they perceive to be degrading.

Youth deeply resent the definitions, categories and restrictions that have been assigned to them. If, on the other hand, they are accepted as legitimate partners, as they were in the past when their labor was required by a less efficient society, they are more likely to participate in, and give support to, the key systems of the community.

Young people are not content to have things done for them; they want a share in shaping their destinies. They are seeking one of the most important of all human needs: to be taken seriously, to have their voices heard.

Whether adult society and youth can bridge the gap depends in large part upon the capacity of our institutions to develop procedures that will enable those who seek change to be part of the process of change. Special efforts must be made to find ways of including those who have suffered the most from exclusion and who have traditionally been labeled as deviant. Youth who have little or no hope or confidence in themselves, or their situation, must be convinced that they are of value and worth, not only to themselves, but to their community and its institutions.

An effort to involve youth in the community and its institutions is part and parcel of a total effort at institutional change.

Institutional change is defined for the purposes of this report as the effort to improve institutional practices, procedures and policies in such a way so as to improve their responsiveness to youth and delinquent needs; to improve their effectiveness in combatting juvenile

delinquency; and to improve their abilities to provide meaningful and constructive youth roles in the carrying out of their activities.

In the modern world, the family has become a focal point where a great many institutional influences meet but the way in which families function depends on the way they are influenced by various community institutions.

Today, the family and local community can no longer exercise any strong control over the activities and content of education, industry, recreation, health services, or law enforcement. It is just the other way around. This is especially true of poor families, since their functioning is almost completely dependent upon public institutions. When they need help, they have neither the resources or knowhow to make independent choices among both public and private alternatives.

Many of the agencies serving the poor are unable to serve them well. Restrictive regulations, inadequate budgets, personnel shortages, and fragmentation among the public services also serve as barriers to adequate assistance. Families who are exclusively dependent upon public services that cannot provide adequate solutions to their problems are especially subject to the feelings of hopelessness and surrender that are often instrumental in promoting marital conflict and inability to assume meaningful parental roles.

The Official Response to Delinquency -- Labeling and Stigma

When official agencies respond to certain behaviors by placing a youth in the delinquent category, they attach a label that seriously affects his future opportunities and conduct.

Once a youth is stamped delinquent, the police, the court, the school, and other official agencies respond to him on the basis of that label in a manner different from the way they respond to those without it. The label also becomes known to the public which then views the youth with suspicion.

Further, the young person may begin to perceive himself as different or "bad" and act accordingly. Having a record makes it more difficult for a youngster to walk conventional paths and have equal access to the opportunities of society. Faced with this dilemma, the young person may be propelled to act out further the delinquent role he has been assigned.

Without the evidence to show that official actions by police and courts are successful in preventing further delinquency, the exercise of caution in determining which young people are to be labeled assumes overwhelming significance.

There is reason to believe, on the other hand, that the very act of official intervention has an impact directly contrary to that which it is designed to create. While the court may see its intervention as helpful and rehabilitative, prospective employers, for example, tend to view less benignly the fact that the youth "has a record".

The schools may view with suspicion the youngster who has been pronounced delinquent. Further, it is important to draw the distinction between engaging in one delinquent act and the repetitive commission of delinquent acts.

Many young people may engage in one or two delinquent acts as a relatively normal part of their adolescence. Occasional and minor delinquency need not presage a delinquent career. To funnel such youth into the formal juvenile justice and correctional system may have the unfortunate and unnecessary consequence of contributing to the development of a career in delinquency.

Correctional Agencies

The field of youth corrections faces two serious problems. First, funds and facilities are inadequate to the demands placed on correctional institutions by the community. Second, the validity of the techniques of present day corrections has been seriously challenged.

Even with its swing away from large institutions to smaller correctional facilities, the correctional process still segregates and labels those in its custody. It still stands as the last resort -- the end of the line for those unfortunate enough to enter its jurisdiction.

The Crime Commission report stated that: "... for the large bulk of offenders, particularly the youthful, the first or minor offender, institutional commitments can cause more problems than they solve. Institutions tend to isolate offenders from society, both physically and psychologically, cutting them off from schools, jobs, families and other supportive influences and increasing the probability that the label of criminal will be indelibly impressed upon them". 7

In many communities, however, youth are referred to the correctional system because no treatment alternatives exist. This is true most frequently in the poorer

residential areas where the lack of social welfare resources and other alternatives often require the police to send children to court; and the courts, in turn, often have no alternative but to send these children to correctional institutions.

"The Statistics on Public Institutions for Delinquent Children -- 1969", the latest year for which complete statistics are available -- indicates that approximately 52,000 children and youth were living in residential correctional institutions in that year, a 4 percent decrease over the previous year. Of these youth, the preponderant majority -- 43,000 -- were in training schools; an additional 1,500 were in forestry camps and ranches; and 3,200 were in reception and diagnostic centers.

Such institutional care is expensive. The 1969 figures show that approximately \$258.2 million was spent on public institutions serving delinquents in that year, at a per capita cost of \$5,031.

Even more important is the fact that the traditional forms of institutionalization are relatively ineffectual in rehabilitating most delinquent youth. The recidivism rate for youth released from public and private residential institutions ranges from an estimated 50 percent to 80 percent. The 1968 Uniform Crime Report stated:

The younger the age group, the higher the repeating rate, has been documented many times, as it is here . . . of the offenders under 20 released in 1963, 74% were rearrested by 1969, 72% of those 20 to 24, and 69% of the offenders 25 to 29 years. When viewed by race, the Negro rearrested rate, 71%, was higher than the white offender rate of 61%. All other races, made up primarily of Indian Americans, had a rearrest rate of 82% between 1963 and 1969. Of the 1,419 female offenders released in 1963, 47% had been rearrested for new offenses by 1969. 8

Correctional services for youth should be an integral part of the network of services for all youth in the community.

Correctional treatment should be closely related to the other systems that exist to reintegrate its charges into the main currents of society. Youth in training schools or in a community-based facility should have available to them the same breadth of services offered to their peers on the outside.

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Support must be given to the search for alternative methods of providing services to achieve this integration of correctional systems into broader services offered in the community. States and local communities must be given the opportunities and incentives to innovate and experiment with these methods; and to develop correctional programs that are incorporated into the community so that the isolation, alienation and disassociation that often follow from traditional correctional experiences do not disconnect young offenders from society.

Finally, much of the help that probationers and parolees need can come from community institutions -- help from schools in acquiring the education necessary for employment, and help from employment services and vocational training facilities in finding jobs. If probation and parole officers are to mobilize com-

munity resources to deal more effectively with offenders, they must develop new work styles that reach out to community resources and relate them to the needs of their caseloads.

New approaches to rehabilitation may make possible the assignment of probation and parole officers to specific target communities to act as advocates and mobilizers of resources for problem youth living in these communities. The role of the community corrections worker might be analogous to that of the Ombudsman, a spokesman for the target population in the larger community. New approaches might also make it possible for courts and correctional agencies to recruit and train both professional and nonprofessional workers to carry out these and other new roles in the community.

The Juvenile Delinquency Prevention and Control Act of 1968, as an ongoing Federal program, provides assistance in assessing the adequacy and effectiveness of existing State and local resources. It encourages the creation of new kinds of preventive services and the coordination of these endeavors with both existing community programs and resources available under other Federal legislation.

The approach to prevention and rehabilitation embraced by the Act is community-based in orientation. It fosters programs which provide services to youth in or close to, their home neighborhood, drawing on services from agencies in the community, providing opportunities for the youth to participate actively and meaningfully in community activities.

The Act provides for preventive programs which offer specialized services to pre-delinquent youth, but which do not label them or separate them from their peers. It stresses treatment of the offender in the community rather than in an isolated residential correctional institution as well as the development and support of community agencies which deal with youth non-judicially.

As a corollary, the Act seeks to strengthen the services of agencies, organizations, and institutions serving delinquent youth and young people in danger of becoming delinquent by upgrading the competence of personnel working in the juvenile justice and related systems, training new personnel to enter professions in the delinquency prevention and control field, and developing new techniques and practices.

Focus on Youth Development

The national program set forth in the Juvenile Delinquency Prevention and Control Act of 1968 is based on the assumption that America's goals for its youth extend beyond curtailment of anti-social activities.

In establishing the goal of delinquency prevention, as well as rehabilitation, it seeks to maximize the potential of young people for productive participation in society and for lives of self-actualization.

This effort seeks increased commitment on the part of youth to a society which they can perceive as responsive, relevant and just; a society in which meaningful opportunities are available to them; a society in which they have a significant share and stake.

This represents only one aspect of the Government's

program in juvenile delinquency. A number of other programs are administered by other agencies within the Department of Health, Education, and Welfare, as well as in other agencies and Departments. Emphasis in the report is on the Youth Development and Delinquency Prevention Administration since it administers the Juvenile Delinquency Prevention and Control Act of 1968, and it is this program which is being evaluated. A few programs which are closely related to this program are referred to in the evaluation. All of the others are described in later chapters.

It follows that the national program must systematically assemble and redirect many of the current approaches to addressing problems of youth. Both this effort and the task of developing new approaches rest on recognition of a basic set of factors that research and experience have proven tenable:

- . There is a web of interconnected social factors that shape youthful behavior.
- . The key institutions of our society play a most important role in the creation and prevention of anti-social behavior.
- . Many problems of youth cannot be viewed exclusively as problems of individuals, but must be regarded as reflecting problems in our major social institutions.
- . Solutions to youth problems and anti-social behavior can most readily be derived from an exploration and appraisal of the social conditions producing them rather than from excessive demands for punishment, repressive action, and undue pressures for conformity.

Rather than viewing the prevention and control of juvenile delinquency; treatment and rehabilitation; and correctional and community services as disparate activities conducted by widely distinct personnel without mutual understanding and common ties, the program calls for the maximum possible unification of all of them. In view of what is known about the minimal essential conditions for the development of socially adequate human beings, and what has already been learned about the causes and consequences of anti-social behavior, it is no longer rational to compartmentalize either the thinking, methods or program resources.

The new ordering of service networks and resources will enable the Nation to broaden its perspectives on youth -- both its problems and place in society.

CHAPTER III
SUMMARY OF MAJOR FINDINGS

It will guarantee not only continued efforts to control delinquency and treat offenders, but also promote increased activity in addressing many of the conditions that produce them. By basing programs for youth on perception of anti-social behavior as more than just a problem of law enforcement, or as problems in education, family disorganization, employment, housing and social conflict, this country is on the way towards its preventive goal.

At the same time, this Nation will be taking steps toward raising the general level of opportunity for all youth, whether in slum or suburb. The Juvenile Delinquency Prevention and Control Act has put this country in possession of a National program that looks toward the future and makes possible a range of activities that provide assistance to States and communities to:

- . develop programs with respect to the increasingly visible youth culture existing across the Nation at this very time;
- . direct national efforts at basic changes in important institutions;
- . upgrade services in the areas where delinquency and crime rates are highest, and identify and provide special services to youth who are too often neglected merely because they live in areas where delinquency and social disorganization are low;
- . make further improvements in the services available within the juvenile justice system so that the youth passing through it will not stand in danger of continuing their delinquent careers.

In order that this national program will have maximum success, it should encourage young people themselves to assist in its implementation. There can be no greater indication of our dedication to youth than to ask them to become involved as active participants, not mere recipients, in the local and State service projects the Act makes possible.

New Administration

On June 8, 1970, the Youth Development and Delinquency Prevention Administration was created to administer the Act, replacing the Office of Juvenile De-

linquency and Youth Development. This action is indicative of Departmental support for the program, and its recognition of the importance of a strong effort in the area of delinquency prevention and control. This resulted in placing it on a par equal to the efforts of the other Administrations in the Social and Rehabilitation Services--i.e., Aging, Assistance Payments, Community Services, Medical Services and Rehabilitation Services.

Additionally, the recent decentralization of the program through the placement of full-time Associate Regional Commissioners for Youth Development and Delinquency Prevention Services in each of the 10 Department of Health, Education, and Welfare Regional Offices is designed to provide for a strengthened effort through the development of closer working relationships among the Federal, State and local levels of government. By providing a vehicle for close liaison between the administering agency and the State agencies, immediate access is afforded to the technical assistance and expertise of these specialists in the development of plans and programs.

The Youth Development and Delinquency Prevention Administration's Central Office has also undergone reorganization with the establishment of the Division of National Planning and Program Development. Its major functions include:

- . assisting in the development of a national strategy for delinquency prevention, rehabilitation, and youth development;
- . overseeing the development and implementation of the program;
- . developing national guidelines and standards for the implementation of the program;
- . coordinating field activities with other Federal programs concerned with delinquency and youth development.

These recent administrative changes are also indicative of the Department's renewed commitment to strengthening its leadership role, developing mechanisms for systematic coordination across the range of Departmental programs in the field, and creating a true partnership among the Federal government and State and local communities in line with the New Federalism (see Chapter IV).

The positive accomplishments of the Youth Development and Delinquency Prevention Administration may be found in the body of the report. This summary of major findings is limited to those which point out limitations to problems which seriously affect the program of the Youth Development and Delinquency Prevention Administration as well as the overall governmental efforts in this area.

Experience gained in the administration of past juvenile delinquency programs and the Juvenile Delinquency Prevention and Control Act, as well as the early tentative findings of this report, indicates a variety of problems, the solution to which calls for a major change in the program emphasis and direction of the Youth Development and Delinquency Prevention Administration.

- a. There is little coherent national planning or established priority structure among the major programs dealing with the problems of youth development and delinquency prevention.
- b. There is a strong indication that although bits and pieces of the Federal response to the problems of youth and delinquency may be achieving their discrete objectives, the whole, in terms of the overall effectiveness of Federal efforts, may be less than the sum of its parts.
- c. There is a lack of effective national leadership dealing with all youth including delinquents. The present array of programs demonstrate the lack of priorities, emphasis and direction in the Federal Government's efforts to combat delinquency (see Chapter VIII).
- d. Although there is a lack of resources devoted to delinquency prevention, in many cases grantees have not made maximum use of existing resources (See Chapter VII).
- e. Grantees have not sufficiently coordinated either the development or implementation of programs with State Planning Agencies. One factor is that there may have been many

State Planning Agencies which were not ready for such coordination. Because data was frequently unavailable on the extent and nature of delinquency and on gaps in existing services, action projects were not linked with the development of the State comprehensive plan and/or were not directed to the most pressing state-wide delinquency problems (see Chapter VII).

- f. State planning has been spasmodic and ineffective. This is due in large part to the fact that a sufficient theoretical knowledge base was lacking and only an extremely limited amount of technical assistance was forthcoming. For the same reasons, many of the projects submitted were of poor or limited quality.
- g. There has been a noticeable lack of joint funding or use of other outside resources by grantees (see Chapter VII).
- h. No model systems for the prevention of delinquency or the rehabilitation of delinquent youth have been developed or implemented. Nor has there been feedback of knowledge, gained from funded research, for use in the development of such systems.
- i. Severe budget constraints negate the effective implementation of Title I (grants for planning, preventive and rehabilitative services) of the Juvenile Delinquency Prevention and Control Act of 1968.

In order to meet the shortcomings outlined above, a new national strategy is being developed and put into operation. Part of this national strategy calls for the extension and modification of the Juvenile Delinquency Prevention and Control Act of 1968 to provide for a new program emphasis and direction. It also calls for operational change in the delivery of services as well as possible changes in the present structuring of services. The general concepts underlying this strategy and the proposed program changes are discussed in the following chapter.

CHAPTER IV
A NEW NATIONAL PROGRAM STRATEGY

The first step in the development and implementation of the new program strategy involves the extension of the Juvenile Delinquency Prevention and Control Act of 1968 but in a considerably modified form. A number of the findings show a great need for the development of model systems, new techniques and practices, expanded program of technical assistance, and program information dissemination. In order to meet these needs, the programs under Title III of the Juvenile Delinquency Prevention and Control Act need to be extended and enlarged. This change in program direction also incorporates most of the specific program recommendations which were included in a Resolution adopted at the 1970 National Governors' Conference (see Appendix III).

This change in program direction and emphasis is logical, necessary, and desirable since the fact-finding, knowledge, and program development activities under Title III of the Juvenile Delinquency Prevention and Control Act of 1968 are vital for the effective use of Federal funds.

Although bloc grants will extend State and local programs standing alone, they will not necessarily improve such programs, nor do they provide the most effective method for the exercise of sound Federal leadership. The new program which is being proposed must exist for developing and testing new approaches, techniques and model systems, for seeking new knowledge about the development of delinquent behavior, and for transferring such findings into programs now being funded through various Federal grant programs. This approach, then, will have a profound quality impact upon all Federal funding related to the prevention, control and reduction of juvenile delinquency. It is not intended in any way to supplant other existing programs. Research and the traditional demonstration programs must continue. The prime thrust of this new approach is to take the new knowledge gained or techniques developed in other programs and build such material into model systems for the prevention of delinquency or the rehabilitation of delinquent youth, which would be adapted to local use and as day to day operating programs. There is little evidence that the knowledge gained through research, fundamental and applied, funded by D/HEW has been fed back and utilized in program development and restructuring.

Clearly, a fresh look at the problem of delinquency is warranted, based on a reassessment of present public

policies for dealing with youthful deviance and on the development of new linkages between an understanding of what causes such activities and what can be done about them in policy terms at the Federal, State and local levels. Although we need to continue to develop our body of knowledge about delinquency, much is already known. However, we are failing to put this knowledge to use in a systematic and fruitful manner. This failure, coupled with the concern throughout the country with the rising tide of delinquency, requires the immediate initiation of an action program to put present knowledge to work. The continued use of Federal funds to support research or ongoing substandard, outdated, State and local programs for the prevention of delinquency or rehabilitation of delinquent youth is unjustified.

In addition to the above purposes, the implementation of the new program strategy will have other effects on Federal delinquency programs. It will serve as a focal point involving all such programs in this area, and will require the input of the expertise of all agencies and departments. It will also promote the exchange of information and joint funding, all of which will contribute to greater coordination of the total Federal effort--a need pointed out by this report.

Although scattered efforts have been made to develop new techniques and practices and innovative programs, no effective method now exists by which such new approaches can be implanted in ongoing State and local programs. No system models have been developed for the guidance of State and local communities. Great emphasis will be placed on this activity in refocusing the present program.

The best summary statement available at this moment which has considerable potential for guiding the development of the new program approach to deal effectively with the problem addresses the question of why and under what conditions young people lead essentially law-abiding careers, **not** the question of why so many of them violate the law.

One widely accepted answer appears to be that most of the nation's youth avoid participating in patterned delinquent activities because they have been provided with ready access to socially acceptable, responsible, and personally gratifying social roles in the areas of family life, education, recreation, religion, and eventually marriage and work.

A second major insight into the question seems to rest in the fact that most young people, for a variety

of reasons, successfully avoid the entrapment of being "labeled" as being out of step and as troublemakers by schools, the police, and courts, and therefore subsequently being committed to the care of various correctional agencies such as probation departments, training schools, and reformatories.

A third major reason appears to be that when such labels and commitments are avoided, the incidence of mutual rejection and alienation between young people and the representatives of the adult world are also avoided and, therefore, the often escalating and reciprocal processes of individual and group estrangement are not activated and accentuated.

These propositions furnish a basic perspective on the problem of delinquency by linking it firmly to specific types of failure on the part of specific social institutions as they seek to relate to young people, and, in turn, to the negative reactions of young people to such institutions when they find them wanting. It follows from that that the development of a viable national strategy for the prevention and reduction of delinquency to a large degree rests on the identification, assessment, and alteration of those features of institutional functioning that impede and obstruct a favorable course of youth development for all youths, particularly those whose social situation makes them most prone to the development of delinquent careers and to participation in collective forms of withdrawal and deviancy.

This new focus does not overlook direct work with individuals and the numerous factors which may contribute to the development of individual delinquent careers, such as the effect of unmet needs in early childhood, physical or emotional handicaps, or the effect of various forms of the media. But modification in institutional functioning is the spearhead of the new strategy and must be implemented by direct work with individuals.

In summary then, the prevention effort will be given priority and be directed at three program objectives. The first, modification in institutional functioning (family, schools, community agencies, juvenile correctional systems, etc.) which will facilitate their capacity to meet the needs of various disadvantaged groups and individuals. The second, diversion from the present juvenile justice and correctional system where possible and appropriate with community-based treatment provided outside of the system. The third, the use of methods which will tend to reduce or to minimize the effects or eliminate the instances conducive to group conflict. These three program

objectives are interrelated.

Prevention is given priority since, in addition to the human factor in preventing delinquency careers, this report (Chapter VIII) shows preventive services are far less costly. Also, there is evidence that the juvenile justice and correction system often fails to correct. Through the less costly preventive emphasis and an approach which deals primarily with factors adversely affecting groups of children, it is reasonable to expect that a greater number of children can be reached earlier at less expense -- factors which must be considered in view of the ever-increasing extent of the problem.

Model systems for prevention, rehabilitation, as well as other youth development activities, will be established in four distinct social settings which may be identified as: the inner-city ghetto or slum area; the suburbs; rural areas; and college campuses.

In each of these social settings, the elements that obstruct youth development and operate to weaken the young person's link to the social order, as well as the type of events and situations that precipitate episodes of delinquent or destructive activity, combine in many different ways. In short, because each of these settings has unique features; no single type of program of intervention is likely to deal effectively with all.

Neither the patterns of delinquency nor their significance for the career of the person or the safety of the community are identical in each of these social settings. This, therefore, means that a variety of preventive and rehabilitative model systems will have to be developed and tested.

The implementation of this approach contemplates the establishment of four task forces which will be charged with the responsibility for developing model systems in the four social settings--inner-city, suburbia, rural, and campus. Projects will be funded and evaluated for model system value and impact. The task forces will have a high level of expertise and competence, including members of the major Federal agencies with programs in this area. Others will include national experts and university personnel. They will also have responsibility for developing and identifying models and sites in the four areas of action.

Once a project is funded, the task force members will continue as consultants to the project. They will advise, and be responsible to the Youth Development and Delinquency Prevention Administration in all aspects of their activities.

The new program approach will also emphasize technical assistance to State and local public, as well as, private agencies and organizations, particularly State and local planning bodies relating to the planning required under Section 203 (a) of the Omnibus Crime Control and Safe Streets Act of 1968.

Technical assistance will be provided in relation to all programmatic aspects of delinquency prevention and rehabilitation, including the establishment and operation of model systems. As part of the extended technical assistance, program guides and standards will also be developed and other informational activities extended.

Another essential objective of the new program strategy is coordination of the numerous Federal programs directly related to delinquency (see Chapter VIII). In the past, effective coordination of the total Federal effort has been sporadic and never fully attained.

Several activities in the developing program strategy are directed toward the attainment of this goal. These activities include:

- a. participation by appropriate Federal agencies in task force activities;
- b. dissemination of information activities to reduce duplication and provide a common base of knowledge;
- c. promotion of joint funding;

- d. greater use of intra- and inter-departmental expertise in the development of model systems, new techniques and practices, and the joint development of program guides and standards.

This national program is still evolving. The problems it is designed to correct are difficult. For example, the modification in institutional functioning presents an extremely complex problem and is likely to take a long time to achieve. How to eliminate the undesirable program duplication and the vested interests of agencies concerned only with their own sphere of authority and program also presents a perplexing problem. Nevertheless, a program to correct these problems and assist the States and local communities is a must if the Federal Government is to discharge its leadership role in this area.

The process of developing this national program strategy has included several group meetings held in different parts of the country. Those participating included representatives of other Federal agencies and departments, and other individuals, both from operating programs and universities -- all of whom are nationally recognized for their expertise in this field, both in the areas of practice and planning. The individual backgrounds of the participants represented many disciplines, including sociology, the behavioral sciences, education, and the law.

CHAPTER V
A SUMMARY OF PROJECTS FUNDED BY THE YOUTH DEVELOPMENT AND
DELINQUENCY PREVENTION ADMINISTRATION DURING FISCAL YEARS 1969 AND 1970

TITLE I - PLANNING, REHABILITATIVE AND PREVENTIVE SERVICES

TITLE I of the Act is divided into basically three parts:

Part A -- Grants to States and Localities for Comprehensive Planning and Project Planning

Part B -- Rehabilitative Services

Part C -- Preventive Services

Comprehensive Planning Grants

Comprehensive juvenile delinquency planning, in which the States undertake a thorough evaluation of the delinquency problem, is a prerequisite to effective action programs. At the time of passage of the Act, it was evident that State and local governments did not have the capability to mobilize resources, develop comprehensive plans and programs, and coordinate the delivery of services to delinquent or pre-delinquent youth.

P.L. 90-445, TITLE I, Part A, offers States and communities the needed incentives to plan for a coordinated and comprehensive network of prevention and rehabilitation programs. By requiring States to undertake comprehensive delinquency planning, the Federal government can further insure that all resources are effectively allocated, and that programs are based on careful identification of need and the most efficient use of scarce resources.

Comprehensive juvenile delinquency planning can be divided into four categories: (1) data collection on juvenile delinquency and related youth problems; (2) assessment of existing State and local programs; (3) assigning priorities to service needs; (4) development of programs. (1) and (2) are commonly called PHASE I -- Data Collection and Analysis; while (3) and (4) are referred to as PHASE II -- Planning of Priorities and Projects.

An important aspect of comprehensive juvenile delinquency planning is the development of a State's capability to deal with delinquency and youth problems. States are developing a staff expertise that will be necessary not only for continuous planning, but also to effectively administer State grants under Sec. 131 of the Act once a comprehensive plan has been approved.

When the State plan has been submitted to and approved by the D/HEW under Sec. 131 of the Act, all assistance under TITLE I (Parts B and C) requested

by local agencies must be funded under the bloc grant and received by the designated State agency responsible for the official plan.

Having developed the State plan for juvenile delinquency, the State Planning Agency becomes the administrator, overall planner, coordinator and evaluator of juvenile delinquency plans and programs throughout the State. The State Planning Agency is expected to use this role as leverage with other State and Federal agencies; make the most efficient and effective use of State funds allocated for delinquency and youth development activities; and assure strong commitments on the part of the State and its local governments for combatting delinquency and the solution of youth problems.

Coordination of State planning under the Juvenile Delinquency Prevention and Control Act of 1968 and the Omnibus Crime Control and Safe Streets Act of 1968 was announced early in 1969. The Attorney General and the Secretary of the D/HEW, in a joint letter to States, urged program coordination at all levels of government, both in planning and action efforts. The letter suggested a single State Planning Agency and policy board be appointed and encouraged the submission of a single State comprehensive plan, in order to avoid duplication.

50 of the 56 jurisdictions eligible under TITLE IA elected to lodge the planning functions of both the YDDPA and the LEAA in a single State agency. The remaining five States: Alabama, Colorado, Florida, New Jersey, Oklahoma--plus the District of Columbia, have established separate delinquency planning agencies.

Since most of the initial comprehensive planning grants were awarded during June, 1968, most States are now only finishing their first year of planning. Many others are just beginning to organize for planning. One State plan, Illinois, has been approved. An analysis of this plan and four draft preliminary State plans are included in Appendix I.

It is expected that 19 plans will be substantially completed and ready for submission during fiscal year 1971. Table 2 shows the status of State planning. As indicated in the Table, 20 additional States are expected to complete comprehensive planning during fiscal year 1971. A total of 39 States will have completed PHASE I data collection and analysis during fiscal year 1971. It is anticipated that all States will have developed their basic comprehensive plan by August, 1972.

TABLE 2
STATUS OF STATE PLANNING FOR JUVENILE DELINQUENCY

STATE	FY 69 GRANT AMOUNT	FY 70 GRANT AMOUNT	PHASE I DATA COLLECTION COMPLETED	PHASE II PLANNING COMPLETED	EXPECTED DATE OF COMPLETION OF COMPREHENSIVE PLAN
Alabama	\$ 50,000	\$ 50,000	11/70	04/71	04/71
Alaska		15,687	10/70	12/70	12/70
Arizona		NO PLANNING APPLICATION RECEIVED			
Arkansas		60,000	06/71	07/71	08/71
California	50,000	100,000	06/69	06/70	06/70
Colorado	50,000	65,000	11/68	08/70	08/70
Connecticut	37,000	67,926	11/70	11/71	12/71
Delaware	49,050	100,000	09/70	06/71	08/71
D.C.	50,000	100,000	06/70	09/70	09/70
Florida		15,650	12/69	06/70	09/70
Georgia		20,452	Not Known	Not Known	Not Known
Hawaii	50,000	50,000	02/71	06/71	03/71
Idaho	50,000	40,190	07/70	07/71	08/71
Illinois	50,000	100,000	06/69	12/69	01/70
Indiana	49,972		07/70	07/71	10/71
Iowa	50,000		06/70	01/71	07/71
Kansas	50,000	100,000	09/70	09/70	07/71
Kentucky	15,000	100,000	07/70	07/71	09/71
Louisiana		60,000	10/70	04/71	06/71
Maine	50,000	100,000	07/70	01/71	03/71
Maryland	50,000	49,849	10/71	12/71	02/72
Massachusetts		75,000	11/70	Not Known	Not Known
Michigan	49,588	98,025	04/70	10/70	12/70
Minnesota		50,000	10/70	11/70	01/71
Mississippi		30,000	01/71	01/72	03/72
Missouri		87,473	10/70	06/71	08/71

TABLE 2
STATUS OF STATE PLANNING FOR JUVENILE DELINQUENCY

STATE	FY 69 GRANT AMOUNT	FY 69 GRANT AMOUNT	PHASE I DATA COLLECTION COMPLETED	PHASE II PLANNING COMPLETED	EXPECTED DATE OF COMPLETION OF COMPREHENSIVE PLAN
Montana		50,000	06/70	07/71	10/71
Nebraska	50,000	50,000	06/71	06/71	12/71
Nevada		50,000	10/70	Not Known	Not Known
New Hampshire	50,000	72,500	06/70	10/70	03/71
New Jersey	50,000	94,069	09/70	04/71	07/71
New Mexico	50,000		06/70	06/72	07/72
New York		100,000	12/70	03/71	03/71
North Carolina	50,000	100,000	07/71	10/71	12/71
North Dakota		40,477	02/71	02/71	04/71
Ohio	50,000	100,000	09/70	09/70	07/71
Oklahoma	50,000	40,267	09/70	09/70	07/71
Oregon	49,445	50,000	09/70	07/71	09/71
Pennsylvania	50,000	60,000	07/71	07/72	07/73
Rhode Island		NO PLANNING APPLICATION RECEIVED			
South Carolina		28,900	12/71	06/72	06/72
South Dakota	29,586		10/71	07/71	04/71
Tennessee		55,000	06/71	06/72	06/73
Texas		NO PLANNING APPLICATION RECEIVED			
Utah		49,530	06/70	05/71	07/71
Vermont	50,000		07/70	07/71	09/71
Virginia	50,000		07/70	07/71	09/71
Washington	100,000	100,000	03/70	04/71	07/71
West Virginia	25,000		07/70	07/71	10/71
Wisconsin	50,000	59,050	06/70	06/70	09/70
Wyoming	23,590	12,600	07/70	11/70	12/70
Puerto Rico	50,000	96,694	06/70	07/71	12/71
Mariana Islands	12,500		Not Known	Not Known	Not Known
Virgin Islands	12,500	25,000	07/70	07/71	09/71

Administration of Funds (Planning)

For fiscal year 1969, the appropriation under TITLE I, Part A, limited the amount available to each State, the District of Columbia, and Puerto Rico to \$50,000. The territories were limited to \$12,500 each. For fiscal year 1970, appropriation limits were raised to \$100,000 and \$25,000, respectively.

In fiscal year 1969, 37 States received TITLE I grants totalling \$1,573,094 for the preparation of comprehensive juvenile delinquency plans. The major objective during fiscal year 1970 was to award comprehensive juvenile delinquency planning grants to all the remaining eligible State and territorial jurisdictions. Fourteen additional States did, in fact, receive grants. Thus, during fiscal years 1969 and 1970, 51 States and territories began comprehensive planning for juvenile delinquency.

In fiscal year 1970, grants awarded for the preparation of comprehensive juvenile delinquency plans totalled \$3,073,658.

Project Planning

Funds may also be provided under TITLE I for project planning grants to State and local agencies. Federal support is provided for 90% of the costs. The program enables States and localities to plan innovative projects and activities, and may be used not only for initial planning but also for revisions in the original planning. After completion of planning, the proposed project may be funded under other provisions of TITLE I of the Act. In fiscal year 1970, eight project planning grants were awarded totalling \$184,371.

At the local and county level, as well as the State level, there are great variations in planning structures and expertise. Very few municipalities and metropolitan areas have developed effective networks among law enforcement agencies, courts, and correctional agencies, and the educational, employment, and health and welfare resources that relate to the problems of delinquency. Project planning grants are an attempt to aid the coordination of public and private programs.

Rehabilitation Services Grants

Under TITLE I of the Act, Part B, grants may be provided to encourage the maximum use of State and community rehabilitation services for diagnosis, treatment, and rehabilitation of delinquent youth and youth in danger of becoming delinquent. Through these grants, it is hoped to provide a greater range of alternatives to traditional forms of incarceration; to

encourage the development of new facilities closely linked to the community; and to support the establishment of new types of community agencies for dealing non-judicially with delinquent youth.

Rehabilitative services grants are to be used to develop, improve and encourage full use of State and community rehabilitation services for delinquent and pre-delinquent youth. These grants can be utilized by States to coordinate resources from other State and local agencies for concentrated and comprehensive rehabilitation projects, as well as to demonstrate the benefits of such concentration of resources for testing new designs and new methods of care and treatment. Particular attention will be paid to community-based resident facilities in these projects.

Projects funded under this section of the Act include: new juvenile court procedures that reduce the length of time between apprehension of the juvenile offender, court hearing, and disposition; decentralization of probation and parole services to Youth Service Centers; provision of alternatives to commitment such as small group homes; supportive services and counseling to adjudicated youth; and use of ex-delinquents in operation of local programs.

The Sea Pilot Cadet Program conducted by the Pinellas County Juvenile Court, St. Petersburg, Florida, is a good example of a rehabilitative service grant for a community-based project utilizing a free and abundant resource--the ocean.

The program serves 20 boys, aged 13 to 15, who have been referred to the Pinellas County Juvenile Court and whose social investigations reveal patterns of truancy and/or behavioral problems in school. The non-residential program is based on the belief that education must be perceived by students as immediately relevant and useful; that young men often turn to delinquency to fulfill their need for self-respect, confidence, and security; and that the traditional means of fulfilling these needs -- the school, family, youth programs, church -- frequently not only lack adventure, flair, and fun but also any meaningful relation to their lives.

The program combines a vocational program in seamanship, individualized remedial education related to the vocational instruction and designed to provide immediate success, group counseling, and casework

services. The boys receive a full year's school credit and are also released from probation and the jurisdiction of the court for their participation in the program. An indication of local support for the program is the fact that funds from local contributions have far exceeded the required matching share in both fiscal years 1969 and 1970.

Administration of Funds (Rehabilitation)

In fiscal year 1969, nine rehabilitative service projects were funded totalling \$245,941. In 1970, 26 projects, totalling \$1,099,916, were supported. The projects emphasized improved institutional treatment, improved probation and parole practices, and problems of alienated youth. Funds were also earmarked for local Model Cities projects. Overall priority in fiscal years 1969 and 1970 was given to projects that provided alternatives to traditional juvenile corrections services.

Rehabilitation services grants served at least 244 youth in fiscal year 1969 and 1,970 in fiscal year 1970, for a total of 2,214. These figures are based on information from 34 of the 35 grants funded.

Preventive Services Grants

The President's Commission on Law Enforcement and the Administration of Justice noted that community response to problem youth have been far from adequate. The problem of youth in twentieth century American Society is persistent and complex, encompassing related problems of affluence, alienation, and rebellion. It has also become increasingly apparent that traditional programs which offer rehabilitative services within the framework of overburdened judicial and rehabilitative systems and focus on youth who have already come into contact with law enforcement and the judicial process, have not provided suitable solutions to the problems of delinquency.

Recent crime and delinquency studies point to the need to reach out to young people with services which offer them alternatives to delinquent behavior -- programs to channel their energies into constructive, rather than destructive, activities.

Under TITLE I, Part C of the Act, assistance is provided for new kinds of community-based services for young people in danger of becoming delinquent. These include youth services bureaus, residential and non-residential centers, and cultural and social enrichment programs and activities.

The two projects described below are good illustrations of the types of activities carried out under preventive services grants.

A project of the Institute of Social Science Research, University of Montana, has successfully involved youth and adults in establishing a youth and community involvement project.

The Montana project was based on the principle that young people need to help develop their own educational programs, and that they need a non-punitive situation in which to test their feelings and behavior patterns.

First, an unstructured encounter group of selected pre-delinquent and alienated youth was organized. Adults became so interested in the project that it grew from five groups of adult-led "pre-delinquents" to 35 mixed groups. All were amazed at the degree of communication and level of understanding that was reached.

The activities and interests of the different groups reflected the needs widely felt in the community. One group became interested in ecology and organized a clean-up in the parks. Another set up a Crisis-Call Switchboard for troubled youth. Still others led a losing battle for curriculum reform in their high school.

The second project, in Massachusetts, is a variation of the Youth Services Bureau model endorsed by the President's Commission on Law Enforcement and the Administration of Justice

The Governor's Public Safety Committee in Massachusetts has developed a Youth Services Bureau emphasizing mental health and social services for referred youth. The Bureau, which serves two communities, has a mental health oriented staff and involves young people in policy decisions and program development. Youth are referred to the Center by police, schools, courts, and parents.

For each young person referred, the Bureau does a complete diagnostic examination, after which the youth is usually referred to a particular program or agency in the community for specialized treatment. Each young person referred from the Bureau is

followed by the community specialists to insure that he or she has received the treatment or services recommended.

Administration of Funds (Prevention)

In fiscal year 1969, 18 preventive service projects were funded totalling \$450,425. In fiscal year 1970, 61 projects were funded totalling \$2,941,087. Preventive services grants served 6,959 youth in fiscal year

1969 and 14,716 youth in fiscal year 1970. This does not include one grant to Newark, New Jersey which was intended to serve the entire model neighborhood population of 10-12,000. The total of 21,675 youth served is based on information from 74 of the 79 grants funded.

Table 3 lists grants made under TITLE I for fiscal years 1969 and 1970 by type of grant, distribution and fund amount.

TABLE 3
AMOUNTS OF FUNDS SPENT BY TYPE OF PROGRAM IN FISCAL YEARS 1969 AND 1970

TYPE OF GRANT	FISCAL YEAR	NUMBER OF GRANTS	AVERAGE AMOUNT OF EACH GRANT	TOTAL AMOUNT OF GRANTS
TITLE I				
State Planning	1969	37	\$ 43,000	\$ 1,573,094
	1970	57	54,000	3,073,658
Project Planning	1969	---	---	---
	1970	8	23,000	184,371
Rehabilitation	1969	9	27,000	245,941
	1970	76	42,000	1,099,916
Construction	1969	---	---	---
	1970	---	---	---
Prevention	1969	18	25,000	450,425
	1970	61	48,000	2,941,087
TOTALS	1969	64	\$ 35,460	\$ 2,269,460
	1970	152	42,000	7,299,032

TITLE II -- TRAINING

The purpose of this Title is to provide training for persons presently working in fields related to the diagnosis, treatment, or rehabilitation of delinquent or pre-delinquent youth, as well as, those preparing to enter this work. It also includes support for the counseling or instruction of parents to improve parental supervision of youth.

Assistance may be provided for training court volunteers, para-professionals, and youth themselves, as additional manpower resources in combatting juvenile delinquency.

While there are a number of other programs providing training in delinquency prevention and rehabilitation, the type of training supported by the YDDPA is one of the few major national efforts devoted to the creation of manpower resources for the sole purpose of

combatting juvenile delinquency.

The final report of the Correctional Rehabilitation Study Act's Joint Commission on Correctional Manpower and Training reveals a number of deterrents to the development of effective training programs and adequate use of resources in the field of juvenile corrections. Among the Commission's findings were:

-- A lack of manpower development programs in the correctional field, and failure to upgrade correctional services.

-- Young people are missing from the correctional employment scene. Only 26 percent of all correctional employees are under 34 years of age, "a statistic that is particularly disconcerting in view of the fact that juveniles make up about one-third of the total correctional workload and are being referred

to correctional agencies at a greater rate than adults".

Among the Commission's conclusions:

-- Specialists, as well as offenders themselves, should have a greater voice in program design and day-to-day operations. Whenever possible offenders should be encouraged to participate more actively in correctional programs and to make choices relating to their reintegration into normal community life. Correctional efforts should move increasingly toward a community orientation, wherein the contributions of various kinds of specialists can be maximized.

-- Corrections has been shifting away from treatment of the offender in isolation from his social environment toward efforts that seek to engage society and social institutions. There are many indications that corrections is beginning to recognize that society - its institutions, communities, and neighborhoods - is a powerful force in the perpetuation of criminal and delinquent behavior.

-- "To be concerned about the incidence of crime is not enough. Its effective control must increasingly become a matter of active interest to broader segments of society. Little will be accomplished by increasing agency budgets and staffs without simultaneously providing the means for changing community attitudes toward offenders. The whole community and its social institutions must become involved in reshaping correctional rehabilitative methods".⁹

The conclusions and findings of the Joint Commission point clearly to the need for improvement in institutional practices, utilization of community based programs; greater youth participation, improved recruitment of young people into the juvenile corrections field; and the need for manpower development programs.

The objectives of the YDDPA are consonant with the findings and conclusions of the Joint Commission.

In addition, the Federal program is committed to the development of training programs for personnel engaged in delinquency prevention programs, and particularly to training persons who are preparing for careers of service to delinquent or pre delinquent youth.

Training priorities under Title II include:

1. Training for persons preparing for new careers of service to delinquent youth.
2. Continuing in service training for persons employed in agency programs serving delinquent youth or dealing with delinquents.
3. Development of youth leadership programs.
4. Development of inter disciplinary approaches to the training of persons employed or seeking careers, in the diagnosis, treatment, rehabilitation, or prevention of delinquency.
5. Development of short term training capabilities.
6. Development of curricula for the education and training of persons working in delinquency activities.

In fiscal year 1969, a total of \$1,630,532 was obligated for 50 projects to support activities under TITLE II. In fiscal year 1970, a total of \$1,610,375 was obligated for support of 48 projects. A total of 12,204 persons were trained over the two year period by those grants for which information was available.

Charts showing further breakdowns of TITLE II programs will be found at the end of this section.

Title II Training Programs are divided into three basic categories.

1. Short term training
2. Curriculum Development
3. Traineeships

TABLE 4
AMOUNTS OF FUNDS SPENT BY TYPES OF PROGRAM IN FISCAL YEARS 1969 AND 1970

TITLE II	FISCAL YEAR	NUMBER OF GRANTS	AVERAGE AMOUNT OF EACH GRANT	TOTAL AMOUNT OF GRANTS
Curriculum Development	1969	6	41,000	248,544
	1970	6	32,000	190,799
Short-term Training	1969	43	32,000	1,356,979
	1970	39	32,000	1,260,731
Traineeships	1969	1	25,000	25,000
	1970	3	53,000	158,845
TOTALS	1969	50	32,610	1,630,523
	1970	48	33,550	1,610,375

Short-term Training

Short-term training under TITLE II is provided in workshops, institutes, and seminars.

The purposes of such training are to update the knowledge of both professionals and non-professionals and to provide career training for non-professionals. Training is provided to law enforcement, probation and parole, court, detention, and residential treatment home personnel to increase their understanding of delinquency and to assist in the development of new techniques and practices in the field. Neighborhood residents are trained to serve as volunteers and/or paid sub-professionals in delinquency prevention and rehabilitation projects. Training projects for youth and parents for involvement in the development, planning, and implementation of prevention and rehabilitation programs are also eligible to be funded.

Short-term training is also related to other activities funded under the Act -- the development of curriculum materials, new techniques in prevention and rehabilitation, and comprehensive State juvenile delinquency planning. Short-term training provides one of the best methods of familiarizing personnel working in delinquency with the latest developments in the field.

Abstracts of four short-term training projects are included here:

1. A unique training program in Scottsdale, Arizona has created a new career

in youth and delinquency programming and trained six young Indians to assume crucial roles as para-professional youth behavioral consultants.

Combining workshops with extensive field work, the Southwestern Behavioral Training Center developed a curriculum to help trainees lead discussion groups, counsel, evaluate cases and perform liaison activities. The program also follows up on the trainees' performances as liaisons with 20 reservations, four urban areas, and a rehabilitative program at the Mt. Lemmon Indian Youth Center, outside Tucson, Arizona.

An additional benefit of the program is the involvement of a large number of the community agencies such as family services centers, juvenile courts, probation offices, and the area's industrial training school.

2. The National Court Volunteer Training Project, headquartered in Boulder, Colorado, provides training to professional probation staff in procedures for the effective training and management of volunteer probation workers. The project conducted a National Court

Volunteer Management Conference, and has assumed an active role in the planning and operation of five major regional institutes. Additionally, the project is developing a curriculum series, concerned with such issues as the management of court volunteer programs and the relationships between professional and non-professional workers. The completed reports in the series have been distributed at the rate of two to three thousand copies per month.

Most court volunteers in existing programs serve as probation officers, although some also contribute to the administrative, medical and clerical operations of the court. The latest research shows that this not only greatly decreases both juvenile case probation officer ratios, but reduces the population of State corrections facilities. Juvenile court judges, if their courts have the probation manpower to accommodate them, are much more willing to release young people to community-based probation than commit them to State Training Schools.

3. The International Association of Chiefs of Police (IACP) conducted a survey of the juvenile operation of police departments. On the basis of survey responses the IACP completed seven workshops around the country which emphasized information exchange and evaluation of the juvenile guidelines of the IACP. As a result of these workshops a new, updated manual, **Juvenile Delinquency and Youth Crime: The Police Role**, will soon be published. The new manual not only includes a revised set of juvenile affairs guidelines but also a detailed treatment of campus law enforcement. Such issues as police responsibility and attitudes, use of weapons, action priorities, and administrative decision are all covered in the updated publication.

4. The National Board of the Young Women's Christian Association (YWCA) began the Youth Workers Team Learning Project in the summer of 1969 to train new personnel for their local programs, and, more significantly, to focus YWCA's activities and resources on the problems of delinquent and pre-delinquent female youth. The YWCA project involved approximately 33 local YWCA's in 86 training programs. It is estimated that approximately 26 trainers, 1,322 professionals, 30 para-professionals, 670 volunteers, and 97 teenage youth received specialized training under this program.

The local programs developed, and the planning processes used, promise positive residual effects. Many programs established contacts with State Planning Agencies, established cooperative relationships with local juvenile justice systems, and elicited resource commitments for a variety of community organizations. Numerous projects were also established with funds from other sources.

Parents, volunteers and other youth, as well as the YWCA membership, were drawn into planning and active participation.

Finally, substantial progress was made in dealing with the practical problems of identifying the incidence, the characteristics and roles of females in delinquency, and delinquency endangerment.

Administration of Funds (Short-Term Training)

For fiscal year 1969, 43 projects totalling \$1,356,979 were supported under short-term training. In fiscal year 1970, 39 projects totalling \$1,260,731 were supported under short-term training. A total of 11,407 persons received short-term training in fiscal years 1969 and 1970, (based on information obtained from 68 of the 82 grants funded). Further breakdowns of TITLE II programs are presented in charts 5 through 12 at the end of this section.

Curriculum Development

Grants for curriculum development stimulate the creation of usable and relevant training material dealing with juvenile delinquency. Much of the material developed previously was either too general or too academic. These new materials are used to fill gaps in present knowledge and to stimulate experimentation with new designs and new approaches to training.

A variety of new materials has been produced, including training manuals, syllabi, guidelines for designing programs for youth, reference books, and visual aids.

A youth involvement project in a high school in Eugene, Oregon developed a student-run guidance and placement center. A "pass/no pass" system, mini classes, and organized discussions have also been introduced. All of these changes were the result of students working through teachers.

Based on the premise that rising rates of juvenile delinquency in the county are related to the way local high schools operate, the high school undertook the following:

- to train a staff of five senior graduate students as youth participation specialists;
- to work directly with teachers to help them better understand the school and community;
- to document the relationship between the school and the overall behavior and attitudes of its students;
- to develop a cooperative relationship between the University of Oregon and the high school.

The project will provide manuals describing the high school experience for use by other high schools. Seminars led by the involved teachers will also be organized.

Administration of Funds (Curriculum Development)

For fiscal year 1969, six projects were funded under TITLE II dealing with curriculum development totaling \$248,544. Six more projects were funded in fiscal year 1970 totalling \$190,799.

A total of 589 persons were trained, an average of 65 persons per grant (based on information obtained from 10 of the 12 curriculum development grants funded). Charts 5 through 12 at the end of this section provide further breakdowns of TITLE II programs.

Traineeships

Support to provide career personnel has not been available in any meaningful quantity even though agency heads and administrators have strongly expressed the need for such training support. Support is necessary in order to develop the qualified manpower needs in the field of juvenile delinquency.

It is expected that additional traineeship grants under this Act will play an important and necessary role as existing organizations, such as the International Association of Chiefs of Police, National Council on Crime and Delinquency, State Training Centers, and others begin to implement action programs and evaluate results on experimental programs.

The only traineeship project funded in fiscal year 1969 sent approximately 70 Sam Houston State University, Huntsville, Texas student interns to summer field work posts in a wide variety of 31 social services or correctional agencies throughout Texas. The students gained practical knowledge of agency structure, programs and function, existing and needed community services. Through their training on the project, the students were expected to:

- develop an awareness of professional role expectations within the framework of administrative authority;
- recognize and accept their agencies' realistic limitations;
- recognize and accept the complexity of individual and social problems; and
- reject simplistic answers to complex problems.

Administration of Funds (Traineeships)

In fiscal year 1969, one project was funded for \$25,000. In fiscal year 1970, three projects were funded totalling \$158,845. Traineeships served 208 persons during the two year period.

TABLE 5

Total Number of Persons Trained in TITLE II Programs (Fiscal Years 1969-1970)

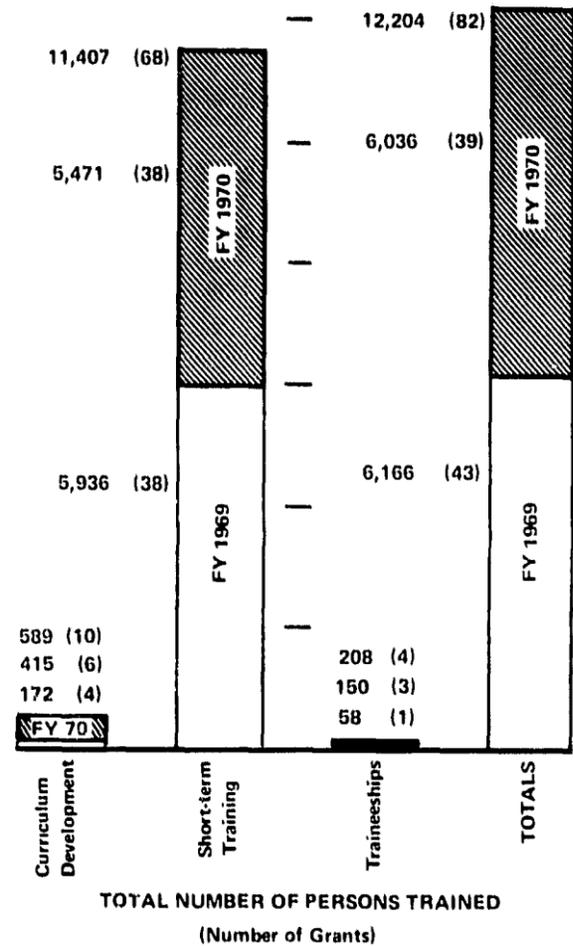


TABLE 8

TYPES OF PROGRAMS COMPARED TO THE ROLES OF YOUTH FOR TITLE II GRANTS *

TYPE OF PROGRAM	TRAINERS			STAFF			ADVISORS			RECIPIENTS		
	FY69	FY70	Total	FY69	FY70	Total	FY69	FY70	Total	FY69	FY70	Total
Curriculum Development	1	1	2				2	2	4			
Short-term Training	9	9	18	2	6	8	6	6	12	4	4	8
Traineeships	1	3	4								2	2
TOTALS			24			8			16			10

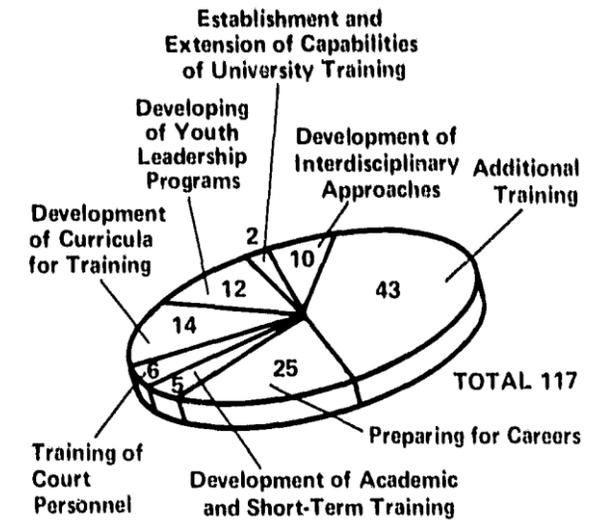
*Grants in some cases had more than one role for youth

Summary Information

These charts provide further information on TITLE II programs. As they are necessarily based on the grants from which information could be obtained, the totals will not always equal the number of TITLE II programs funded in fiscal years 1969 and 1970.

TABLE 6

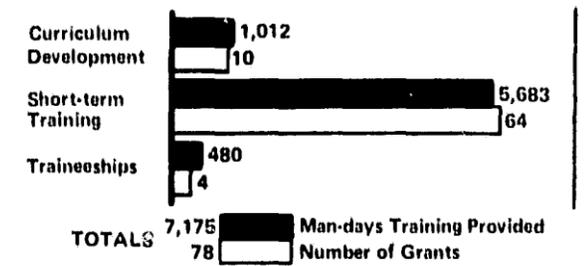
TITLE II - Purposes of Training Projects *



*Grants were classified in more than one category.

TABLE 7

TITLE II Man-Days of Training Provided* (fiscal years 1969 & 1970)



*Based only on grants for which information was available.

TABLE 9
TITLE II: TOTAL NUMBER OF PERSONS TRAINED BY PROGRAM CATEGORY
COMPARED TO THE METHOD OF TRAINING USED* (Number of Grants in Brackets)

TYPE OF PROGRAM	TRAINING METHOD					
	Lecture	Discussions	Workshop	Seminars	Fieldwork	Other
Curriculum Development	387 (9)	347 (5)	130 (4)	240 (4)	157 (4)	
Short-term Training	4555 (36)	2785 (27)	4890 (41)	1298 (14)	1260 (16)	15 (1)
Traineeship	145 (2)		75 (1)		208 (4)	5 (1)
TOTALS	5187 (47)	3132 (32)	5095 (46)	1538 (18)	1625 (24)	20 (2)

*More than one training method was used in some grants.

TABLE 10
TITLE II GRANTS: TYPE OF PROGRAM COMPARED TO JOB PLACEMENT PROCEDURES*

TYPE OF PROGRAM	Trainees Already Employed (In-service Training)		Assistance Given In Job Placement		No Job Placement Procedures	
	FY69	FY70	FY69	FY70	FY69	FY70
Curriculum Development	3	3	1	1	2	2
Short-term Training	28	23	7	6	5	4
Traineeships		1		1	1	1
TOTALS BY FISCAL YEAR	31	27	8	8	8	7
GRAND TOTALS	58		16		15	

*Based only on grants for which information was available.

TABLE 11
TITLE II
TYPE OF PROGRAM BY TYPE OF CURRICULUM DEVELOPED

TYPE OF PROGRAM	TYPE OF CURRICULUM DEVELOPED									
	Film		Manuals		Materials		Documents		Other	
	FY69	FY70	FY69	FY70	FY69	FY70	FY69	FY70	FY69	FY70
Curriculum Development	1	-	2	1	5	4	-	-	-	1
Short-Term Training	9	8	7	8	33	30	1	-	2	2
Traineeships	-	-	1	1	1	3	-	-	-	-
TOTALS	18		20		76		1		4	

*Grants in some cases used more than one type of curriculum.

TABLE 12
NUMBER OF TITLE II GRANTS, BY PURPOSE, AND AMOUNT
OF MONEY COMPARED TO PROGRAM CATEGORY (FOR FISCAL YEARS 1969 AND 1970)

PURPOSE OF TRAINING	TYPE OF PROGRAM			
	Curriculum Development	Short-term Training	Traineeships	Totals
Training of Court Personnel		\$ 326 (6)		\$ 326 (6)
Establishment & Extension of Capabilities of Univ. Trning. Ctrs.	\$ 50 (2)			50 (2)
Development of Curriculum for Training	50 (2)	1559 (12)		1609 (14)
Development of Inter-disciplinary Approaches	180 (2)	654 (8)		834 (10)
Development of Academic & Short- term Training Capabilities	147 (3)	71 (2)		218 (5)
Development of Youth Leadership Programs	207 (3)	717 (9)		924 (12)
Preparing for Careers	162 (4)	2048 (17)	\$ 208 (4)	4218 (25)
Additional Training	270 (4)	4233 (39)		4503 (43)

TITLE III

The following activities are carried out under TITLE III.

1. Improved Techniques and Practices
2. Technical Assistance
3. President's Commission on the Causes and Prevention of Violence
4. Dissemination of Information

Improved Techniques and Practices

This section of the statute authorizes grant assistance for development of improved techniques and practices which give promise of contributing to the prevention of delinquency. New techniques and practices grants are required to have a strong and effective evaluation component which will be utilized in funding new grants under other programs authorized by the Act.

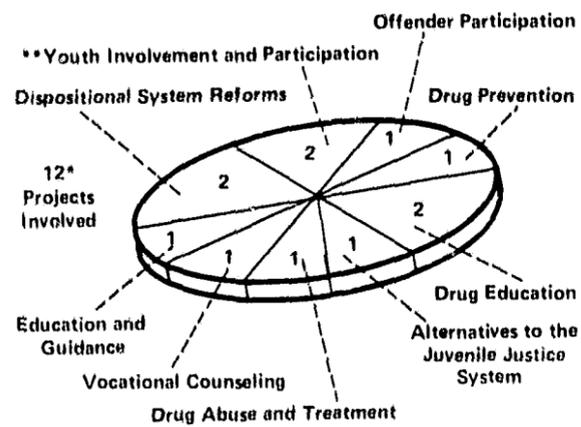
Although limited in number, these grants have a larger potential than many other activities being undertaken by the Federal government. The new techniques and practices grants serve as models and knowledge gained from them can be utilized by all agencies and individuals engaged in youth development and delinquency prevention. Significant youth participation is included in all TITLE III projects.

Administration of Funds* (Improved Techniques and Practices)

No model programs were funded in fiscal year 1969. In fiscal year 1970, nine grants totalling \$425,000 were funded.

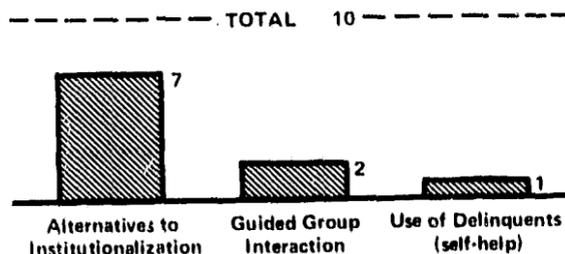
A list of new techniques and practices programs funded during fiscal year 1970, with the name of the applicant agency, description of project, and amount of grant is included in Appendix 1.

TABLE 13
TITLE III MODEL PROGRAMS SUBJECT AREAS*



*Some grants cover more than one area.
*While all grants included youth involvement, these projects emphasized this as their major focus.

TABLE 14
TITLE III - MODEL PROGRAMS*
METHODOLOGIES



*One project was classified into two categories.

Technical Assistance

Under TITLE III of the Act, grants may be awarded to provide expert assistance to State, local, or other public or private non-profit agencies or organizations. This assistance can be either direct, or by grants or contracts.

The YDDPA established six university-based centers during fiscal year 1969 to provide technical assistance and expertise in the planning, development, operation, and evaluation of programs and projects dealing with youth development and delinquency prevention.

University based centers can supplement their expertise by employing specialists from university staffs.

Requests for technical assistance are made through the regional offices of D/HEW and transmitted to the

university technical assistance center.

Center for Criminal Justice, Boston University, Boston:
Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island.

Department of Sociology and Anthropology, Fordham University, New York City:
Delaware, New Jersey, New York, Pennsylvania, Kentucky, Maryland, North Carolina, Virginia, West Virginia, District of Columbia, Puerto Rico, Virgin Islands.

School of Criminology, Florida State University, Tallahassee:
Florida, Alabama, Georgia, Mississippi, South Carolina, Tennessee.

Center for the Study of Crime, Delinquency, and Corrections, Southern Illinois University, Edwardsville:
Illinois, Indiana, Michigan, Ohio, Wisconsin, Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota.

Department of Sociology, University of Colorado, Boulder:
Arkansas, Louisiana, New Mexico, Oklahoma, Texas, Colorado, Idaho, Montana, Utah, Wyoming.

Public Systems Research Institute, University of Southern California, Los Angeles:
Alaska, Arizona, California, Hawaii, Nevada, Oregon, Washington, Guam, American Samoa.

During fiscal year 1969, priority was given to requests for assistance from public organizations developing projects under the Act, and under the juvenile delinquency component of the Omnibus Crime and Safe Streets Act of 1968. During fiscal year 1970, priority was given to the provision of technical assistance to State Planning Agencies and to new techniques and practices programs under TITLE III of this Act.

Special Technical Assistance

During fiscal year 1969, three grants for special technical assistance were awarded to national organizations: National Council on Crime and Delinquency; National Board of YMCA's; and New Careers Development Corporation. Nine special technical assistance grants were made in fiscal year 1970.

The 1969 grants provide technical assistance to States and local communities in such areas as the development of new participation roles for youth in prevention programs, development of new careers, and more effective utilization of local community service organizations.

Priority during fiscal year 1969 was given to projects which served to link State Planning Agencies with disadvantaged communities to assure that plans and programs would be realistic. Grantees were asked to de-

velop models of youth roles that would include: youth participation in planning agencies' boards and task forces, and development of models for new careers for youth.

Administration of Funds (Technical Assistance)

In fiscal year 1969, a total of nine technical assistance grants were awarded in the amount of \$228,000. In fiscal year 1970, 14 technical assistance grants totaling \$266,310, were awarded.

TABLE 15
AMOUNTS OF FUNDS SPENT BY TYPE OF PROGRAM IN FISCAL YEARS 1969 AND 1970 (TITLE III)

	Fiscal Year	Number of Grants	Average Amount of Each Grant	Total Amount of Grants
Model Programs	1969	---	\$ ---	
	1970	9	47,000	\$ 425,000
Technical Assistance	1969	9	25,000	228,000
	1970	14	19,000	266,310
TOTALS	1969	9	\$ 25,000	\$ 228,000
	1970	23	30,000	691,310

President's Commission on the Causes and Prevention of Violence

During fiscal year 1969, \$650,000 was allocated under TITLE III for support of the President's Commission on the Causes and Prevention of Violence. During fiscal year 1970, \$100,000 was allocated to the Commission to help complete its study.

The Commission was created by Executive order dated June 6, 1968; and charged with investigating and making recommendations with respect to: (1) the causes and prevention of lawless acts of violence in our society, including assassination, murder and assault; (2) disrespect for law and order and for public officials, violent disruptions of public order by individuals and groups; and (3) such other matters as the President placed before the Commission. The final report of the Commission was transmitted to the President on December 10, 1969. The report was based on research by 200 leading scholars, during 18 months of hearings and conferences.

The Commission report stated:

"Our youth account for an ever increasing percentage of crime -- greater than their increasing percentage of population. Arrest rates for violent urban crime are two to three times higher

among youth aged 15 to 24 than among older groups in the urban population. The cutting edge of protest, and the violence which has sometimes accompanied it, has been done largely by the young in the streets and on the campuses. In cities experiencing ghetto riots, more than half of the persons arrested were teenagers and young adults". 10

The Commission Report further noted that the high ideals, tremendous energy, impatience and lack of constructive means for effecting change has led some of today's youth into disruptive and, at times, violent tactics for translating ideals into reality. The report pointed out that in our inner-city areas the institutions intended to serve youth have not done so, that other institutions such as family and church have not played the traditional roles, and that youth have few opportunities for constructive activity.

The report noted that this nation cannot afford to ignore unlawful behavior, but at the same time it cannot afford to ignore legitimate needs and desires of the young. "Law enforcement must go hand in hand with timely and constructive remedial action . . . whether in the inner-city, in a suburb, or on a college campus, today's youth must be given a greater role in determining their own destiny and in shaping the future course of the society in which they live". 11

The Commission recommended that:

"We urge the President, the Congress, and the Federal agencies that normally provide funding for youth programs - notably the Office of Economic Opportunity, the Department of Labor, and the Department of Health, Education and Welfare - to take the risks involved in support of additional innovative programs of opportunity for inner-city youth". 12

The Commission stressed the need for involving young people in the planning and carrying out of useful social projects. As the Commission said: "In our view, the lack of such alternatives has contributed to the spread of young life-styles which depend on drugs or which stress hustling, vandalism, robbery and even murder". 13

The Commission concluded with the following analysis:

"The older generation is faced with the challenge of making available to young people adequate opportunities to participate meaningfully in coping with society's problems, and thus facilitating individual emotional growth and maturity. All too often the society -- the parents, school and university administrators, law enforcement personnel, community leaders -- become identified in the eyes of youth with obstruction and repression, inflexibly protecting the status quo against the 'onslaught' of youth".

"There are many things each citizen can do to help resolve these problems. The challenge will not be met by new laws alone, or new programs directed to work with problem youth. Each citizen has a responsibility to participate -- indeed, only as there is an increasing commitment on the part of all citizens toward understanding the problems of one another can we expect violence to diminish". 14

Dissemination of Information

Several major information projects were launched in 1969. Included was the establishment of a national monthly newsletter, "Delinquency Prevention Reporter", and a new publication, "Delinquency Today: A Guide for Community Action". The "Delinquency Prevention Reporter" is designed as a major

medium for disseminating information on delinquency prevention and youth development programs and activities.

The YDDPA also produced a series of six public service radio spot announcements on delinquency for distribution to the nation's 5,000 AM and FM radio stations.

In addition to the three films on juvenile delinquency produced in recent years, the filming of a new documentary dealing with suburban youth problems was initiated in 1969. Categorical publications produced during the year included two dealing with the use of volunteers entitled, "Using Volunteers in Court Settings" and "Volunteer Programs in Courts". New training publications included, "The Crisis of Qualified Manpower in Criminal Justice" and "Education and Training for Criminal Justice". Finally, a booklet describing the highlights of the Juvenile Delinquency and Control Act of 1968 entitled "America's Best Hope" was also produced.

Other publications included, "Legal Bibliography for Juvenile and Family Courts, Supplement 3, 1969", "Statistics on Public Institutions for Delinquent Children", "Juvenile Court Statistics", "Youth Involvement" and two reprints, "Why Children are in Jail and How to Keep Them Out", and "Youth as Advisors to Adults". The YDDPA produced an exhibit for display at national conferences entitled, "There Is a Better Way". The exhibit stresses the preventive and rehabilitative aspects of the new legislation.

In fiscal year 1970, a booklet summarizing the grants awarded during 1969 was published. Additionally, a poster depicting a jailed youth and bearing the legend, "Some People Think This is Delinquency Prevention - Is It Really?" was produced and distributed around the nation. Transit size posters for placement in public buses and trolley cars were produced with the same theme.

Contracts were let for the production of new public service radio and TV spots on prevention. A contract was also let for the holding of a series of 10 regional information seminars for regional office staff, State Planning Agency personnel, and personnel of other agencies engaged in delinquency prevention. The major objective of the seminars is to develop a national public information network on delinquency prevention and youth development.

TABLE 16

TABLE 16
DISTRIBUTION OF FUNDS IN FISCAL YEARS 1969 AND 1970 BY PROGRAM CATEGORY AND STATES (IN THOUSANDS)

STATE	STATE PLANNING	REGIONAL PLANNING	REHABILITATION	PREVENTION	CURRICULUM DEVELOPMENT	SHORT-TERM TRAINING	TRAINEESHIP ASSISTANCE	TECHNICAL ASSISTANCE	MODEL PROGRAMS	TOTALS
Alabama	100 (2)	13 (2)		50 (1)						163 (5)
Alaska	16 (1)	114 (3)								130 (4)
Arizona			22 (1)	128 (4)		162 (4)				311 (9)
Arkansas	60 (1)			78 (7)						138 (8)
California	190 (3)			100 (1)	29 (1)	411 (9)	23 (1)	170 (4)	55 (1)	978 (20)
Colorado	115 (2)		27 (1)			175 (6)		74 (3)		391 (12)
Connecticut	105 (2)	30 (1)	13 (1)			5 (1)				153 (5)
Delaware	149 (3)					20 (1)				169 (4)
Florida	16 (1)		157 (5)		37 (2)	34 (3)		25 (2)		269 (13)
Georgia	20 (1)			100 (3)						120 (4)
Hawaii	100 (2)			76 (2)		15 (1)				191 (5)
Idaho	90 (2)		19 (1)	40 (1)		9 (1)				159 (5)
Illinois	150 (2)		100 (1)			114 (4)		45 (2)		409 (9)
Indiana	50 (1)		75 (1)	25 (1)		17 (1)				167 (4)
Iowa	50 (1)	40 (1)		142 (2)						232 (4)
Kansas	150 (2)			60 (1)					35 (1)	245 (4)
Kentucky	115 (2)		35 (1)	25 (1)					50 (1)	225 (5)
Louisiana	76 (3)			45 (3)	66 (1)	32 (4)				219 (11)
Maine	150 (2)			42 (1)						192 (3)

TABLE 16
DISTRIBUTION OF FUNDS IN FISCAL YEARS 1969 AND 1970 BY PROGRAM CATEGORY AND STATES (IN THOUSANDS)

STATE	STATE PLANNING	REGIONAL PLANNING	REHABILITATION	PREVENTION	CURRICULUM DEVELOPMENT	SHORT-TERM TRAINING	TRAINEESHIP	TECHNICAL ASSISTANCE	MODEL PROGRAMS	TOTALS
Maryland	99 (2)			85 (2)		51 (2)			42 (1)	277 (7)
Massachusetts	75 (1)		20 (1)	55 (2)		155 (6)		48 (4)		352 (14)
Michigan	148 (2)					145 (4)				292 (6)
Minnesota	56 (2)		50 (1)							106 (3)
Mississippi	30 (1)		120 (2)	50 (1)						200 (4)
Missouri	87 (1)		13 (1)	50 (1)		50 (1)				200 (4)
Montana	96 (2)	35 (1)		15 (1)						146 (4)
Nebraska	100 (2)			50 (1)						150 (3)
Nevada	50 (1)			50 (1)						100 (2)
New Hampshire	122 (3)		167 (2)	23 (2)						312 (7)
New Jersey	144 (2)		44 (1)	190 (1)	39 (2)		111 (1)		50 (1)	578 (8)
New Mexico	75 (2)			115 (2)		28 (2)				218 (6)
New York	100 (1)			597 (4)	100 (2)	320 (10)		133 (8)	100 (2)	1350 (27)
North Carolina	150 (2)			40 (1)		15 (1)				205 (4)
North Dakota	40 (1)		30 (1)	59 (2)						130 (4)
Ohio	150 (2)	22 (1)				95 (3)				267 (6)
Oklahoma	90 (2)			60 (1)		5 (1)				155 (4)
Oregon	99 (2)	23 (1)		27 (1)	169 (4)	117 (2)				434 (10)
Pennsylvania	100 (2)			141 (2)						251 (4)
Rhode Island				150 (2)						150 (2)

TABLE 16
DISTRIBUTION OF FUNDS IN FISCAL YEARS 1969 AND 1970 BY PROGRAM CATEGORY AND STATES (IN THOUSANDS)

STATE	STATE PLANNING	REGIONAL PLANNING	REHABILITATION	PREVENTION	CURRICULUM DEVELOPMENT	SHORT-TERM TRAINING	TRAINEESHIP	TECHNICAL ASSISTANCE	MODEL PROGRAMS	TOTALS
South Carolina	29 (1)		78 (4)	93 (4)		30 (2)				229 (11)
South Dakota	41 (2)		89 (1)							130 (3)
Tennessee	100 (2)					21 (1)				121 (3)
Texas	95 (2)			179 (4)		247 (4)	50 (2)			572 (12)
Utah	50 (1)		24 (1)	90 (4)		26 (1)				190 (7)
Vermont	50 (1)		25 (2)	75 (4)		5 (1)				155 (8)
Virginia	50 (1)		90 (2)			20 (1)			28 (1)	188 (5)
Washington	150 (2)					7 (1)				157 (3)
West Virginia	25 (1)		34 (1)	91 (3)		24 (1)				174 (6)
Wisconsin	149 (4)									149 (4)
Wyoming	36 (2)	21 (1)		37 (1)		7 (1)				102 (5)
Canal Zone										
D.C.	150 (3)			60 (1)		258 (2)			65 (1)	534 (7)
Guam				22 (2)						22 (2)
Marianna Is.	12 (1)									12 (1)
Puerto Rico	147 (3)			60 (1)						207 (4)
Virgin Is.	37 (2)									37 (2)

TABLE 17
AMOUNTS OF FUNDS SPENT BY THE TYPE OF PROGRAM
IN FISCAL YEARS 1969 AND 1970

TYPE OF GRANT	FISCAL YEAR	NUMBER OF GRANTS	AVERAGE AMOUNT OF EACH GRANT	TOTAL AMOUNT OF GRANTS
TITLE I	Total	216	\$ 44,000	\$ 9,568,492
State Planning	1969	37	43,000	1,573,094
	1970	57	54,000	3,073,658
Project Planning	1969	---	---	---
	1970	8	23,000	184,371
Rehabilitation	1969	9	27,000	245,941
	1970	26	42,000	1,099,916
Construction	1969	---	---	---
	1970	---	---	---
Prevention	1969	18	25,000	450,425
	1970	61	48,000	2,941,087
TITLE II	Total	98	\$ 33,000	\$ 3,240,898
Curriculum Development	1969	6	41,000	248,544
	1970	6	32,000	190,799
Short-term Training	1969	43	32,000	1,356,979
	1970	39	32,000	1,260,731
Traineeships	1969	1	25,000	25,000
	1970	3	53,000	158,846
TITLE III	Total	32	\$ 29,000	\$ 919,310
Model Programs	1969	---	---	---
	1970	9	47,000	425,000
Technical Assistance	1969	9	25,000	228,000
	1970	14	19,000	266,310
TOTALS		346	\$ 40,000	\$13,728,700

TABLE 18
DISTRIBUTION OF FUNDS IN FISCAL YEARS
1969 AND 1970 BY STATE (IN THOUSANDS)

LIST OF STATES	FISCAL YEAR		LIST OF STATES	FISCAL YEAR	
	1969	1970		1969	1970
Alabama	\$ 50 (1)	\$ 113 (4)	New Hampshire	50 (1)	262 (6)
Alaska	43 (1)	87 (3)	New Jersey	70 (2)	508 (6)
Arizona	151 (3)	160 (6)	New Mexico	69 (2)	149 (4)
Arkansas	40 (4)	98 (4)	New York	373 (11)	977 (16)
California	258 (5)	720 (14)	North Carolina	65 (2)	140 (2)
Colorado	162 (5)	229 (7)	North Dakota	30 (1)	100 (3)
Connecticut	55 (3)	98 (2)	Ohio	105 (2)	162 (4)
Delaware	69 (2)	100 (2)	Oklahoma	55 (2)	100 (2)
Florida	85 (5)	184 (8)	Oregon	241 (4)	193 (6)
Georgia	351 (1)	85 (3)	Pennsylvania	50 (1)	201 (3)
Hawaii	65 (2)	126 (3)	Rhode Island	50 (1)	100 (1)
Idaho	59 (2)	120 (3)	South Carolina	70 (4)	159 (7)
Illinois	137 (4)	272 (5)	South Dakota	30 (1)	100 (2)
Indiana	67 (2)	100 (12)	Tennessee	21 (1)	100 (2)
Iowa	50 (1)	182 (3)	Texas	105 (3)	467 (9)
Kansas	50 (1)	195 (3)	Utah	66 (3)	124 (4)
Kentucky	50 (2)	175 (3)	Vermont	55 (2)	100 (6)
Louisiana	30 (3)	189 (8)	Virginia	50 (1)	138 (4)
Maine	50 (1)	142 (2)	Washington	57 (2)	100 (1)
Maryland	55 (3)	222 (5)	West Virginia	74 (3)	100 (3)
Massachusetts	163 (6)	189 (8)	Wisconsin	50 (1)	99 (3)
Michigan	124 (3)	168 (3)	Wyoming	31 (2)	71 (3)
Minnesota	6 (1)	107 (2)	District of Columbia	260 (2)	274 (5)
Mississippi	50 (1)	157 (3)	Guam	10 (1)	12 (1)
Missouri	50 (1)	150 (3)	Mariana Islands	12 (1)	
Montana	15 (1)	131 (3)	Puerto Rico	50 (1)	157 (3)
Nebraska	50 (1)	100 (2)	Virgin Islands	12 (1)	25 (1)
Nevada		100 (2)			

CHAPTER VI
THE RELATIONSHIP OF THE YOUTH DEVELOPMENT AND
DELINQUENCY PREVENTION ADMINISTRATION TO THE NEW FEDERALISM

The President stated in his address to the nation on August 8, 1969:

"We face an urban crisis, a social crisis. . . And at the same time a crisis of confidence in the capacity of government to do its job. A third of a century of centralizing power and responsibility in Washington has produced a bureaucratic monstrosity, cumbersome, unresponsive, ineffective".

The President called for a major new effort to bring about a "New Federalism" -- designed "to help regain control of our national destiny by returning greater share of control to State and local government and to the people."

The New Federalism is a response to the rapid growth of federally conceived and federally-funded programs, administered with excessive Federal regulations. The past practices of Federal grants-in-aid have resulted in overlapping and confusion among programs at the State and local levels. The result has been increased administrative costs, delays, and loss of viable, effective decision-making roles for State and local governments.

Through such methods as revenue-sharing, joint funding, grant consolidation and welfare reform, this new concept envisions a concerted effort to improve the delivery of services, improve State and local capability to respond to expressed needs, and strengthen the management and effectiveness of the Federal-State-local intergovernmental network.

The YDDPA's efforts over the past two fiscal years, as well as its projected activities, are closely related to the overall efforts of the Administration to improve not only the delivery system but to utilize all available resources for maximum program impact on pressing national problems, including juvenile delinquency.

State and Local Capability

The majority of States and Territories have received YDDPA grants for comprehensive juvenile delinquency planning.

The development of State plans not only increases the ability of State governments to respond to delinquency problems within their jurisdictions, but also improves managerial capability to administer the bloc grant. By going through the planning process, the State agencies are in a unique position to identify: the extent and nature of juvenile delinquency and re-

lated youth problems; gaps in existing services; priority needs of the population; and alternative courses of action to combat delinquency.

In other words, State governments are developing an increased capability--one of the principles of the New Federalism--to plan, develop and administer delinquency prevention programs.

The State Planning Agency, in its comprehensive plan, is also required to develop funding priorities, types and locations of projects, and a built-in evaluation. This is consistent with another ingredient of the New Federalism--improvement in the effective distribution of existing resources through the coordination of programs and projects and the utilization of funds for the most urgent local projects.

Upon approval of a State comprehensive plan under Sec. 131 of the Act, a grant is awarded to the State Planning Agency to carry out a comprehensive juvenile delinquency program throughout the State as well as provide for continued planning and administration. Bloc grants, such as those administered by LEAA, serve as an important demonstration of the President's revenue sharing proposal, providing an indication of the possible benefits, as well as the problems of increased local initiative and decision-making responsibility. The experiences of the State agencies should demonstrate the effects of decentralization; determine whether programs dealing with delinquency become more responsive to local needs; and determine whether an improvement in the delivery of services results.

Decentralization

The Youth Development and Delinquency Prevention Administration's programs for the most part have been decentralized to the D/HEW's ten regional offices. The regional offices have the power of approval over all TITLE I and TITLE II projects, except those under TITLE II that are national in scope. This decentralization increases government response and flexibility to local needs--a mandate of the New Federalism.

The New Federalism requires that the executive and legislative branches of the Federal Government determine whether legislative mandates are fulfilled, while at the same time allows maximum flexibility and decision-making at the State and local levels.

With decentralization has come increased decision-

making opportunities for regional offices and State and local governments.

The Youth Development and Delinquency Prevention Administration is developing a monitoring and reporting system which will collect information from YDDPA programs to determine progress being made and whether legislative mandates are being fulfilled.

Allied with this effort is the need for grantees under the Act to develop their own continuing planning and evaluation capability. With the approval of comprehensive State plans, updated and approved annually, and with the development of effective evaluations, the Youth Development and Delinquency Prevention Administration will be able to judge the program's operations, needs, as well as any gaps that exist.

Through the monitoring-reporting system, information will also be collected concerning current pro-

grams. This information can be used in the development of national strategy, in the development and updating of State comprehensive juvenile delinquency plans, and in the allocation of scarce Federal resources.

National Policies

The New Federalism calls for utilization and distribution of Federal resources consistent with national policy objectives and goals.

Under the New Federalism, States and localities have responsibility for developing and implementing programs consistent with national objectives and priorities. The Youth Development and Delinquency Prevention Administration's emerging national strategy fulfills the New Federalism's mandate for national policy objectives and makes a vital contribution to emerging national urban policy.

A National Leader

The lack of a coordinated national program to deal with youth and delinquents is evident at all levels of government. The present array of programs demonstrates unpatterned priorities and poor interdepartmental awareness of related programs. Delinquency prevention calls for a national effort, a mobilization of all possible resources, based on the sustained commitment of States and localities. It requires effective leadership in research, in technical assistance, in training, and in developing new techniques and practices.

As the only Federal agency exclusively concerned with youth development and juvenile delinquency, the YDDPA must provide national leadership in this crucially important area. It must serve as catalyst, evaluator, and a source of information, if this society is going to solve the problem of juvenile delinquency.

In order to achieve a unified national approach, the following basic objectives (not necessarily in order of priority) should be included in the development of such a program:

1. The improvement of systems at the State and local levels, including greater flexibility in agency practices and service delivery to make them more responsive to youth development and delinquency prevention problems;
2. The promotion of coordination and cooperation at the Federal, State and local levels through efficient use of existing resources, institutions, and agencies, both public and private;
3. The inclusion of youth development as an essential ingredient in delinquency prevention programs;
4. The fostering of early intervention through community-based prevention programs for youth in danger of becoming delinquent;
5. The development of innovative techniques and practices in order to increase the understanding of delinquent behavior and the effectiveness of programs dealing with delinquency.
6. The increase of State capability to develop plans to deal with delinquency and to enhance the quality of State and local programs for the prevention and treatment of delinquency through the use of technical assistance and model systems.

An Analysis of the Activities of the Youth Development and Delinquency Prevention Administration

An overview analysis of the combined projects administered by the Youth Development and Delinquency Prevention Administration during 1969 and 1970 is based on the six national basic objectives and the national approach stated in the above section.

Most of the grants funded during fiscal years 1969 and 1970 generally were directed towards these national basic objectives, with prevention being the priority.

Future activities funded under the Act should relate to the national objectives. At the same time, an information base should be sufficiently developed from past grants to indicate directions and trends in the field of delinquency. This information will enable the Youth Development and Delinquency Prevention Administration to closely monitor and evaluate program results, and serve to redirect, refine, or change national priorities and strategy.

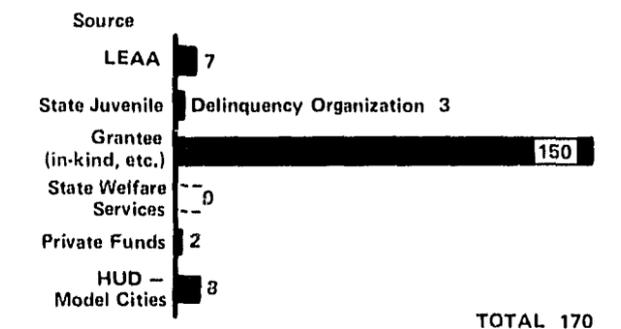
A more detailed analysis, by type, of Youth Development and Delinquency Prevention Administration's projects follows the overview.

An Overview

Table 19 shows that grantees did not make the maximum use of existing related resources, that only in a few instances have grantees used outside sources of support.

TABLE 19

SOURCE OF OTHER FUNDS FOR YDDPA GRANTEES



Grant directors tend to have experience in and to emphasize rehabilitation/corrections involvement rather than prevention/youth development (Table 20). This is probably the result of previous emphasis in the juvenile delinquency field on rehabilitation and corrections.

* Based on an analysis of Youth Development and Delinquency Prevention programs by contract with UNCO, Inc., Washington, D.C.

TABLE 20

**GRANTEE DIRECTORS BACKGROUND EMPHASIS
(No. of Grants by Orientation)**

Fiscal Year 1969		Fiscal Year 1970		
44	91	135		Prevention/Youth Development
Total Number 120		204		324
76	113	189		Rehabilitation/ Corrections

Those projects in which staff direction emphasized prevention and youth development, amounted to approximately \$5,511,000. Those projects where staff direction emphasized rehabilitation and correction totalled \$7,127,000.

An Analysis by Types of Projects

A further analysis of TITLE I, II, and III grants reveals, as expected, that there are specific problems hindering total support of national strategy in YDDPA funded grants for fiscal years 1969 and 1970.

State Plans

State plans are basically vehicles for assisting institutions serving youth to wage effective battle against juvenile delinquency. This requires considerable commitment to delinquency prevention on the part of State governments, on whom many of the local public and private agencies rely for funds and program direction.

However, the extent of cooperation between the State Planning Agency and localities was, in many instances, very slight. Needed data on the extent of delinquency, community manpower problems, and gaps in juvenile services, were frequently unavailable. As a result, the relationship of action projects to the State Planning Agency's plan was often tenuous. In many cases the projects were not directed at the most pressing State-wide delinquency problems.

If a bloc grant is to be instituted effectively, the following problems still need to be overcome:

- The most difficult problem in dealing with State planning is the legislative requirement that upon approval of the State plan and the awarding of a bloc grant, the State must match 50 percent of the local share for rehabilitative services and preventive services grants awarded under the bloc grant. This financial burden upon the States, along with State costs incurred in implementation of the

bloc grants, discourages States from participating in the bloc grant approach.

- The legislative requirement that State agencies not receive action funds under the bloc grant discourages State governments from submitting plans for approval.

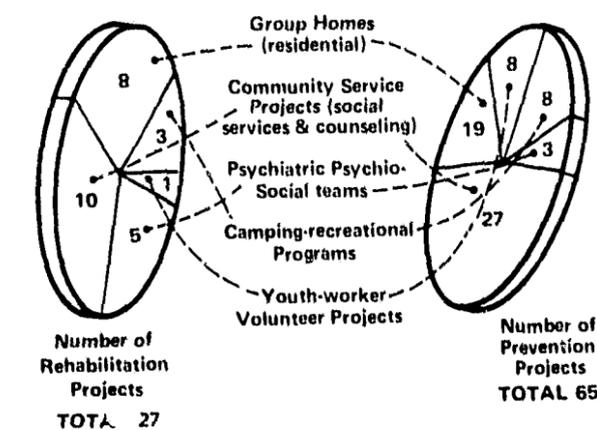
Though the bloc grant approach should increase a State's capability to deal with delinquency prevention and youth development, present legislative problems make effective functioning impossible. Legislative requirements on the bloc grant hamper States from submitting completed plans to the D/HEW.

Rehabilitative and Preventive Services

The major problem with rehabilitation and preventive services grants in fiscal years 1969 and 1970 has been the lack of clear guidelines differentiating the types of projects funded under these categories. In fact, the statute itself is unclear, and makes it that much more difficult to develop definitive guidelines. As is shown in Table 21, 27 of the 35 rehabilitation grants and 65 of the 79 prevention grants have very similar subject areas.

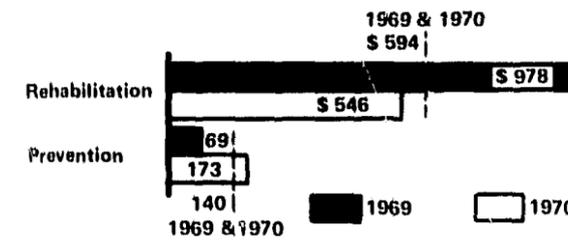
Considerable progress was made in fiscal year 1970, however, and current guidelines clearly distinguish between rehabilitative services and preventive services.

TABLE 21
Types of Projects Funded under Rehabilitative & Preventive Services Grants in Fiscal Years 1969 & 1970



The most interesting result of the analysis is the difference in cost between rehabilitative and preventive service grants. The \$450 difference, combined with the similarity of programs, indicates that the emphasis on prevention is administratively wise, in addition to the inestimable human value in helping youth earlier.

TABLE 22
AVERAGE COST PER YOUTH SERVED FOR REHABILITATIVE SERVICES AND PREVENTIVE SERVICES GRANTS



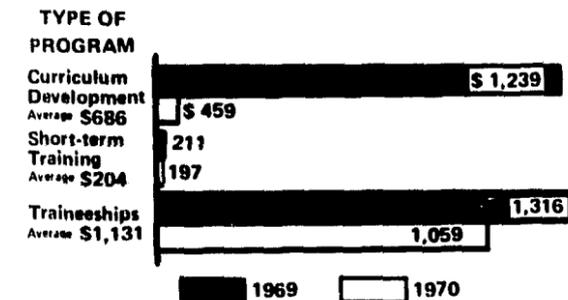
Prior to the emergence of a national strategy, projects were funded which were not consistent with strategy objectives. Despite this, YDDPA did concentrate its resources on prevention grants. One of the reasons for this concentration was the greater impact and larger total number of youth that could be served through prevention grants as compared with rehabilitation grants. Another reason for this concentration was that prevention projects generally show a better linkage with the State Planning Agency than any other type of project.

Training

Training programs as a whole show a heavy emphasis on rehabilitation and a lack of coordination with State Planning Agencies. At least 75 percent of TITLE II projects were oriented toward rehabilitation or corrections personnel such as juvenile court officers, institutional personnel, and welfare services workers.

Again, the outstanding feature of the analysis was the average cost per trainee. The much lower figure for short-term training strongly supports the wisdom of the allocation of 81 percent of the TITLE II funds to this type of project in fiscal years 1969 and 1970. The following table provides a breakdown of TITLE II grants and dollar amounts.

TABLE 23
AVERAGE COST PER TRAINEE UNDER TITLE II TRAINING PROGRAMS



The major emphasis in most training grants funded by the YDDPA has been on in-service type training for those already employed in the delinquency prevention field. The second largest amount of training provided in fiscal years 1969 and 1970 was in preparing persons for working in the field, including court volunteers, para-professionals, and youth. Training programs were thus fairly consistent with the emerging national strategy.

The Juvenile Delinquency Prevention and Control Act of 1968 recognizes that effective training programs must include job placement. Training for a non-existent job, or training that serves no material purpose, is a waste of resources and a source of frustration for the trainee. If newly trained personnel are to alleviate manpower shortages in the delinquency prevention field, careful evaluation of manpower needs are necessary prior to the development of training programs.

Assistance was given in job placement in 16 programs funded during the two fiscal years.

New Techniques and Practices

New techniques and practices grants, only recently funded in fiscal year 1970, are still too new to analyze as to results achieved. However, an analysis based on proposed programs shows them to be oriented mainly toward institutional change and prevention (especially drug abuse prevention and education demonstration projects).

Each of the new techniques and practices grants has the potentiality of demonstrating new approaches and methods of dealing with delinquency prevention throughout the country. These grants will be particularly useful to the YDDPA in implementing the emerging national strategy. The results of these grants will be carefully evaluated and utilized in funding new grants under other programs authorized by the Act.

Technical Assistance

It was the intention of the YDDPA to use university-based technical assistance resources to complement technical assistance provided by national, regional, and State agencies.

Because of inadequate staffing at these levels, it was necessary during fiscal years 1969 and 1970 to use the universities as the major source of technical assist-

ance. However, they were not always prepared to meet the demand.

Furthermore, the lack of capability at both the State and local levels seriously hampered universities in providing the type of technical assistance originally envisioned by the YDDPA. The original intention was that universities would supply technical assistance largely on substantive issues — the extent and nature of delinquency; the needs in the field; information on new techniques, services, and programs; provide training which would raise the level of expertise in the planning, development, and evaluation of delinquency and youth development programs. Instead, the universities have been required to provide assistance in such matters as program management, budgeting, grant application, and interpretation of guidelines. University technical assistance centers have provided a total of 545.6 man days of technical assistance as of August 1, 1970.

The tables that follow indicate that a most common type of agency given assistance in fiscal years 1969 and 1970 were those that were private community service organizations with smaller amounts of service — 10 percent of the total — provided to State Planning Agencies. Table 26 indicates, however, that the bulk of the technical assistance was provided to agencies developing prevention programs.

Table 25 shows that most of the agencies receiving technical assistance were developing programs serving inner city areas. Table 28 points up the fact that most of the technical assistance provided in the two fiscal years was for project development, critique or analysis. Considerably less planning assistance was provided.

In the coming year the six university-based technical assistance centers will be directing their services to State Planning Agencies. This technical assistance will be provided in the substantive areas originally envisioned. It is essential that State Planning Agencies receive such assistance in order to increase their capabilities to effectively develop comprehensive State juvenile delinquency plans and more importantly, to increase the State capability to deal knowledgeably with this critical social problem. University technical assistance will serve to provide State Planning Agencies with information and assistance which can be utilized by local programs.

Tables 24 — 28 contain information on the activities of technical assistance grantees through the network of university centers (This information in-

cludes data only on activities actually completed).

Special Technical Assistance

Special Technical Assistance grants were given to other types of grantees in fiscal years 1969 and 1970.

The New Careers Development Corporation, Oakland, California, offered direct technical assistance to State Planning Agencies and local groups, short-term training related to the involvement of youth as active participants in the projects, and assisted grantees in the implementation and evaluation of juvenile delinquency programs. Under two grants (one completed and one which is 75 percent complete) totalling \$110,000, New Careers Development Corporation provided 40 percent of its technical assistance to State Planning Agencies, 40 percent to correctional, rehabilitative and law enforcement agencies, 15 percent to community action agencies, and 5 percent to indigenous community groups.

The New Careers Development Corporation estimates that 60 percent of the assistance provided was to agencies and groups working in inner-city areas, 8 percent to Indian Reservations, 12 percent to small towns, and 18 percent to rural areas.

Almost 60 percent of the direct technical assistance was for development of prevention programs, 20 percent for development of training programs, and 20 percent for development of new techniques and practices programs.

Sixty-five percent of the agencies receiving assistance were public and 35 percent private. The major types of technical assistance given were in planning and project development. Twelve conferences were held with 360 participants including State Planning Agency personnel, YMCA's, correctional, and police personnel.

The National Council on Crime and Delinquency, New York, N.Y., received a \$30,000 grant in fiscal year 1969 to develop models for providing technical assistance to enhance the participation of youth in the planning, development and assessment of programs. Eight hundred and fifteen agencies received technical assistance totalling 3,344 man-days effort. The types of agencies provided with technical assistance included juvenile courts, city agencies, private agencies, and State Planning Agencies. Two workshops were held, one in the East and one in the South, involving youth, correctional administrators and planners, to talk to-

gether about the potential roles of youth in juvenile delinquency control, planning, and ways youth can participate in social change. The organization also published a pamphlet on youth involvement as a part of the project.

Approximately 67 percent of the technical assistance was in prevention and rehabilitation, 25 percent in training, and 8 percent in model programs. The type of assistance given was generally project development and planning, and the provision of information materials.

The National Council also received a \$30,000 grant from the YDDPA and a matching \$30,000 grant from the Model Cities Administration to assist 29 cities to develop proposals on the reduction of delinquency and crime in Model Cities. Under both grants, a total of 29 cities were provided with technical assistance totalling between 425 and 450 staff-days. Forty proposals were developed as a result of these efforts. Pro-

jects deriving from these proposals are being funded by the YDDPA, Model Cities and LEAA.

The National Board of YMCA's, New York, N.Y., received two technical assistance grants during fiscal years 1969 and 1970. The purpose of the grants was to improve organizational responsiveness to youth needs and problems in local units of the YMCA and other organizations regularly working with youth.

A total of 40 agencies were provided with technical assistance, including private youth-serving agencies, YMCA's and Boy's Clubs. Sixty-six man-days of technical assistance were provided, mainly in planning and prevention. The types of assistance given included planning, project development, analysis and evaluation. Indirect assistance was provided by the National Board to local YMCA's for the establishment of youth outreach worker programs through a national training effort.

TABLE 24

TYPES OF AGENCIES RECEIVING UNIVERSITY TECHNICAL ASSISTANCE IN FISCAL YEARS 1969 AND 1970	Fordham	BU	USC	FSU	UC	SIU	Totals
	Private Community Service	43	9	34	3	34	34
Indigenous Youth Groups	10	4	11	—	2	13	40
Community Action (CAA's)	5	—	24	2	2	—	33
State Planning Agencies	12	4	12	6	7	11	52
Other State Agencies	—	4	26	1	14	5	50
County and Regional Agencies	3	2	11	—	8	6	30
Schools, Universities, Hospitals	12	3	35	—	18	13	71
City Agencies	6	11	29	—	21	10	77
Indian Reservations	—	—	6	—	8	8	25
TOTALS	91	37	178	12	114	100	546

TABLE 25

UNIVERSITY TECHNICAL ASSISTANCE PROVIDED BY TYPE OF GEOGRAPHIC AREA SERVED	Fordham	BU	USC	FSU	UC	SIU	Totals
Inner City	57	20	34		46	48	205
Suburb	2	3	11		1	2	19
Small Town	24	3	24	1	27	7	86
Reservation			12	1	8	7	28
Campus	5		26		10	8	49
Rural	3	8	6	8	17	17	59
State-wide		2	35	2	5	11	44
Other		1	40				52
TOTALS	91	37	178	12	114	100	546

TABLE 26

SUBJECT AREAS IN WHICH UNIVERSITY TECHNICAL ASSISTANCE WAS PROVIDED	Fordham	BU	USC	FSU	UC	SIU	Totals
Training	9	10	36	3	19	18	25
Prevention	41	10	80		63	30	233
Rehabilitation	7	9	37	2	9	23	87
Planning	36	8	20	6	18	17	105
Model Programs				1	5	3	9
All Above			6				15
TOTALS	91	37	178	12	114	100	546

TABLE 27

TYPES OF GRANTEEES RECEIVING UNIVERSITY TECHNICAL ASSISTANCE	Fordham	BU	USC	FSU	UC	SIU	Totals
Private non-profit	48	4	90	1	73	30	246
Private non-profit, indigenous	13	9	5		1	15	43
Public, local	17	14		1	8	17	57
Public, regional	1	1	43		10	6	61
Public, state	12	9	9	8	17	24	79
Public, federal			29	2	5	7	43
Private, profit			2			1	3
TOTALS	91	37	178	12	114	100	532

TABLE 28

FORMS OF UNIVERSITY TECHNICAL ASSISTANCE PROVIDED*	Fordham	BU	USC	FSU	UC	SIU	Totals
Training	13	6	4	3	1	9	36
Project Development	40	17	5	1	50	44	157
Grant Application Preparation	58	4	38	1	14	24	139
Analysis	4	21	45	3	80	23	176
Critique	4	13	43	7	77	22	166
Planning	9	7	3	3	14	30	96
Budget Review		1			4	6	11
Information		21	67	2	33	18	141
Other				1	2		
TOTALS	158	90	205	21	215	176	935

*more than one response was given for each technical assistance request rendered.

**AN ANALYSIS OF THE DISTRIBUTION OF FEDERAL FUNDS AMONG
AGENCIES DEALING WITH DELINQUENCY PREVENTION AND REHABILITATION***

Fundamental to the development of a national strategy for youth development and delinquency prevention is an understanding of the dimensions of the problem and patterns of resources available. Table 29 is a preliminary statement of the situation which exists at the present time.

The brief analysis presented here does not pretend to define all of the issues of youth development and delinquency prevention. For example, once a determination is made of the "best" indicator of the problems of youth development, a careful resource survey should relate to *per capita rates* of Federal, State and local investment. This analysis, however, merely refers to the absolute levels of Federal funding, without regard to rates of expenditure.

As an illustration of the study and policy decisions that should take place in the course of developing a national strategy, Table 29 presents three alternative ways of looking at delinquency and youth problems.

Column 1 is concerned only with the youth population in the States and is, in effect, the basic standard for the entire table.

Column 2 lists the number of delinquents in corrections institutions. Although some of the variations between population and institutionalized delinquents can be ascribed to differences in State reporting standards, it is also probable that there are real differences in juvenile crime rates, apprehensions, convictions and sentencing procedures. These differences have relevance for a program of delinquency prevention.

A third index useful in defining youth development might be the school drop-out population (Column 3). This indicator has the advantage of highlighting areas in which a sensitive national strategy would provide compensatory resources.

Because this analysis format is based upon actual numbers (rather than rates), the rankings tend to reflect the overall size of the State — especially in the case of the "giants" and the "pygmies". **In spite of the evident differences between State rankings based on youth population, institutionalized delinquents, or high school drop-outs, the variance is even greater between the allocation of Federal funds by program.** In other words, the rankings in the first three columns are more in agreement than any of the rankings based on Federal fund disbursements (except for ESEA Title One Programs).

YDDPA

An examination of the data for YDDPA programs for fiscal years 1969 and 1970 reveals a trend toward smaller States in the disbursement pattern. This trend is partially explained by the fact that planning grants to the States tended to be uniform in size—in part due to the limitation on the amount of funds spent per State. Hence, this would have a greater impact on the total amount of funds granted to a small State. Secondly, the size of the total YDDPA program in its first two years had limited the size of individual grants. Smaller grants would be relatively more effective in smaller States, and therefore, one would expect that a relatively larger proportion of smaller States, would apply for, and receive, grants. This hypothesis is borne out by the distribution of prevention and rehabilitation grants (See Tables 16 and 18, Chapter V).

Although it may be possible to explain the pattern of YDDPA expenditures *post facto*, it should be pointed out that neither of the explanations corresponds with explicit policy or strategy statements. Nor is there any evidence that such a distribution of resources is more or less effective than any other pattern.

Elementary and Secondary Education (ESEA)

The distribution of ESEA Title I grants, however, is consistent with the general youth population distribution since it is based on school attendance.

Other Federal Grants

The principal reasons for the erratic pattern of other D/HEW grants and programs are the uneven distribution of academic and research resources to support discretionary grant activity, and the distortions caused by a limited number of very large demonstration projects (e.g., Title VIII Drop-out Prevention Projects).

In the kind of detailed and comprehensive resource survey necessary to support the development of a reasonable national strategy, the extremely uneven distribution of special grant and project monies would be partially offset by the proportions of large bloc grants based on population (i.e., Title III, ESEA) spent on activities related to youth development and delinquency prevention.

Table 29 presents two different pictures of the delinquency related monies distributed to States by the Omnibus Crime Control and Safe Streets Act through the LEAA.

It is in the area of delinquency prevention in which there is most congruence between the distribution of funds under LEAA State programs and the YDDPA State programs. LEAA delinquency prevention program funds (column 8) are nearly as maldistributed on the basis of youth population as are total YDDPA funds (column 4). Further, there is a tendency for the LEAA and YDDPA to "upgrade" and "downgrade" the same States. Both programs are providing "more" or "less" funds to the same States, rather than complementing each other in the distribution of funds. In other words, there is no evidence of utilizing the resources of LEAA and YDDPA to complement one another on a national basis. This condition may be due to the presence of sophisticated utilizers of both agencies' programs at the local level applying for and receiving funds from both agencies. The result is a maldistribution of national resources. Also, YDDPA has a uniform reservation per State unrelated to the youth population.

Total LEAA expenditures for delinquency (column 7), including corrections, police programs, and the prevention category discussed above, represent a significantly more regular distribution on the basis of population. This is to be expected, since total LEAA State bloc grants are based on population.

However, more analysis needs to be done to determine the target population, per capita average, and marginal effects of LEAA investment. In the case of YDDPA projects (column 4) an inspection reveals that the distinction between rehabilitation and prevention is often not clear. It seems more likely that there are real differences between LEAA grants to police, and grants for corrections and prevention projects.

*It is not the purpose of the annual report to evaluate the specific programs of the Department and other agencies. However, material is included in this chapter about other programs for comparison purposes and as part of the analysis of YDDPA activities, as well as to present an overview of total Federal effort in youth development and juvenile delinquency.

Job Corps expenditure per State are presented as only partially indicative of the kind of resource distribution which might be found among youth-directed job training programs. An interesting feature of this category is that there seems to be greater correspondence between Job Corps expenditures and high school drop-outs than between expenditures and youth population. This generalization is more relevant if one adds the condition that there also appears to be a weighting in favor of the southern States. Again, in the detailed analysis for national strategy, many similar programs such as Neighborhood Youth Corps, New Careers, JOBS, and so on, must be considered in terms of their impact on the youth population (or the subgroup deemed most appropriate).

In conclusion:

- A. The pervasive inconsistencies in fund distribution evident among and between all major programs dealing with the problems of youth development and delinquency prevention highlight the lack of coherent national planning or priorities.
- B. The distribution of YDDPA funds and their relationship with the distribution of other relevant program funds suggest that the Federal government has not maximized its capabilities. Although bits and pieces of the Federal response to the problems of youth and delinquency may be achieving their discrete objectives, the whole-in terms of the overall effectiveness of Federal efforts-may be less than the sum of the parts.

TABLE 29
FEDERAL EXPENDITURES BY PROGRAM FOR DELINQUENCY PREVENTION WITH A RANK ORDER LISTING BY STATE

States Ranked By Youth At Risk 1962 ²	Risk Population ¹	Rank By Institutional ³ Delinquents	Hi-School Drop-Outs (65-69) ⁴	YDDPA Expenditures ⁵ FY 69 and 70 TOTAL	ESEA TITLE I FY 70 ⁶	Other HEW Programs ⁷ FY 70	LEAA TOTAL Expenditures For JD ⁸ FY 70	LEAA-JD Prevention Block Grants ⁹ FY 70	Job Corps Expenditures Per State 10 FY 69	TOTAL
State Rank In Order Of Population ¹										
1. California	745	1 4660	5 25500	2 978	1 2523	2 1621	1 5470	1 3432	2 22751	34,755
2. New York	657	2 2747	1 44098	1 1350	2 1822	1 1752	15 1295	11 300	3 16616	23,135
3. Texas	455	3 2162	2 37734	4 572	3 1530	24 128	10 1549	14 186	1 22086	27,061
4. Illinois	434	4 2103	8 21999	7 409	5 1460	9 642	3 2989	3 820	17 6363	12,683
5. Pennsylvania	424	8 1609	15 14511	16 251	4 1486	16 336	12x 1365	35 40	11 9427	12,905
6. Ohio	419	5 2083	3 27700	15 267	6 1401	11 520	2 3075	2 950	13 7748	13,961
7. Michigan	356	13 1116	7 24083	12 252	10 800	13 470	6 1984	8 389	19 5734	9,569
8. New Jersey	262	10 1443	21 10884	3 578	9 809	31 58	4 2923	5 405	23 3535	8,308
9. Florida	235	14 1054	9 17366	14 269	21 461	8 845	9 1591	10 302	6 13593	17,061
10. North Carolina	203	5 2056	4 27298	24 205	7 1030	25 124	17 1024	30 60	7 12367	14,810
11. Indiana	202	25 613	18 12620	33 167	12 587	27 102	11 1500	23 100	25 3315	5,771
12. Mass	202	21 747	25 7342	9 352	23 411	6 962	18x 565	17 145	38 1569	4,404
13. Georgia	189	17 952	6 25003	49 120	14 555	12 477	16 1281	13 198	4 14392	17,023
14. Virginia	181	12 1175	17 12679	30 188	13 564	48 2	13 1340	9 375	8 12292	14,761
15. Missouri	172	18 932	20 15092	26 200	20 46C	5 1082	5 2089	12 291	18 6238	10,366
16. Wisconsin	168	16 973	39 1124	42 149	16 529	3 309	8 1657	7 390	35 1988	5,022
17. Louisiana	160	9 1510	11 16175	21 219	15 529	20 270	20 827	37 33	5 14044	15,922
18. Maryland	151	7 1803	24 7692	13 277	11 694	3 1377	14 1329	6 401	15 6480	10,558
19. Tennessee	150	11 1257	10 16603	48 121	8 890	29 77	36x 340	42 20	14 6830	8,278
20. Minnesota	149	20 790	35 1507	50 106	25 380	14 343	28x 592	28 77	43 717	2,215
21. Alabama	141	22 740	12 15212	34 163	26 361	34 36	22 800	20 120	10 10368	11,843

TABLE 29

FEDERAL EXPENDITURES BY PROGRAM FOR DELINQUENCY PREVENTION WITH A RANK ORDER LISTING BY STATE

States Ranked By Youth At Risk 1962 ²	Rank By Institutional Delinquents ³		Rank By Hi-School Drop-Outs (65-69) ⁴		YD&DPA Expenditures ⁵ FY 69 and 70 TOTAL		ESEA TITLE I FY 70 ⁶		Other HEW Programs ⁷ FY 70		LEAA TOTAL Expenditures For JD ⁸ FY 70		LEAA-JD Prevention Block Grants ⁹ FY 70		Job Corps Expenditures Per State ¹⁰ FY 69		TOTAL	
	State Rank In Order Of Population ¹	Risk Population																
22. Washington	128	15	1035	46	726	36	157	19	482	4	1243	30x	490	43	20	33	2125	4,517
23. Kentucky	124	40	212	13	14889	20	225	24	409	7	865	7	1860	4	640	21	5000	8,999
24. Connecticut	113	37	300	28	4024	39	153	34	227	15	340	32x	470	27	79	39	1179	2,448
25. South Carolina	112	19	865	14	14816	19	229	18	489	35	30	23	770	29	68	12	8327	9,913
26. Puerto Rico (Est. 111)			N.A.	16	14006	23	207			38	25	24	666	16	147	22	4411	5,456
27. Iowa	105	31	360	30	3415	18	232	33	233	42	7	19	864	18	124	34	2036	3,496
28. Mississippi	100	27	557	19	11975	25	200	32	234			29	548			9	12278	13,260
29. Oklahoma	93	30	506	26	6459	37	155	17	499	28	91	25	648	24	95	20	5072	6,560
30. Kansas	87	34	311	27	4045	17	245	39	158	26	111	35	403	26	80	30	2422	3,419
31. Colorado	83	29	509	33	2502	8	391	30	269	21	221	27	606	46	16	24	3473	4,976
32. Arkansas	77	28	531	23	7788	44	138	29	284	10	581	34	406	36	36	16	6368	7,813
33. Oregon	74	24	619	37	1250	6	434	31	249	18	317	31	476	19	122	31	2266	3,864
34. Arizona	72	26	597	29	3831	11	311	35	213	30	66	21	814	31	57	27	2942	4,403
35. West Virginia	66	35	310	22	8946	31	174	37	186	32	58	26	623	44	19	26	3101	4,161
36. Nebraska	56	39	225	34	1880	40	150	28	319	23	129	44x	137	21	107	41	1048	1,890
37. Utah	47	33	326	42	1019	29	190	44	110	33	44	33x	428	39	30	46	528	1,330
38. New Mexico	46	35	302	31	3269	22	218	36	204	45	5	41	184	34	40	29	2456	3,107
39. Maine	38	32	355	36	1436	27	192	41	136	40	11	49	65	41	24	44	649	1,121
40. Hawaii	33	51	50	50	286	28	191	51	21			37	310	22	106	32	2144	2,772
41. Rhode Island	31	46	135	38	1164	41	150	42	134	46	5	39x	252	15	167	52	245	.953

TABLE 29

FEDERAL EXPENDITURES BY PROGRAM FOR DELINQUENCY PREVENTION WITH A RANK ORDER LISTING BY STATE

States Ranked By Youth At Risk 1962 ²	Rank By Institutional Delinquents ³		Rank By Hi-School Drop-Outs (65-69) ⁴		YD&DPA Expenditures ⁵ FY 69 and 70 TOTAL		ESEA TITLE I FY 70 ⁶		Other HEW Programs ⁷ FY 70		LEAA TOTAL Expenditures For JD ⁸ FY 70		LEAA-JD Prevention Block Grants ⁹ FY 70		Job Corps Expenditures Per State ¹⁰ FY 69		TOTAL	
	State Rank In Order Of Population ¹	Risk Population																
42. District of Columbia	31	23	702	32	3018	5	534			22	158	38	304	25	86	36	1852	2,934
43. Idaho	29	44	175	41	1032	35	159	48	63	47	3	40	198	47	16	48	420	859
44. Montana	28	41	212	40	1102	43	146	38	183			42	163	38	32	37	1621	2,145
45. New Hampshire	27	45	162	47	690	10	312	45	105	43	7	43	156	32	51	51	278	909
46. South Dakota	27	48	127	43	977	47	130	27	331	17	329	53	30	48	15	28	2541	3,376
47. North Dakota	25	47	130	49	568	46	130	49	55	44	5	46	128	33	43	45	581	942
48. Delaware	22	38	250	45	814	32	169	43	113	37	26	50x	48	40	24	42	718	1,098
49. Nevada	19	43	185	48	656	52	100	47	88	49	1	45	134	49	9	49	362	694
50. Vermont	17	42	200	51	264	38	155	46	93	39	12	48	99	45	17	53	161	537
51. Alaska	14	49	108	53	132	45	130	40	139	36	27	52x	38			50	356	690
52. Wyoming	13	50	96	44	888	51	102	50	49	41	10	47	125			47	476	762
53. Canal Zone				52	193			50										
54. Guam				54	121	54	22					51	43					065
55. America Samoa				55	7													
56. Virgin Islands						53	37			50	1					40	1154	1,192
57. Mariana Is.						55	(12)											012
TOTALS							13,713				16,261		48,471		9,284		278,097	

Federal Delinquency Related Programs

FOOTNOTES TO TABLE 29

¹The left hand figure of each column represent the rank of the State for the program; the right hand figures represent the amount or number.

²Youth-at-risk is defined as 11% of the population aged 0 to 18 years of age. Bureau of the Census estimates for 1969 (in thousands).

³Based upon State reports of the number of institutionalized delinquents to the Division of Compensatory Education, Bureau of Elementary and Secondary Education, Office of Education, HEW, 1969. (Average Daily Attendance) (Absolute numbers).

⁴Defined as the differences between entering ninth graders in 1965 and entering seniors in 1969. Office of Education (absolute numbers).

⁵See Chapter Two (in thousands).

⁶Division of Compensatory Education, 1970 Report (in thousands).

⁷This category includes all reported projects in the following categories:

a. NIMH Research and Training Grants related to delinquency prevention fiscal year 1970.

b. Office of Education TITLE VIII Drop-Out Prevention projects fiscal year 1970.

c. Bureau of Library and Educational Technology, Institutional Grants, fiscal year 1970.

d. Research and Demonstration Grants, Office of Research, Demonstrations and Training, SRS, DHEW, fiscal year 1970.

e. Special projects related to delinquency prevention, Division of Vocational Rehabilitation, SRS, DHEW, fiscal year 1970.

f. Special projects, Office of Child Development, fiscal year 1970.

This listing represents only the most available and precisely identifiable program elements and projects related to juvenile delinquency that are carried on by the constituent offices of DHEW. This listing tends to reflect the distribution of discretionary monies. The actual effect of DHEW funding would require a massive study of the DHEW bloc grant programs (in thousands).

⁸This category includes all bloc grant monies for juvenile delinquency prevention and corrections as well as State indicated juvenile delinquency related expenditures by the Corrections Programs Division and the Police Programs Division. States indicated by "x" did not identify delinquency related expenditures for Police Programs. Law Enforcement Assistance Administration, Department of Justice, fiscal year 1970 (in thousands).

⁹Ibid (in thousands).

¹⁰Job Corps Report, fiscal year 1969, U.S. Training and Employment Service, Manpower Administration, Department of Labor. Based upon home State of corpsmen (in thousands).

FOOTNOTES

- ¹ **UNIFORM CRIME REPORTS, 1960-1969**, Federal Bureau of Investigation, U.S. Department of Justice (Washington: GPO).
- ² **JUVENILE COURT STATISTICS, 1969**, National Center for Social Statistics, Social and Rehabilitative Service, U.S. Department of Health, Education, and Welfare (Washington, D.C. 20201).
- ³ President's Commission on Law Enforcement and Administration of Justice, **The Challenge of Crime in a Free Society**, Washington: GPO, 1967).
- ⁴ *Ibid.*, p. 57
- ⁵ *Ibid.*
- ⁶ Wheeler, Stanton; Cottrill, Leonard; and Romasco, Ann, "Juvenile Delinquency: Its Prevention and Control" in **Task Force Report on Juvenile Delinquency and Youth Crime** to the President's Commission on Law Enforcement and Administration of Justice (Washington, GPO, 1967), p. 44.
- ⁷ President's Commission, **The Challenge of Crime**.
- ⁸ **UNIFORM CRIME REPORTS 1968**, p. 39
- ⁹ **A TIME TO ACT**, Final Report of the Joint Commission on Correctional Manpower and Training, (Washington: 1969).
- ¹⁰ **TO ESTABLISH JUSTICE, TO INSURE DOMESTIC TRANQUILITY**, Final Report of the National Commission on the Causes and Prevention of Violence (Washington: GPO, 1969), p. 221.
- ¹¹ *Ibid.*, p. 223
- ¹² *Ibid.*, p. 234
- ¹³ *Ibid.*, 239
- ¹⁴ *Ibid.*

The following chapters provide information on the activities of other Federal programs involved in juvenile delinquency and youth development activities during fiscal years 1969 and 1970. Departments for which information is provided include Health, Education, and Welfare; Housing and Urban Development; Justice; Agriculture; and Labor. Also, included in these chapters is information on the activities of the Office of Economic Opportunity, the White House Conference on Children and Youth, and the

President's Councils on Youth Opportunities and on Physical Fitness and Sports.

The information contained in these chapters include only those activities of the Federal government that have the most direct bearing on youth development and delinquency prevention, treatment, and control. The material is presented in essentially the same form as submitted by the reporting agency or Department.

CHAPTER IX

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE Health Services and Mental Health Administration

The National Institute of Mental Health has specific mandates to be concerned with basic and applied research and training in crime, delinquency and closely related forms of social deviance. Because much of its emphasis is placed on basic research and knowledge development, many of the projects are categorized as prevention efforts, though these projects frequently also have treatment or control implications.

Similarly, many of the projects refer to a range of age groups, and not just specifically to juveniles. For this reason, NIMH has tried where possible, to provide information on those projects which specifically relate to juveniles. However, NIMH has also provided additional information on those projects which, while related to adults, are expected to be applicable also to juveniles. Training projects were not divided, as the work they undertake is not solely related to juveniles. All of the training projects, however, would be in closely related areas. This format is also followed for information related to research and professional service contracts and research fellowships.

The support program of NIMH for juvenile delinquency, crime, and related activities is for basic and applied research, and for training of personnel. While funds are not available for projects concerned essentially with providing service, an important program goal is to closely relate research and training efforts to meet and improve various service needs in the crime and delinquency area. As such, research and personnel training efforts are not considered ends in themselves, but rather serve as means to achieve particular program goals.

FISCAL YEAR 1969

The National Institute of Mental Health committed \$12,871,601 in fiscal year 1969 for research and training grants, research and professional service contracts, and research fellowships dealing directly with

juvenile delinquency, youth development, or closely related fields.

RESEARCH:

There were 98 research grants totaling \$7,067,279 active during FY 1969. Of these research projects, 36 were specifically related to juvenile delinquency or youth problems. While research frequently provides information in many areas, the direction of this research fits into three approximate categories:

Prevention — There were 22 basic research grants related to prevention. These included such studies as a national survey of detected and undetected delinquent activities of a representative sample of youth; epidemiological vectors of deviant behavior in youth; electrodermal activity of delinquents; adult punitive responses to juvenile law violations; and the effects of racial prejudice on interracial violence.

Rehabilitation and Treatment — There were 12 research projects related to rehabilitation and treatment of juveniles. These included such projects as differential treatment environments for delinquents; a comparative study of correctional institutions for female juvenile delinquents; an evaluation of behavior modification techniques for the community treatment of juvenile offenders; differential treatment of delinquents in institutions; and, the feasibility of using trained local youth as mental health aides to work with other juveniles.

Control — There were 2 research projects relating to the handling and control of juvenile delinquency such as an in-depth study of the juvenile justice system.

There were 62 research projects dealing with closely related aspects of juvenile delinquency and youth development. The research projects in the three approximate categories include:

Prevention — There were 31 research projects related to prevention. These included such studies as a suicide and homicide relationship of victims and offenders, a social psychological study of the Detroit riots, cognitive processes involved in the handling of various social problems; studies of brain dysfunction; and the impact of behavioral science in the urban legal system.

Rehabilitation and Treatment — There were 21 research projects related to rehabilitation and treatment aspects. These included an evaluation of compulsory treatment for alcoholics; a study of a community-oriented half-way home for local offenders; the use of sub-professionals and ex-offenders in the supervision of criminal offenders on parole and probation; a study of treatment of the narcotic addict paroled from correctional institutions; and a study of the reactions of prisoners to institutionalization.

Control — There were 10 research projects related to control and handling of offenders. These included projects such as involvement of citizens in major community crises; study of the origin and control of community violence; a study of police performance in the handling of offenders of sex-related crime; pre-trial diversion of mentally-ill offenders; and an assessment of competency to stand trial.

TRAINING:

There were 118 training grants totaling \$5,591,713 active during fiscal year 1969. These grants were given to assist in the training of mental health service professionals, and for the training of researchers in the behavioral and social sciences and for allied professionals such as judges and police officers. Funds were also provided for the training of non-professionals (including ex-offenders) to enable them to perform various research and service roles. In addition there were projects to evaluate innovative training approaches to develop new and more useful training models.

Mental Health Professionals — There were 72 training grants active during fiscal year 1969. This category included the training of psychiatrists, psychologists, social workers, and physicians. Such examples include the graduate

and field experience for social workers with an emphasis on juvenile delinquency or corrections, for courses in juvenile delinquency, probation, parole, and court procedures, and field work with families with delinquent and neglected adolescents in probation and parole offices and juvenile and family court; and training programs given to physicians, pediatricians, and probation officers on child development and criminal behavior.

Researchers in the Behavioral and Social Sciences, and Forensic Psychiatry — There were 28 such training grants active during fiscal year 1969 with the purpose of stimulating more researchers to enter the crime and delinquency field. The target group is the training of Ph. D. candidates in criminology-sociology and psychology. One program will establish a training and research program for doctoral students in sociology focusing on the criminal law within the broader context of social deviance.

Innovative Training Approaches for Personnel— There were 18 projects active during the fiscal year 1969 developing innovative approaches to the training of non-professionals as well as projects designed to evaluate new training models. One project, for example, was designed to train police officers, correctional treatment personnel, and members of the judiciary in a variety of alternate responses for dealing with situations having high probability for violence.

RESEARCH AND PROFESSIONAL SERVICE CONTRACTS

There were 11 research and professional service contracts totaling \$118,609 active during fiscal year 1969 related to the development of monographs in specific areas of crime and delinquency.

RESEARCH FELLOWSHIPS

The Institute provided 13 research fellowships totaling \$94,000 for the continuing education of students in specific areas of crime and delinquency.

OTHER ACTIVITIES

The NIMH has a program of support for Community Mental Health Centers providing community mental health services including services for law violators with emotional and mental problems. In fiscal year 1969 there were 376 such community mental health clinics located in all 50 States, the District of Columbia, and Puerto Rico.

The Institute has provided consultation services to state and local agencies through its Mental Health Study Center and the Center for Studies of Crime and Delinquency. The Mental Health Study Center provided approximately 160 consultations to juvenile court judges, probation and social work staffs in the metropolitan Washington, D.C. area in fiscal year 1969. The Center for Studies of Crime and Delinquency provided about 80 consultations to state and local agencies on service programs during fiscal year 1969.

FISCAL YEAR 1970

The National Institute of Mental Health committed \$11,618,614 in fiscal year 1970 for research and training grants, research and professional service contracts, and research fellowships dealing directly with juvenile delinquency, youth development, or closely related fields.

RESEARCH

There were 95 research grants totaling \$5,593,499 active during FY 1970. Of these, 28 were specifically related to juvenile delinquency or youth problems. The research projects in the three approximate categories include:

Prevention — There were 13 active research projects dealing with prevention directly related to juveniles. These included, in addition to continuation of support for some of the projects in FY 1969, such projects as basic research of the Negro church as a socialization agency for youth; a psychophysiological study of hyperkinetic children prone to delinquency; teenage drinking patterns; and a study of the understanding of the cessation and/or persistence of delinquent and subsequent delinquent behavior.

Rehabilitation and Treatment — There were 13 research projects related to the rehabilitation or treatment of juvenile delinquency. These included such examples as programming interpersonal curricula for adolescents; predicting the behavior of adjudged delinquents; a community treatment program for adolescents with emotional and organic impairments; and an evaluation of community treatment for delinquents.

Control — There were 2 basic research projects related to broad control aspects of juvenile delinquency such as a study of ideologies of civil disobedience and resistance to laws.

There were 67 research projects dealing with closely related aspects of juvenile delinquency and youth development. The research projects in the three approximate categories include:

Prevention — There were 35 research projects related to prevention. These included such examples as basic research in chromosome abnormalities and the relationship to aggressive and violent behavior; epidemiological studies of drug dependence; psychosocial implications of poverty and the law; the effects of observing violence on human aggression; and the genesis of problem and normal drinking in adolescents.

Rehabilitation and Treatment — There were 21 research projects related to rehabilitation and treatment issues. These included such studies as group psychotherapy for character disorders; the socializing capabilities of wives of offenders; intensive hospital treatment for mentally ill criminal offenders; comprehensive treatment including rehabilitation, crisis intervention, and family aid for the marginally adapted (e.g. ex-offenders, alcoholics, and psychotics); and a study of rehabilitation through recreation.

Control — There were 11 research projects related to control issues. These included projects in improving correctional decision making through electronic data processing; quantitative analysis of police encounters; ghetto attitudes toward law enforcement; community controlled sanctions in an urban poverty area; and changes in role concepts of police officers as related to field experience.

TRAINING

There were 124 training grants totaling \$5,874,218 active during fiscal year 1970. These grants were given to assist in the training of mental health professionals, researchers in the behavioral and social sciences, and for the training of non-professionals and other innovative training approaches.

Mental Health Professionals — There were 72 grants to support the training and field experiences for psychiatrists, psychologists, social workers and physicians. (See the discussion for FY 1969.) An example of the kind of project supported is the training of social workers, teachers, and counselors in issues related to child psychiatry, social deviance, retardation, and emotional stress of pre-school, school age and adolescent youngsters.

Behavioral and Social Science Researchers and Forensic Psychiatry — There were 33 training grants in this area in fiscal year 1970. Examples included the training of social scientists in demography and ecology issues related to crime and race relations; and internships in criminology related to juvenile delinquency, crime and social deviance, and research methodology.

Innovative Training Approaches for Personnel in Crime and Delinquency — There were 19 such training projects in fiscal year 1970. One example is the training of correctional administrators, planning and research personnel treatment supervisors and line staff, delinquency prevention workers, and graduate students in techniques of differential diagnosis and treatment of juvenile delinquents.

RESEARCH AND PROFESSIONAL SERVICE CONTRACTS

There were 3 research and professional service contracts totaling \$33,680 paid during fiscal year 1970. These related to the development of monographs on specific areas of crime and delinquency.

RESEARCH FELLOWSHIPS

There were 15 research fellowships totaling \$117,217 awarded for the continuing education of students in specific areas of crime and delinquency.

OTHER ACTIVITIES

There were 420 Community Mental Health Centers funded in fiscal year 1970 providing community mental health services including services for law violators with emotional and mental problems in all 50 States, the District of Columbia, and Puerto Rico.

The Mental Health Study Center staff held a three hour per week sensitivity group for probation officers; provided for consultation for juvenile services; consultation and supervision for probation officers; provided consultation on drug abuse; provided consultation on community activities between the police and youth in the community; developed a radio program on alcoholism and drug abuse for youth; led

an evaluation workshop for correctional law enforcement in Maryland; and provided direct services for those labeled juvenile delinquent, criminal, or who participated in anti-social activities although not adjudicated delinquent.

The Center for Studies of Crime and Delinquency provided consultation, technical assistance, and program assistance with mental health and correctional representatives of such organizations as the Conference on Research and Practice in Corrections, California, the Jewish Board of Guardians, New York; the Juvenile Court, Michigan; Seattle Atlantic Street Center, Washington; the Maryland Department of Mental Hygiene; El Paso Child Guidance and Mental Hygiene Consultation Service, Texas; and the Research Council of the National Council on Crime and Delinquency, Illinois.

The National Clearinghouse for Drug Abuse Information was created to provide the public one central office to contact for help regarding drug abuse programs, both government-wide and in the private sector. At the present time, the Clearinghouse is collecting information on all projects related to drug abuse and will be fully functioning in the fall of 1970. A computer data bank will be maintained to give much more detailed answers to inquiries than is now possible. Already part of the Clearinghouse collection activities is a publication entitled **A Federal Source Book: Answers to the Most Frequently Asked Questions About Drug Abuse**, which contains the latest factual information on federal agencies involved in drug abuse.

The National Clearinghouse for Mental Health Information is being developed as a central source for the collection, analysis, and dissemination of scientific and technical reports and data. Through the use of modern computer techniques, the Clearinghouse provides scientific information on individual request and in the form of recurring and single issue publications. It provides scientific analyses and compilations which present an overall view and synthesis of national and international research activities. Publications include "Crime and Delinquency Abstracts."

NUMBER OF PROJECTS AND AMOUNTS EXPENDED IN FY '69 BY THE NATIONAL INSTITUTE OF MENTAL HEALTH FOR PROGRAMS DIRECTLY AND INDIRECTLY RELATED TO JUVENILE DELINQUENCY AND YOUTH DEVELOPMENT

	Projects Specifically Related to Juvenile Delinquency and Youth Development		Projects Indirectly Related		Total	
	NO. OF PROJECTS	AMOUNT FY '69	NO. OF PROJECTS	AMOUNT FY '69	NO. OF PROJECTS	AMOUNT FY '69
RESEARCH, TOTAL						
Prevention	36	\$2,375,963	62	4,691,316	98	7,067,279
Rehabilitation and Treatment	22	1,240,685	31	2,162,865	53	3,403,550
Control	12	1,010,748	21	1,667,141	33	2,677,889
TRAINING, TOTAL	2	124,530	10	861,310	12	985,840
Mental Health Professionals in Crime and Delinquency Field					118	5,591,713
Researchers in Behavioral and Social Sciences, Forensic Psychiatry					72	3,275,826
Innovative Training Approaches for Personnel in Crime and Delinquency Field					28	1,662,695
RESEARCH AND PROFESSIONAL SERVICE CONTRACTS					18	653,192
					11	118,609
FELLOWSHIPS					13	94,000
					240	\$12,871,601
GRAND TOTAL:						

NUMBER OF PROJECTS AND AMOUNTS EXPENDED IN FY '70 BY THE NATIONAL INSTITUTE OF MENTAL HEALTH
FOR PROGRAMS DIRECTLY AND INDIRECTLY RELATED TO JUVENILE DELINQUENCY AND YOUTH DEVELOPMENT

	Projects Specifically Related to Juvenile Delinquency and Youth Development		Projects Indirectly Related		Total
	NO. OF PROJECTS	AMOUNT FY '70	NO. OF PROJECTS	AMOUNT FY '70	
RESEARCH, TOTAL	<u>28</u>	<u>1,986,822</u>	<u>67</u>	<u>3,606,677</u>	<u>5,593,499</u>
Prevention	13	791,663	35	1,774,396	2,566,059
Rehabilitation and Treatment	13	1,142,070	21	1,183,181	2,325,251
Control	2	53,089	11	649,100	702,189
TRAINING, TOTAL			<u>124</u>	<u>5,874,218</u>	<u>5,874,218</u>
Mental Health Professionals in Crime and Delinquency Field			72	3,196,751	3,196,751
Researchers in Behavioral and Social Sciences, Forensic Psychiatry			33	2,029,131	2,029,131
Innovative Approaches for Personnel in Crime and Delinquency Field			19	648,336	648,336
RESEARCH AND PROFESSIONAL SERVICE CONTRACTS			<u>3</u>	<u>33,680</u>	<u>33,680</u>
FELLOWSHIPS			<u>15</u>	<u>117,217</u>	<u>117,217</u>
			237	\$11,618,614	\$11,618,614

TABLE 32

TRAINING PROJECTS SUPPORTED BY THE NATIONAL INSTITUTE OF MENTAL HEALTH DIRECTLY AND
INDIRECTLY RELATED TO JUVENILE DELINQUENCY BY STATE, FY '69 AND '70

STATE	GRANTEE	No. of projects directly and indirectly related to juvenile delinquency FY '69 & '70	FY '69 FUNDS	FY '70 FUNDS
Alaska	Hospital*	0	0	0
	University	0	0	0
	Miscellaneous	1	0	25,000
Arizona	Hospital	0	0	0
	University	4	61,886	62,505
	Miscellaneous	0	0	0
Arkansas	Hospital	1	25,000	25,000
	University	2	0	0
	Miscellaneous	0	0	0
California	Hospital	5	38,821	66,700
	University	23	667,881	822,715
	Miscellaneous	3	169,346	270,814
Colorado	Hospital	0	0	0
	University	2	38,232	35,163
	Miscellaneous	0	0	0
Connecticut	Hospital	0	0	0
	University	9	207,441	289,925
	Miscellaneous	0	0	0
District of Columbia	Hospital	0	0	0
	University	9	121,832	154,606
	Miscellaneous	0	0	0
Florida	Hospital	0	0	0
	University	5	60,335	49,253
	Miscellaneous	0	0	0
Georgia	Hospital	4	75,772	72,251
	University	3	348,797	442,269
	Miscellaneous	0	0	0
Hawaii	Hospital	0	0	0
	University	1	0	24,840
	Miscellaneous	0	0	0
Illinois	Hospital	0	0	0
	University	7	151,231	96,366
	Miscellaneous	0	0	0
Indiana	Hospital	0	0	0
	University	4	75,964	68,886
	Miscellaneous	0	0	0
Iowa	Hospital	0	0	0
	University	0	0	0
	Miscellaneous	2	9,904	5,292
Kansas	Hospital	0	0	0
	University	1	38,664	32,954
	Miscellaneous	0	0	0
Kentucky	Hospital	0	0	0
	University	3	24,197	69,563
	Miscellaneous	0	0	0
Louisiana	Hospital	0	0	0
	University	8	204,431	166,538
	Miscellaneous	0	0	0
Maryland	Hospital	0	0	0
	University	6	83,339	56,206
	Miscellaneous	0	0	0
Massachusetts	Hospital	6	159,989	135,665
	University	4	121,945	104,719
	Miscellaneous	6	165,198	160,381

TABLE 33

RESEARCH PROJECTS SUPPORTED BY THE NATIONAL INSTITUTE OF MENTAL HEALTH DIRECTLY AND INDIRECTLY RELATED TO JUVENILE DELINQUENCY BY STATE, FY '69 AND '70

STATE	GRANTEE	No. of projects directly and indirectly related to juvenile delinquency FY '69 & '70	FY '69 FUNDS	FY '70 FUNDS	STATE	GRANTEE	No. of research projects directly and indirectly related to juvenile delinquency, FY '69 & '70	FY '69 FUNDS	FY '70 FUNDS
Michigan	Hospital	3	44,186	25,650					
	University	6	136,003	136,216					
	Miscellaneous	4	64,598	71,623					
Minnesota	Hospital	2	24,776	23,742	Alabama	Hospital*	0	0	0
	University	4	111,988	110,863		University	3	13,901	2,066
	Miscellaneous	0	0	0		Miscellaneous	0	0	0
Missouri	Hospital	0	0	0	Arkansas	Hospital	2	94,603	100,000
	University	8	231,112	323,171		University	0	0	0
	Miscellaneous	2	70,579	63,999		Miscellaneous	0	0	0
Nebraska	Hospital	0	0	0	California	Hospital	2	84,704	63,592
	University	2	127,245	124,491		University	15	462,018	113,432
	Miscellaneous	0	0	0		Miscellaneous	10	594,728	384,970
New Jersey	Hospital	0	0	0	Colorado	Hospital	0	0	0
	University	0	0	0		University	5	139,364	180,672
	Miscellaneous	0	0	0		Miscellaneous	0	0	0
New York	Hospital	8	280,917	207,217	Connecticut	Hospital	0	0	0
	University	23	620,973	663,483		University	2	63,477	69,926
	Miscellaneous	0	0	0		Miscellaneous	0	0	0
North Carolina	Hospital	2	29,700	15,120	District of Columbia	Hospital	0	0	0
	University	2	48,307	49,783		University	4	204,879	36,314
	Miscellaneous	0	0	0		Miscellaneous	1	0	53,095
Ohio	Hospital	0	0	0	Florida	Hospital	0	0	0
	University	4	80,822	72,996		University	1	0	101,986
	Miscellaneous	0	0	0		Miscellaneous	0	0	0
Oklahoma	Hospital	0	0	0	Hawaii	Hospital	0	0	0
	University	2	41,195	36,791		University	1	5,183	0
	Miscellaneous	0	0	0		Miscellaneous	1	108,060	0
Oregon	Hospital	2	24,980	24,964	Illinois	Hospital	4	269,679	266,326
	University	2	46,296	43,875		University	9	253,623	347,107
	Miscellaneous	0	0	0		Miscellaneous	0	0	0
Pennsylvania	Hospital	0	0	0	Indiana	Hospital	1	83,501	0
	University	10	135,546	157,488		University	1	0	28,835
	Miscellaneous	2	28,566	8,193		Miscellaneous	0	0	0
Tennessee	Hospital	5	43,956	106,056	Iowa	Hospital	0	0	0
	University	4	72,062	64,088		University	1	2,523	0
	Miscellaneous	0	0	0		Miscellaneous	0	0	0
Texas	Hospital	0	0	0	Kansas	Hospital	0	0	0
	University	4	72,062	20,012		University	3	42,160	77,818
	Miscellaneous	0	0	0		Miscellaneous	0	0	0
Utah	Hospital	0	0	0	Kentucky	Hospital	0	0	0
	University	2	40,193	34,994		University	3	61,400	55,174
	Miscellaneous	0	0	0		Miscellaneous	0	0	0
Washington	Hospital	2	25,000	25,000	Louisiana	Hospital	0	0	0
	University	12	315,927	278,111		University	3	33,399	99,535
	Miscellaneous	0	0	0		Miscellaneous	0	0	0
West Virginia	Hospital	0	0	0	Maryland	Hospital	6	262,136	141,273
	University	2	25,406	29,861		University	7	107,617	200,578
	Miscellaneous	0	0	0		Miscellaneous	5	292,594	273,463
Wisconsin	Hospital	0	0	0	Massachusetts	Hospital	3	194,071	50,152
	University	1	25,782	0		University	7	339,222	267,081
	Miscellaneous	2	25,000	25,000		Miscellaneous	2	19,380	25,597
					Michigan	Hospital	0	0	0
						University	10	272,882	273,294
						Miscellaneous	2	137,996	0
TOTALS	Hospital	63	773,097	727,365					
	University	265	4,285,485	4,516,551					
	Miscellaneous	38	533,131	630,302					
		366	5,591,713	5,874,218					

* Hospital - Medical Facilities, not Education Related
 University - Educational Institutions
 Miscellaneous - e.g. private, non-profit research organizations

STATE	GRANTEE	No. of research projects directly and indirectly related to juvenile delinquency, FY '69 & '70	FY '69 FUNDS	FY '70 FUNDS
Minnesota	Hospital	1	100,000	0
	University	0	41,803	150,053
	Miscellaneous	1	0	96,038
Missouri	Hospital	1	100,000	0
	University	4	530,002	173,348
	Miscellaneous	2	10,811	107,423
Nevada	Hospital	0	0	0
	University	1	32,965	0
	Miscellaneous	0	0	0
New Jersey	Hospital	0	0	0
	University	5	84,117	110,660
	Miscellaneous	0	0	0
New York	Hospital	4	160,000	162,872
	University	11	601,638	334,208
	Miscellaneous	5	200,263	179,157
North Carolina	Hospital	2	100,000	40,159
	University	3	6,295	59,425
	Miscellaneous	0	0	0
Ohio	Hospital	0	0	0
	University	3	151,966	0
	Miscellaneous	0	0	0
Oklahoma	Hospital	0	0	0
	University	1	0	43,753
	Miscellaneous	0	0	0
Oregon	Hospital	0	0	0
	University	3	97,157	95,644
	Miscellaneous	3	82,744	168,678
Pennsylvania	Hospital	3	176,151	73,347
	University	2	75,027	68,717
	Miscellaneous	0	0	0
South Dakota	Hospital	2	100,000	100,000
	University	0	0	0
	Miscellaneous	0	0	0
Tennessee	Hospital	0	0	0
	University	0	0	0
	Miscellaneous	2	50,171	47,802
Texas	Hospital	2	98,651	100,000
	University	0	0	0
	Miscellaneous	0	0	0
Virginia	Hospital	0	0	0
	University	1	0	0
	Miscellaneous	0	0	5,460
Washington	Hospital	1	0	0
	University	3	8,724	16,357
	Miscellaneous	2	32,373	0
Wisconsin	Hospital	1	0	56,429
	University	4	52,546	172,390
	Miscellaneous	2	30,775	29,288
TOTAL	Hospital	34	1,823,496	1,154,150
	University	118	3,683,888	3,073,838
	Miscellaneous	41	1,559,895	1,365,511
		193	7,067,279	5,593,499

* Hospital - Medical Facilities not Education Related
University - Educational Institutions
Miscellaneous - e.g. private, non-profit research organizations

Office of Education

The Office of Education administers several programs which relate indirectly to juvenile delinquency and youth development. Although these programs attempt to expand and improve educational opportunity for all citizens, they are particularly important among delinquent and pre-delinquent youth, a majority of whom suffer from varying degrees of education deprivation.

Bureau of Adult, Vocational and Technical Programs

The Division of Vocational and Technical Education provides grants to States, through State Boards of Vocational Education, to supplement State and local funds used under an approved State plan for vocational education, including construction of vocational education facilities and related services and activities. These may include teacher training and supervision, program evaluation, special demonstration and experimental programs, development of instructional materials, and State administration and leadership. Vocational education programs are available to high school students or to high school students preparing to enter the labor market, to persons in need of training or re-training, and to persons suffering academic, socio-economic or other handicaps.

Vocational education deals with the problem of juvenile delinquency in three different ways: in its regular programs, in special programs designed for dropouts, and in vocational programs in correctional institutions.

Students who find the academic course of instruction difficult to handle because they cannot handle the material, never mastered the communication or computational skills, or are uninterested in the subject matter, often allow their frustrations to result in hostile or heligerent behavior. Course offerings in job-directed education allow them to study for vocations in which they are interested and can succeed. It also gives them a marketable skill so that when

they leave school, they can more easily get a job and start earning money and be in a work setting. For programs which have a cooperative work experience component, they can learn and earn simultaneously, under supervision. They can then feel useful in a society in which, under other circumstances, they could not cope. Vocational education offers them motivation, success, and a relevance to their education.

It is estimated that the States used \$2,000,000 for State Grant funds for fiscal year 1970 for vocational education programs to help alleviate problems of juvenile delinquency.

In fiscal year 1970, the Division of Vocational and Technical Education awarded a contract specifically aimed at assisting juvenile delinquents, as follows:

Grantee: The Menninger Foundation
Location: Topeka, Kansas

Title: Development of a Planning and Program Guide for the Establishment and Strengthening of Vocational Education in Correctional Institutions for Youthful Offenders.

Period Covered: 6/30/70-3/31/71

Amount of Obligations: \$45,000

Discretionary grant programs for Exemplar Projects and Curriculum Development were funded for the first time in fiscal year 1970. None of the 25 Exemplary Projects was aimed directly at juvenile delinquency. However, as these projects concentrate on the academically and socio-economically disadvantaged and handicapped, indirectly they may well help keep youths from becoming delinquents. Table 34 shows the eight Curriculum Development projects most directly related to juvenile delinquents or pre-delinquents.

TABLE 34
OFFICE OF EDUCATION

BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION CURRICULUM DEVELOPMENT PROGRAM
DISCRETIONARY GRANTS FOR FISCAL YEAR 1970

LOCATION	TITLE	GRANTEE	PERIOD FUNDED	AMOUNT OF OBLIGATION
Sacramento, California	A curriculum guide for the Social Service Technician Associate Degree Program in Community Colleges	California Community Colleges	6/30/70 7/31/71	\$ 23,548
Fort Collins, Colorado	A handbook for Post-Secondary Vocational Administrators utilizing Federal funds	Colorado State University	6/30/70 3/01/71	11,103
District of Columbia	Curriculum guide in Law Enforcement (police science)	University Research Corporation	6/30/70 6/14/71	29,838
Chicago, Illinois	A proposal to include vocational information in a commercially available social studies program	Science Research Associates, Inc.	6/30/70 12/31/71	154,755
Chicago, Illinois	A proposal to develop a national guidance handbook- The Outlook for Careers Through Vocational and Technical Education	Science Research Associates, Inc.	6/30/70 7/31/71	159,600
Baltimore County, Maryland	Plan of work for preparation of a two-year post high school suggested curriculum guide for urban development assistants	Essex Community College	6/30/70 10/01/71	26,799
Portland, Oregon	A survey of curriculum materials in government agencies (Department of Welfare)	Northwest Regional Education Laboratory	6/30/70 6/30/71	167,074
Austin, Texas	A proposal to develop an update listing of available curriculum-instructional material for occupational training as developed by state	Texas Education Agency	6/30/70 12/31/70	9,508
			TOTAL	\$ 582,225

... DHEW

Office of Education

Bureau of Elementary and Secondary Education

The Division of Compensatory Education administers TITLE I of the Elementary and Secondary Education Act of 1965, which was amended in 1966 to include educational activities and services for children in institutions for the neglected or delinquent. This program has two components. One provides funds to local educational agencies as part of their regular TITLE I allocation, to serve children in local institutions. The other provides funds to State educational agencies to serve children in State-operated institutions.

Delinquent children coming to institutions are usually two to four years behind their peers in educational attainment. The majority of funds available are therefore concentrated on remedial activities. Funds are also expended for health and clinical services, cultural and educational enrichment, counseling, and staff development. Project funds for 1969 totalled approximately \$13.9 million for State institutions and \$10 million for local institutions. All the States (with the exception of Mississippi) and the District of Col-

umbia set up projects in all of their State operated institutions. In 1970 appropriations for State institutions were over \$16 million and for local institutions nearly \$12 million.

The Division of Plans and Supplementary Centers administers TITLE Eight of the Elementary and Secondary Education Act of 1965. The Act authorizes the use of funds for the reduction and prevention of dropouts in urban and rural schools having a high concentration of children from lower-income families and a high dropout rate. Grants are provided through State educational agencies to encourage programs and districts to develop imaginative solutions to education problems and to create, design, and make intelligent use of supplementary centers. This includes projects to improve motivation and prevent dropouts, and programs involving juvenile delinquents. The Division funded 10 programs in 1969 and continued those same programs in 1970 (Table 38).

TABLE 35

DELINQUENT CHILDREN							NEGLECTED CHILDREN					
STATE AGENCY GRANTS			LOCAL INSTITUTIONS ELIGIBLE TO PARTICIPATE UNDER P.L. 89-750				STATE AGENCY GRANTS			LOCAL INSTITUTIONS ELIGIBLE TO PARTICIPATE UNDER P.L. 89-750		
	Number of Institutions	ADA	Appropriation	Number of Institutions	Number of Eligible Children	Appropriation	Number of Institutions	ADA	Appropriation	Number of Institutions	Number of Eligible Children	Appropriation
TOTALS	216	41,163	\$12,459,014	208	14,500	\$2,180,734	25	5,169	\$1,487,086	964	56,962	\$8,590,870
Alabama	3	727	201,852	0	—	—	0	—	—	15	851	118,181
Alaska	2	152	64,785	0	—	—	0	—	—	10	326	75,053
Arizona	2	518	143,823	1	200	31,467	0	—	—	5	216	33,985
Arkansas	4	531	147,432	3	86	11,990	0	—	—	12	735	102,475
California	13	4,731	1,359,311	68	4,514	649,236	0	—	—	32	1,810	260,327
Colorado	4	494	137,159	2	89	12,005	1	104	28,876	16	600	80,930
Connecticut	2	349	116,894	1	62	9,142	1	78	26,125	13	551	81,247
Delaware	2	261	90,374	0	—	—	0	—	—	5	157	25,118
Florida	4	1,374	381,491	2	200	33,279	1	—	—	22	957	159,240
Georgia	7	895	248,497	0	—	—	0	—	—	34	1,744	243,385
Hawaii	1	56	17,090	0	—	—	0	—	—	1	38	5,028
Idaho	1	136	37,760	0	—	—	0	—	—	3	93	12,651
Illinois	17	1,993	603,321	6	458	71,330	2	286	86,578	60	3,272	509,592
Indiana	3	494	137,159	5	505	68,817	1	438	121,611	27	1,086	147,991
Iowa	2	374	103,841	0	—	—	2	321	89,126	0	204	31,342
Kansas	2	324	92,951	1	49	7,712	0	—	—	10	337	53,038
Kentucky	0	—	—	10	696	95,137	0	141	39,149	32	1,588	217,064
Louisiana	3	1,404	389,821	2	87	12,225	0	—	—	16	809	113,680
Maine	2	311	86,349	0	—	—	0	—	—	7	231	31,719
Maryland	5	1,573	482,628	1	110	14,836	0	—	—	13	429	57,861
Massachusetts	10	788	239,339	6	421	59,711	—	—	—	22	716	101,551
Michigan	2	1,134	342,797	12	871	120,593	1	17	5,139	26	1,541	231,356
Minnesota	6	736	231,340	5	303	49,200	0	—	—	10	310	50,337
Mississippi	2	551	152,985	0	—	0	0	—	—	6	354	49,366
Missouri	3	979	271,819	9	489	70,961	0	—	—	16	724	105,062
Montana	2	193	53,974	0	—	0	1	99	27,686	5	566	87,834
Nebraska	2	236	65,525	1	90	10,585	1	127	35,262	14	1,320	155,250

TABLE 35

DELINQUENT CHILDREN							NEGLECTED CHILDREN					
STATE AGENCY GRANTS			LOCAL INSTITUTIONS ELIGIBLE TO PARTICIPATE UNDER P.L. 89-750				STATE AGENCY GRANTS			LOCAL INSTITUTIONS ELIGIBLE TO PARTICIPATE UNDER P.L. 89-750		
	Number of Institutions	ADA	Appropriation	Number of Institutions	Number of Eligible Children	Appropriation	Number of Institutions	ADA	Appropriation	Number of Institutions	Number of Eligible Children	Appropriation
TOTALS	216	41,163	\$12,459,014	208	14,500	\$2,180,734	25	5,169	\$1,487,086	964	56,962	\$8,590,870
Nevada	2	191	56,379	2	110	16,217	0	—	—	2	92	13,563
New Hampshire	1	147	40,815	0	—	0	0	—	—	11	419	54,336
New Jersey	9	1,674	593,232	5	260	41,834	0	—	—	15	888	142,879
New Mexico	3	359	99,676	1	10	1,764	0	—	—	13	696	122,759
New York	22	2,611	1,221,635	13	1,489	297,964	0	—	—	66	7,019	1,404,573
North Carolina	7	1,525	553,912	0	—	0	0	—	—	27	2,843	393,849
North Dakota	1	99	27,487	0	—	0	0	—	—	4	142	19,094
Ohio	8	1,989	552,246	12	631	83,296	1	415	115,225	67	3,490	460,705
Oklahoma	4	405	112,448	5	139	19,167	2	362	100,509	22	1,274	175,678
Oregon	2	473	149,440	2	133	21,627	0	—	—	3	145	23,578
Pennsylvania	7	1,002	295,450	15	1,610	239,312	1	535	157,750	87	5,349	795,080
Rhode Island	1	93	27,085	0	—	0	1	47	13,688	3	150	21,272
South Carolina	4	867	240,723	0	—	0	1	210	58,306	14	831	115,790
South Dakota	1	136	37,760	0	—	0	0	—	—	10	2,043	280,582
Tennessee	5	1,117	310,135	2	91	12,675	1	747	207,405	32	1,780	247,924
Texas	4	2,438	676,911	5	225	33,408	3	613	170,199	61	4,572	678,847
Utah	1	240	66,636	0	—	0	0	—	—	0	—	0
Vermont	1	164	45,535	0	—	0	0	—	—	3	253	31,710
Virginia	5	913	253,494	0	—	0	0	—	—	25	1,460	200,591
Washington	10	925	277,426	2	101	14,741	0	—	—	22	615	89,762
West Virginia	3	375	104,119	1	25	3,262	1	61	16,937	13	457	59,638
Wisconsin	4	965	290,330	7	416	62,485	1	98	29,484	18	712	106,946
Wyoming	2	94	27,995	1	30	4,756	1	70	20,847	3	89	14,111
Canal Zone		—	—		—	—		—	—		—	—
District of Columbia	3	577	197,888	0	—	0	1	400	137,184	2	78	14,940
Guam		—	—		—	—		—	—		—	—
Puerto Rico		—	—		—	—		—	—		—	—
Virgin Islands		—	—		—	—		—	—		—	—

TABLE 36

	1970 FISCAL YEAR DELINQUENT CHILDREN				NEGLECTED CHILDREN			
	STATE AGENCY GRANTS		LOCAL INSTITUTIONS ELIGIBLE TO PARTICIPATE UNDER PL89-750		STATE AGENCY GRANTS		LOCAL INSTITUTIONS ELIGIBLE TO PARTICIPATE UNDER PL89-750	
	Number of Children	Appropriation	Number of Children	Appropriation	Number of Children	Appropriation	Number of Children	Appropriation
TOTALS	42,977	\$ 14,338,580	14,100	\$ 2,449,478	5,171	\$ 1,667,907	52,866	\$ 9,160,338
Alabama	740	226,618	---	---	---	---	845	134,781
Alaska	108	58,306	---	---	---	---	606	131,053
Arizona	597	182,825	---	---	---	---	191	30,022
Arkansas	531	162,613	---	---	---	---	769	121,554
California	4,660	1,476,195	4,781	760,437	---	---	1,900	286,297
Colorado	509	155,876	60	8,497	107	32,768	492	69,672
Connecticut	300	114,018	115	20,677	94	34,635	320	57,535
Delaware	250	86,575	---	---	---	---	167	26,727
Florida	1,054	343,342	54	8,394	---	---	705	109,596
Georgia	952	291,540	16	2,555	---	---	1,635	261,041
Hawaii	50	15,808	---	---	---	---	31	4,902
Idaho	175	53,592	---	---	---	---	63	9,075
Illinois	2,103	706,103	264	45,502	355	119,195	3,418	589,112
Indiana	136	187,725	382	58,167	437	133,827	1,358	206,782
Iowa	360	110,246	22	3,473	302	92,484	169	26,680
Kansas	311	95,241	101	15,452	---	---	311	47,580
Kentucky	212	64,923	513	82,488	---	---	1,625	261,293
Louisiana	1,510	462,422	79	12,453	---	---	341	53,754
Maine	355	108,715	---	---	---	---	176	26,930
Maryland	1,803	615,761	140	24,376	---	---	310	53,976
Massachusetts	747	242,118	390	63,333	---	---	649	105,393
Michigan	1,116	392,341	943	163,993	18	6,328	1,366	237,556
Minnesota	790	269,011	333	57,714	---	---	308	53,381
Mississippi	557	170,576	---	---	---	---	399	63,724
Missouri	932	285,416	533	83,035	---	---	628	97,835
Montana	212	65,512	---	---	95	29,357	579	88,554
Nebraska	225	68,904	161	24,858	100	31,736	1,252	193,309
Nevada	185	60,332	85	12,775	---	---	102	15,329

TABLE 36

	1970 FISCAL YEAR DELINQUENT CHILDREN				NEGLECTED CHILDREN			
	STATE AGENCY GRANTS		LOCAL INSTITUTIONS ELIGIBLE TO PARTICIPATE UNDER PL89-750		STATE AGENCY GRANTS		LOCAL INSTITUTIONS ELIGIBLE TO PARTICIPATE UNDER PL89-750	
	Number of Children	Appropriation	Number of Children	Appropriation	Number of Children	Appropriation	Number of Children	Appropriation
TOTALS	42,977	\$ 14,338,580	14,100	\$ 2,449,478	5,171	\$ 1,667,907	52,866	\$ 9,160,338
New Hampshire	162	49,611	---	---	---	---	394	55,834
New Jersey	1,443	559,653	352	67,804	---	---	942	181,452
New Mexico	302	92,484	---	---	---	---	642	111,381
New York	2,747	1,391,328	1,647	430,539	---	---	6,690	1,748,820
North Carolina	2,056	629,629	---	---	---	---	2,539	400,309
North Dakota	130	39,811	---	---	---	---	105	13,589
Ohio	2,083	637,898	582	91,511	389	119,127	3,515	552,683
Oklahoma	506	154,957	71	11,145	387	118,515	1,364	214,105
Oregon	619	207,093	95	15,121	---	---	166	26,422
Pennsylvania	1,609	516,875	1,425	233,261	530	170,257	3,455	565,556
Rhode Island	135	45,579	---	---	186	62,797	153	25,755
South Carolina	865	264,898	19	3,020	193	59,104	1,022	162,461
South Dakota	127	38,892	---	---	---	---	1,858	291,886
Tennessee	1,257	384,944	97	15,420	747	228,761	1,638	260,399
Texas	2,162	662,091	134	19,895	634	194,156	4,405	653,995
Utah	326	99,834	43	6,317	---	---	24	3,526
Vermont	200	61,270	---	---	---	---	221	31,266
Virginia	1,175	359,832	---	---	---	---	1,295	204,615
Washington	1,035	339,314	217	32,899	---	---	721	109,309
West Virginia	310	94,934	32	5,115	40	15,243	443	70,810
Wisconsin	973	326,461	414	69,252	66	26,536	659	106,890
Wyoming	96	30,420	---	---	51	18,762	---	---
Canal Zone	---	---	---	---	---	---	---	---
District of Columbia	702	278,118	---	---	440	174,319	20	3,832
Guam	---	---	---	---	---	---	---	---
Puerto Rico	---	---	---	---	---	---	---	---
Virgin Islands	---	---	---	---	---	---	---	---

TABLE 37
ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, P.L. 89-10 AS AMENDED
TITLE I, ASSISTANCE FOR EDUCATIONALLY DEPRIVED CHILDREN

PROGRAMS FOR NEGLECTED AND DELINQUENT CHILDREN

	FISCAL YEARS				
	1967	1968	1969	1970	1971 Estimate
LOCAL INSTITUTIONS					
Delinquent Institutions					
Number of Institutions	172	189	208	217	
Number of Children Eligible to Participate	11,715	13,882	14,500	14,100	
Total Funds Available	\$ 2,077,931	\$ 2,422,762	\$ 2,180,734	\$ 2,449,478	\$ 2,611,400
Neglected Institutions					
Number of Institutions	829	894	964	929	
Number of Children Eligible to Participate	53,035	55,391	56,962	52,866	
Total Funds Available	\$ 9,704,552	\$ 9,687,537	\$ 8,590,870	\$ 9,160,338	\$ 10,445,650
Totals for Local Institutions					
Number of Institutions	1,001	1,083	1,172	1,146	
Number of Children Eligible to Participate	64,750	69,273	71,462	66,966	
Total Funds Available	\$ 11,782,483	\$ 12,110,299	\$ 10,771,604	\$ 11,609,816	\$ 13,057,050
STATE INSTITUTIONS					
Delinquent Institutions					
Number of Institutions	175	177	216	277	
Number of Children Eligible to Participate	36,247	36,630	41,163	42,977	
Total Funds Available	\$ 2,037,344	\$ 9,168,720	\$ 12,459,014	\$ 14,338,580	\$ 15,733,267
Neglected Institutions					
Number of Institutions	21				
Number of Children Eligible to Participate	4,406				
Total Funds Available	\$ 224,809	\$ 1,113,455	\$ 1,487,086	\$ 1,667,907	\$ 1,822,479
Totals for State Institutions					
Number of Institutions	196	198	241	251	
Number of Children Eligible to Participate	40,658	41,394	46,332	48,148	
Total Funds Available	\$ 2,262,153	\$ 10,282,175	\$ 13,946,100	\$ 16,006,487	\$ 30,612,796
TOTALS FOR STATE AND LOCAL INSTITUTIONS					
Number of Institutions	1,197	1,281	1,413	1,397	
Number of Children Eligible to Participate	105,403	110,667	117,794	115,114	
Total Funds Available	\$ 14,440,636	\$ 22,392,474	\$ 24,717,704	\$ 27,616,303	\$ 30,612,796

TABLE 38
OFFICE OF EDUCATION
DIVISION OF STATE PLANS AND SUPPLEMENTARY CENTERS TITLE VIII GRANTS FOR
DROPOUT PREVENTION PROGRAMS FISCAL YEAR 1969 AND FISCAL YEAR 1970

STATE	TITLE	DESCRIPTION	STUDENTS SERVED	1969 FUNDS	1970 FUNDS
Arkansas	Dropout Prevention through performance contracting	Reading and mathematics instruction and community and study skills will be improved through the use of an accelerated learning center. A work-study program and a system for the early identification of potential dropouts will also be developed.	7,475 Grades 7-12	\$ 270,000	\$ 281,000
Florida	Dade County Talent Development Program	A vocational and technical education program will provide instruction in mathematics, oral and written English, business skills and practices, and consumer education. A center for self-instruction will offer individualized programs which students may complete for academic credit after regular school hours, thereby enabling them to hold part-time jobs during the day.	4,575 Grades 7-12	670,000	710,000
Kentucky	Focus on Dropouts ...A New Design	Educational, personal and social problems of potential dropouts will be attacked through a consortium involving two school districts and two institutions of higher learning.	4,575 Grades 7-12	410,000	447,000
Maryland	Keep all Pupils in School (KAPS)	Emphasis upon modification of the school day will be the focus of a five-component approach to dropout prevention.	4,000 Grades 7-12	670,000	713,182
Massachusetts	Project Process for Student Success	At the middle school level, a laboratory science program will be initiated; the entire curriculum will be studied and revised; and a community school offering a vocational skill center, an enrichment center, a tutorial center, and adult and family educational courses will be established.	5,200 Grades 7-12	345,000	228,005

TABLE 38
OFFICE OF EDUCATION

DIVISION OF STATE PLANS AND SUPPLEMENTARY CENTERS TITLE VIII GRANTS FOR
DROPOUT PREVENTION PROGRAMS FISCAL YEAR 1969 AND FISCAL YEAR 1970

<u>STATE</u>	<u>TITLE</u>	<u>DESCRIPTION</u>	<u>STUDENTS SERVED</u>	<u>1969 FUNDS</u>	<u>1970 FUNDS</u>
Missouri	Project STAY	Students identified as potential dropouts in an inner city middle school and a high school with a current dropout rate of 19.9 percent will have the opportunity of participating in a variety of programs designed to meet their individual needs.	3,500 Grades 7-12	770,000	760,000
New York	Potential Dropout Recognition and Prevention Program	During and after school hours counselors and social workers, assisted by aides, will work with potential dropouts, their parents, and community agencies in an effort to develop youth programs which will help the student form a positive attitude toward the school and toward himself and his future.	5,430 Grades 7-12	420,000	400,000
Ohio	Project Emerge	Councils composed of school and community personnel, outside consultants, and student representatives will be organized to plan and monitor project activities.	2,500 Grades 7-12	520,000	440,000
South Dakota	Parental Attitude and Student Retention Program	Preparing Lakota Indian parents and students to accept high school and revitalizing the high school program to encourage students to remain in school will be the focus of project activity.	750 Grades 7-12	220,000	220,000
Washington	Seattle Dropout Prevention Program	Each of two junior high schools will develop demonstration pilot projects; one will focus on revitalizing curriculum materials, instructional procedures, and community involvement; and the other will emphasize the development of basic skills through the use of an educational enrichment laboratory, a communications skills laboratory, and instructional planning and development using a team approach. The senior high component will include an expanded counseling program, a work experience program, and a personal development academy for students who have been suspended from school or who are about to leave school for social, economic, or academic reasons.	4,100 Grades 7-12	520,000	915,000

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Office of Education

Bureau of Library and
Educational Technology

The Division of Library Programs provides library services to institutions under the Library Services and Construction Act. This Act provides for Federal financial assistance,

to promote the further extension of public library services to areas which are without such services or with inadequate services;

to construct public library facilities to serve areas which are without library facilities necessary to develop library services;

to establish and maintain local, regional, State, or interstate cooperative networks of libraries for the systematic and effective coordination of the resources of school, public, academic, and special libraries and special information centers;

in Part A, to establish and improve State institutional library services; and, in Part B, to establish and improve library services to physically handicapped persons who are certified by competent authority as unable to read or to use conventional printed materials as a result of physical limitations.

The State Library Agency is responsible for planning how the money is to be spent, for administering its State Plan, and for giving consultant service in setting up and developing libraries and services in eligible institutions.

Examples of some of the Library services provided relating to juvenile delinquency are given in the following paragraphs (See Table 39 for estimated fiscal year 1969 expenditures for juvenile delinquency):

At the State Youth Training Center in St. Anthony, Idaho, which houses 230 juvenile delinquents, ages 8 to 18, Title IV-A funds are being used to refurbish the library and update and add to the library collection which includes films, film strips and recordings as well as books.

The Department of Juvenile Services in Maryland is continuing in FY 1969 a project started in FY 1968 using Title IV-A funds.

A model library project has been established at Boys Village with a stress on providing audiovisual materials. The librarian from Boys Village will work two days a week with other juvenile institutions and funds will be granted for an assistant to work at Boys Village while she is away.

In Ohio at Scioto Village School for Girls (ages 12-17) the library is a good-sized, attractive, up to the minute media center which serves as the general library for the institution as well as school library. They conducted a workshop in story telling which was given by the State Library's Children's Consultant for expectant mothers at the school. It was set up realizing that most of the girls had never read these books or had stories told to them, and hoping to make up to them in some way for what they had missed.

TABLE 39
ESTIMATE OF TITLE IV-A FUNDS SPENT ON YOUTH
AND SOCIAL DEVELOPMENT PROGRAMS
(In hundreds)

Alabama	35
Alaska	1200
Arizona	3400
Arkansas	4000
California	6850
Colorado	8000
Connecticut	1000
Delaware	1000
District of Columbia	----
Florida	10000
Georgia	----
Hawaii	----
Idaho	3000
Illinois	4000
Indiana	4000
Iowa	4500
Kansas	----
Kentucky	8500
Louisiana	3000
Maine	11000
Maryland	12000
Massachusetts	50
Michigan	12000
Minnesota	9500
Mississippi	----
Missouri	2500
Montana	----
Nebraska	5000
Nevada	1150
New Hampshire	6500
New Jersey	4500
New Mexico	5000
New York	6000
North Carolina	6500
North Dakota	4500
Ohio	6500
Oklahoma	9900
Oregon	5680
Pennsylvania	20750
Rhode Island	4700
South Carolina	1050
South Dakota	8800
Tennessee	1000
Texas	8000
Utah	9000
Vermont	12000
Virginia	2300
Washington	16700
West Virginia	2000
Wisconsin	1500
Wyoming	10000
American Samoa	----
Guam	----
Puerto Rico	----
Trust Territory	----
Virgin Islands	1200
TOTALS	269,765

... DHEW

Office of Education

The National Center for Educational
Research and Development

The National Center for Educational Research and Development (NCERD) administers a broad program of support for research, development, demonstration, and training. The program includes a Targeted Program in Development and Related Research which will be initiated in fiscal year 1971 to meet specific objectives in educational areas which the Office has identified to have priority. Included in the Program is the Division of Comprehensive Vocational and Technical Programs. Although the Division has not yet received any money, they are planning to receive monies in fiscal year 1971 - one half to be spent in bloc grants and the rest in discretionary funds. The Division will fund any project related to students and learning; for projects dealing with environment, administrators, or instructional systems.

The Fundamental Research Program and Research Training Program has funds available for the support of unsolicited, field initiated research projects. The program enables scientists to investigate matters which are basic to education. The program is presently conducting the only current project in the area of juvenile delinquency being funded by the National Center for Educational Research and Development. Southern Illinois University, Edwardsville is carrying out a study that is designed to examine the treatment potential of intensive interaction between institutionalized delinquent youth and regressed mental patients. The primary concern of this study is to examine the effect on the self concept of delinquents of a relationship in which the delinquent himself is a helper to another human.

The Educational Resources Information Center presently has 28 reports on delinquency, delinquency causes, and delinquency rehabilitation available through their clearinghouses. The Center also maintains an index of all research projects in education indexed by subject and year.

Bureau of Educational
Personnel Development

This Bureau is responsible for the administration of the Teacher Corps program. The Teacher Corps has inaugurated a program to train teachers for the

inmates of correctional institutions. While the format varies with each institution within the program, the aim of the Teacher Corps is to improve the education and reduce the recidivism of adolescents and young adults, while at the same time seeking change in the way teachers are prepared for correctional teaching.

The Pilot Program in corrections for the Teacher Corps was at Rikers Island Prison. There 15 teacher-interns taught basic education for the high school diploma equivalency test, at the same time studying for their masters degrees at New York University.

While the program at Rikers is now phased out, the VERA Institute of Justice did a study of it in September, 1969. Their findings emphasize the success of this first Teacher Corps group in a corrections setting in guiding 31 young men to high school diplomas out of 72 possible candidates. In addition, more than 10 inmates of this same group were placed in college programs for the coming year, while others are continuing their education in street academies.

Recent legislative changes now recognizes the Corps' work in correctional education. The program now attracts and trains educational personnel to provide relevant remedial, basic, and secondary educational training, including literacy and communications skills for juvenile delinquents, youth offenders and adult criminal offenders, and permits grants or contracts with agencies involved in corrections (See Tables 40 and 41 for additional information).

The Bureau also has responsibilities for the Educational Professions Development Act which provides for the training of educational personnel in order to improve the quality of teaching and help meet critical shortages of adequately trained personnel in the education profession. Under this Act, three grants were awarded in fiscal year 1969 to develop Nationwide Educational Programs for Institutionalized Children. These grants were awarded to the University of Georgia, the Center for the Study of Crime, Delinquency, and Corrections at Southern Illinois University, and to the Western Interstate Commission for Higher Education. Their grants totalled \$78,000. No grants were given in fiscal year 1970 beyond those grants awarded in fiscal year 1969.

TABLE 40

1969 TEACHER CORPS PROGRAMS*

Location	Director	Graduate Program/Facilities Served	Corpsmembers	Funds
Connecticut	State Deputy Commissioner of Institutional Services	Department of Education, University of Hartford/School of the Cheshire Reformatory	12 interns 2 team leaders	\$ 63,900 — Teacher Corps 64,800 — State of Connecticut
Georgia		University of Georgia Graduate School/Burford Prison	12 interns	\$ 46,087 — Teacher Corps 55,000 — Manpower Development and Training Act
Illinois	Center for the Study of Crime, Delinquency and Corrections at Southern Illinois University	Carbondale Community High School and Pima Marquette Camp for delinquent boys	12 interns 2 team leaders	\$ 62,324 — Teacher Corps 1,499 — Teacher Corps 70,847 — Bureau of Educational Personnel Development

*all programs continued in 1970

TABLE 41

NEW TEACHER CORPS PROGRAMS IN 1970

Location	Director	Graduate Program/Facilities Served	Corpsmembers	Funds
California		University of Southern California/high schools in Compton, Enterprise, El Monte and Jurupa School Districts and the Los Angeles County Special Schools	39 interns	\$ 93,008 — Teacher Corps
Oregon	Oregon State Division of Correction and the Oregon Public Schools	University of Oregon/public senior high schools and correctional institutions	33 interns	\$ 47,418 — Teacher Corps

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Office of Education

Upward Bound Branch

Upward Bound became one of three programs under the Division of Student Special Services on July 1, 1969. These programs (the other two being Talent Search and Special Services for Disadvantaged Students) work together and separately to meet the needs of individual young persons.

Upward Bound is a precollege preparatory program designed to generate the skills and motivation necessary for success in education beyond high school among young people from low-income families with inadequate secondary school preparation. Students must meet income criteria established by the Commissioner. Upward Bound consists of a summer program lasting from 6-8 weeks and continues through the academic year with programs on Saturdays, tutorial sessions during the week and periodic cultural enrichment programs.

In the Educational Talent Search project the job of talent scouts is "to identify qualified youths of exceptional financial need who have been overlooked or untouched by college recruitment activities, encourage them to complete secondary school and undertake educational training beyond the high school level."

Funds are awarded to academic institutions, colleges, universities and residential secondary schools, to operate institutions, to operate "Upward Bound" projects in accordance with the regulations and guidelines determined by the Commissioner. The Federal cost may not exceed an annual rate of \$1,400 per student. Federal funds are made available for FY 70-71 first for existing grantees.

Grantees must contribute at least 20% of the total cost of the program. The Office of Education will fund the balance to a maximum of 80% of the total cost.

Grants have been made to 50 States, the Virgin Islands, Puerto Rico and Guam. There are 292 projects with 24,200 students for FY 1970, totalling \$28.3 million.

Social and Rehabilitation Service

Office of Research and Demonstrations

This Office, reflecting the interests of all parts of the Social and Rehabilitation Service, administers a research and demonstration program with the overall aim of improving the organization and delivery of services to handicapped and disadvantaged individuals. Within this Office the Division of Research and Demonstrations includes its program projects on juvenile delinquency and youth development. These projects are administered by the Rehabilitation Research Branch, the Demonstrations Projects Branch and under the Cooperative Research Demonstration Grants Program. The programs are described below.

The Rehabilitation Research Branch purposes are to provide more and better rehabilitations through discovering new principles and concepts basic to the understanding of the rehabilitation process and using such knowledge for the invention and demonstration of improved devices or procedures in vocational rehabilitation. Disabilities which are the concern of this program are emotional, intellectual and physical and include, but are not limited to, mental and personality disorders, alcoholism, drug addiction, loss of capacity due to aging, mental retardation, orthopedic handicaps, speech and hearing defects, and visual disorders. Handicapped individuals are studied in a variety of settings, including hospitals, vocational training facilities, sheltered workshops, schools, prisons and reformatories, and poverty situations.

During both fiscal year 1969 and 1970, the Rehabilitation Research Branch funded 10 projects, wholly or partly devoted to rehabilitation of juvenile offenders, out of 292 new and continuation projects totalling \$22 million. The 10 projects mainly concerning juvenile offenders accounted for approximately 5% of the total program costs. These projects were concerned with such topics as use of indigenous aides in gang control, provision of summer camping experience for delinquents, training of the retarded offender, analysis of the rehabilitation needs of the offender, and introduction of legal counseling into the correctional rehabilitation process. Various techniques to substituting constructive for deviant behavior are also the subject of experiment, including providing social models (other youths) for delinquency, teaching delinquents to desensitize themselves to anxiety situations and development of operant methods of altering delinquent behavior. Development of viable community roles for delin-

quents is emphasized and three projects are in model city neighborhoods.

The Demonstration Projects Branch provides opportunities for State and local welfare agencies to carry out innovative projects to demonstrate ways to improve services to people which should be incorporated into their regular ongoing welfare programs. It also provides a testing ground for Federal innovations such as programs for juvenile offenders, new careers in the administration of justice or improvements in operations of agencies dealing with offenders. The Office also provides funds under this program for the vocational rehabilitation of physically, psychologically and socially disabled persons, the creation of new job opportunities and acts as a

disseminator of professional information and new ideas to administrators and policy makers in State agencies.

In fiscal year 1969, the Office funded 122 programs totalling \$4 million, eight of which concerned juvenile delinquents. These programs were continued in fiscal year 1970 at the same cost and one new program expressly for juvenile offenders was funded (See Table 42).

The Cooperative Research and Demonstrations Program featured at least one program in fiscal years 1969 and 1970 concentrated entirely on inner-city gang leaders. Called YOU, this program's purpose was to educate problem youth for the business world.

TABLE 42
OFFICE OF RESEARCH, DEMONSTRATIONS AND TRAINING, DIVISION OF RESEARCH AND
DEMONSTRATIONS PROJECTS BRANCH-FISCAL YEAR 1969

State	Project Title	Brief Description	Funds
Maryland	Community Organization and Services to Improve Family Living -- A Model Cities Project	To provide special services in health, housing and family living to large AFDC families to help sustain a pattern of improved family living	\$ 128,749
Alaska	School Social Work Project	To provide for the employment of a school social worker for school-related casework services	1,331
California	Needs of Older Children Living Away From Home	A demonstration project in providing foster care for AFDC youth age 16-20 who cannot live with their own families	28,706
Iowa	Summer Youth Opportunity Program	To provide AFDC youth 14-21 with meaningful work experience and an opportunity to save money	2,050
Kentucky	Vocational Opportunities for PA Recipients	Public assistance youth will be assisted in and encouraged to enroll in vocational schools. After training employment help will be provided. Special attention will be given to school dropouts	95,860
Arkansas	Training of the Unskilled and Socially Deprived in Cooperation with the Arkansas Rehabilitation Center	To provide 50 AFDC family heads with youth training at Arkansas Rehabilitation Center. Trainees will be selected from those who have not met acceptance criteria for other training programs	36,062
Arkansas	Summer Youth Opportunity Project	To employ 55 AFDC youth during the summer with emphasis to retain as part-time employees	22,047
Alabama	Purchase of Care for Children in their own or relative's home and emergency services for children in need of protection	To provide payments for child care	35,601
TOTAL			\$ 350,406

FISCAL YEAR 1970

Tennessee	Social Services Division, Juvenile Detention Unit	To provide services to the court in three areas: (1) screening; (2) counseling and casework; (3) referral to other community resources	\$ 11,874
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... DHEW

Rehabilitation Services Administration

Extended and expanded vocational rehabilitation services to the public offender have been developed generally within the regular activities of the State vocational rehabilitation agencies through cooperative arrangements with other agencies. In over 45 States, cooperative programs have been developed for the establishment and operation of vocational rehabilitation units or special services for the public offender. These programs range from the assignment of a rehabilitation counselor to a correctional institution, to the establishment in a reformatory of a comprehensive rehabilitation unit with a full array of staff, equipment and services. The rehabilitation units, such as those found in Georgia, South Carolina, and California, usually include a wide range of services which extend from the time a person is convicted, through his incarceration, and until some time after his release. The services usually include screening, vocational appraisal, prevocational training, specific vocational training, counseling and guidance, job placement and follow-up.

In addition to the Basic Support Program, the use of Expansion and Innovation grants has contributed greatly to the expansion of rehabilitation services to the offender.

The Rehabilitation Services Administration, under these special grant authorities, supported 12 projects related to juvenile delinquency and youth in fiscal year 1969 and 21 in fiscal year 1970. These projects were in areas such as residential facilities for pre-delinquent adolescents; vocational counseling, training, placement and follow-up; development of workshops for disadvantaged youth; and staffing of evaluation centers.

The number of RSA supported short and long-term training grants for professional education of personnel concerned with rehabilitation of offenders has increased substantially. For example, a short-term grant was awarded for a workshop held at the University of Missouri on "State Agency Consultation as a Means of Developing Coordinated Patterns of Juvenile Cooperations and Rehabilitation Services."

Research results and field experiences have indicated that the most effective program for the juvenile delinquent should be of a preventative nature, should begin at an early age, and should be entered in the school setting. Although the role of vocational rehabilitation at the elementary school level is

primarily a consultative one, cooperative special education-vocational rehabilitation programs within the junior and senior high school have demonstrated significant success in preventing school drop-out and delinquent behavior. These types of programs should be expanded to include other agencies concerned with serving this population.

Office of the Secretary

The Office of Child Development was established in July 1969, as the coordinating unit that would administer Head Start and the Children's Bureau's original investigating and reporting functions. The social security and health functions of the Children's Bureau have been transferred into the Social Rehabilitation Services' Community Services Administration and health services offices.

During fiscal year 1969, the Children's Bureau, operating as a part of the Social and Rehabilitation Service, carried significant responsibilities in the field of juvenile delinquency. A national statistical reporting program operated by the Bureau collected juvenile court statistics and statistics on public institutions for delinquent children. These reports provide basic information on juvenile delinquency and juvenile delinquency programs in the United States and are now operated by the National Center for Social Statistics, SRS, D/HEW. Consultation was provided to all but two States and to twenty-one foreign countries. Assistance was given for professional consultation, surveys, training activities, evaluators and guide materials in the field of juvenile delinquency and youth-offenses. In Alabama, Nevada, New Mexico, Oklahoma, North Dakota, Florida, Louisiana, Minnesota and Missouri, studies of program facets relating to the control and treatment of delinquency were completed or initiated. These studies focussed on legislative review, detention, police practices, institutional care, probation and parole, training methods, and community planning. A number of publications were also produced and widely disseminated in the courts and juvenile corrections field. In addition, two research projects were funded during the year. The Philadelphia Psychiatric Center conducted a study of three treatment models in delinquency. The Center for Metropolitan Studies conducted a study of law, mental disorders and the juvenile.

The newly created Office of Child Development serves as an advocate, drawing upon the expertise of outside

organizations in order to mobilize resources for its constituency. The Office disseminates information of programs around the country and also works with foundations on new directions in the field. The funds

available in 1970, the transitional year between the reorganization of the Children's Bureau and its merger with Head Start in the Office of Child Development were \$2,068,537 (See Table 43).

TABLE 43
OFFICE OF THE SECRETARY

OFFICE OF CHILD DEVELOPMENT (CHILDREN'S BUREAU) RESEARCH
AND DEMONSTRATION GRANTS-FISCAL YEAR 1969-1970

Location	Project Title	Description of Project	Funding Dates	Amount of Obligation
Little Rock, Arkansas	Project ACT: Adolescents in Child Training (1970-1973)	Child development professionals will conduct two kindergartens in high schools as laboratories for students	7/01/70 6/30/71	\$ 83,786
Minneapolis, Minnesota	Survey of Youth Development Centers in Universities and Colleges (1970-1972)	Feasibility study to develop a network of university-based youth resource centers	8/01/70- 7/31/71	47,676
Chicago, Illinois	Socio-Cultural Context of Premarital childbirth (1968-1970)	Study of the social and cultural setting of premarital childbirth	4/01/69- 12/31/70	71,100
			TOTAL	\$ 202,562

DHEW

Office of the Secretary

The Office of Youth and Student Affairs located within the Community and Field Services branch of the Office of the Secretary, functions as a liaison between Social Rehabilitation Services and the Office of the Secretary. As an advocate for youth Office staff answers field requests for information on technical assistance or money, sits on panels and re-

view committees, and consults on policy guidelines for youth-related agencies. The Youth Development and Delinquency Prevention Administration is among these, as are the National Institutes of Mental Health, the Law Enforcement Assistance Administration, the Nationwide Educational Programs for Institutionalized Children and the Teacher Corps.

CHAPTER X
DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT

Assistant Secretary for Model Cities

Under the Demonstration Cities and Metropolitan Development Act of 1966 (Public Law 89-754), the Assistant Secretary for Model Cities of the Department of Housing and Urban Development administers grants for the conduct of projects in a number of urban areas with a high rate of delinquency. Typical projects supported included juvenile after-care centers, group foster homes for pre-delinquents and delinquents, youth councils, recreation-oriented activities, teen centers, vocational training centers, scholarship programs for disadvantaged youth, youth employment placement centers, drop-in centers, service centers for teenage unwed mothers, youth leader-

ship training activities, programs to reduce the incidence of school drop-outs, new careers programs, youth enterprises programs, legal services to youth, college preparation programs, youth medical careers projects, youth police aide projects, narcotics and substance abuse prevention and rehabilitation activities, and several programs conducted under the auspices of the Big Brother and Upward Bound organizations. The listing of communities conducting projects under this program and the types of projects relevant to delinquency prevention are included in Table 44.

TABLE 44
MODEL CITIES PROJECTS DEALING WITH
DELINQUENCY - FISCAL YEARS 1969 AND 1970

STATE	CITY	PROJECT TITLE
Alabama	Huntsville	Community Residential Center Community Service Officer Community Crime & Delinquency Diagnostic and Treatment Service and Facilities Police-School Liaison for MN Juvenile Detention Home Juvenile Correction Facility Law Enforcement Coordination Family Court Probation Officers
Arkansas	Texarkana	Commission on Criminal Justice Police-Sponsored Drug Strip Comprehensive Juvenile Program Rehabilitation Services
California	Richmond	Criminal and Delinquency Justice System Study Citizens Observation Patrol Community Service Officers Combined Probation and Parole Service in MN Foster Homes Recreation and Delinquency Prevention
Colorado	Denver	Legal First Aid Cards MNR Education in Problems of Law Enforcement Juvenile Court Staff Training Training Juvenile Court & Social Agency Staff Juvenile Youth Offenses and Control Modern Detention Facilities Juvenile Detention Center
Florida	Dade County	Florida Probation and Parole Commission Youth Aid: Public Safety Department Community Relations Board Big Brothers & Youth Hall Detainees Street Workers Study Community Service: Public Safety Department Police Community Interaction
	Tampa	Police-Community Relations Local Law Court Procedure and Rehabilitation Research Training Aids MN Half-way House Community Service Officer Police Citizen Dialogue

TABLE 44
MODEL CITIES PROJECTS DEALING WITH
DELINQUENCY - FISCAL YEARS 1969 AND 1970

STATE	CITY	PROJECT TITLE
Georgia	Atlanta	Residential Counseling Center for Parolees Crime Prevention Bureau and Community Officers Institute for Community Service Officers Juvenile Probation Service Juvenile Delinquency Neighborhood Aftercare Group Foster Homes for Pre-Delinquents and Delinquents Coordination of Services
	Gainesville	Juvenile Officers Training Study of Judicial System Crime Reporting System Study of Juvenile Court and Probation Juvenile Officers Release and Rehabilitation Center Police Enforcement and Juvenile Delinquency Crime Prevention Program Crime Prevention Education Program Youth in Action
Hawaii	Honolulu	Neighborhood Safety Community Relations Service Police as Family Crises Counselors Rehabilitation of Glue Sniffers Model Family Homes for Juvenile Defendants Probation Services Parole Services Juvenile Facility and Policies Community Definitions of Deviant Behavior Neighborhood Safety and Community Relations
Illinois	Chicago	Attendance or Truant Officers Law Enforcement and Community Relations Prevention and Control of Juvenile Delinquency State Attorney's Youthful Offender Misdemeanor Offenders Assessment and Development Youth Services Homes Youth Apprentices Community Aides
	East St. Louis	Community Service Officer Delinquency Correction Prevention Coordination Trained Personnel to Work with Delinquents - MN Juvenile Delinquency Planning/Review Committee Increased Probation Staff in MC Juvenile Court Branch Police Community Relations
Indiana	Gary	Community Relations Division Gang Workers Crime Laboratory Youth Services Bureau P.A.L.
Iowa	Des Moines	Community Correctional Center Youth Patrol Police-Community Relations Community Integration Project Drug Control Intra-Community Communications
Kansas	Wichita	MN Emergency Crime Report Boxes Youth Residence Home for 16-17 yr. old males Expansion of Police Community Relations Unit Misdemeanor Public Defender System Youth Council
Kentucky	Pikeville	Family Legal Services Association Study Child Parent Service Center Establishment of Youth Bureau Information System on Crime and Delinquency Expanded Rehabilitation Service

TABLE 44
MODEL CITIES PROJECTS DEALING WITH
DELINQUENCY - FISCAL YEARS 1969 AND 1970

STATE	CITY	PROJECT TITLE
Maine	Portland	Police Communications Service Comprehensive Law Enforcement Planning Police Youth Aid Bureau Reporting and Referral Service P.A.L.
Maryland	Baltimore	Half-way Houses for Delinquent Big Brothers Department of Corrections Probation
Massachusetts	New Bedford	Youth Resources Agency Police-Community Relations New Careers in Police Dept. Comprehensive Data Analysis System
	Cambridge	Youth Resources Bureau
	Boston	Police Community Relations Juvenile Delinquency Prevention Training
Michigan	Genesee County (Flint)	Positive Action for Youth School-Police-Liaison Officers Youth Assistance Innovations of Crime Reporting Genesee County Probate Court Juvenile Division
	Detroit	Family Court Boy's Republic Don Bosco Hall Boy's Training School Vista Maria School Wayne County Youth Home St. Francis Home for Boys Youth Home Improvement (Construction) Michigan Dept. of Corrections Field Services Federal Probation and Parole Services Probation Assistants Rehabilitation and Training Services for Women in Trouble Crime and Delinquency Implementation Team for MN National Crime Information Centers Terminal Automated Information System on Offenders Administrative Procedure Study In-Service training for probation officers Standard of Firearms for House of Corrections Communications for Street Crimes Surveillance Metropolitan Crime Laboratory Correctional Officers Training At Dehoco Dept. of Probation Recorder's Court Community Services Program Pre-Trial Release Project Random Access Microfilm Info. Retrieval System Community-based Management Info. System Youth Opportunity Program Middle School Pilot Police and Community Relations coordinator
	Highland Park	Pre-Probation and Probation Program Cadet and Jr. Cadet Program
Minnesota	St. Paul	Police-School Liaison Officer Police-Community Relations Unit Youth Counselor Volunteer Coordinator Police-Youth Program (Grades 5-9) MN Police Drop-In Office Juvenile Detention Center Courts and Correctional Services Improvement

TABLE 44
 MODEL CITIES PROJECTS DEALING WITH
 DELINQUENCY - FISCAL YEARS 1969 AND 1970

STATE	CITY	PROJECT TITLE
Missouri	Kansas City	Anonymous Citizen Hot Line Short-term Training/Parole Probation Aides Family Disturbance Response Team School Assistance Officer Community Group Homes Detached Youth Treatment Residential Center for Offenders Treatment for Misdemeanors
	St. Louis	Police Community Relations
Montana	Helena	Juvenile Defender
New Hampshire	Manchester	Group Therapy Case Finding Study
New Jersey	Newark	Half-way House Street Workers Court Study-Org. and Administrative Systems
	Hoboken	Community Service Corps
	Trenton	Police Community Relations Unit
New Mexico	Albuquerque	Data Resources Development For Juvenile Delinquency
New York	Cohoes	Police-Community Relations Office Juvenile Aid Bureau Teenage Crime and Delinquency Commission
	Poughkeepsie	Recruiting and Training Block Parents
	Buffalo	Community Ed., Rumor Control and Referral Board Family Dispute Unit, Recruitment, Precinct Board
	Poughkeepsie	Center for Female Juveniles Multi-Discipline Probation and Parole Teams
	New York City - Bronx	Drug Abuse Ex-Offender Assistance
	New York City - Brooklyn	Community-Police Relations Community Service Officers Juvenile Justice Research Work Release Centers Rehabilitation Services for Youth
	New York City - Manhattan	Work Release and Community Treatment Centers Youth Recruitment and Training for Police Career
Ohio	Columbus	Alvis House Teacher-Probation Officer Roving Leader Community Relations Officers Bureau of Juvenile Placement Big Brothers Association Juvenile and Domestic Courts
	Toledo	Crime and Delinquency Implementation Staff Community Based Group Home
	Dayton	Juvenile Delinquency Correction Farm
Oklahoma	McAlester	Equipment and Staff Detention
	Tulsa	Juvenile Delinquency

TABLE 44
 MODEL CITIES PROJECTS DEALING WITH
 DELINQUENCY - FISCAL YEARS 1969 AND 1970

STATE	CITY	PROJECT TITLE
Oregon	Portland	Police-Community Relations Elementary Education Summer Institute on Law and Justice
Pennsylvania	Reading	Community Relations Educational Leadership Training
	Wilkes-Barre	Community Relations
Rhode Island	Providence	Big Brother (Best Friend) After-care Service Youth Police Community Relations Team Neighborhood Probation Officers
Texas	San Antonio	Police Community Relations Bureau Additional Juvenile Probation Officers in MN Group Workers to Redirect Gang Activity Fieldworkers Doing follow-up on School Drop-outs Worden School-Juvenile Delinquency Prevention Correction-Vocational Rehabilitation
	Texarkana	Juvenile Services Police Effectiveness-Community Relations
	Waco	Minor Court Defender Service Study Police Community Relations Unit Texas Youth Council Parole Office County Juvenile Probation Staffing Youth Services Building Juvenile Police Bureau Juvenile Defender Service
	Eagle Pass	Juvenile Delinquency Program
Virginia	Norfolk	Norfolk Youth Center Juvenile and Domestic Relations Court
Washington	Seattle	Police/Community Involvement Half-way Houses Parole Study
Puerto Rico	San Juan	Clearing House of Information Alternatives to Institutionalization Youth-Adult Service Bureau

CHAPTER XI
DEPARTMENT OF JUSTICE

Law Enforcement Assistance Administration

The Law Enforcement Assistance Administration was created by Title I of the Omnibus Crime Control and Safe Streets Act. The preface to the Title included three objectives: (1) to encourage State and local governments to prepare plans for comprehensive law enforcement; (2) to authorize grants to State and local governments to improve and strengthen law enforcement; and (3) to encourage research in crime control and prevention.

Police, courts and corrections are the major concerns of LEAA. The approaches to these areas vary because the States set their own priorities; however, every aspect to the nation's crime problem is being reviewed including the serious juvenile crime problem.

The Congress appropriated a \$63 million budget for fiscal year 1969. The money was spent for action grants, planning grants, academic assistance, research and development, FBI programs, and administration. Action grants accounted for 46% of the total appropriation, over \$2 million was spent for public protection, recruiting law enforcement personnel, public education, construction of law enforcement facilities, organized crime prevention and control, riot prevention and control, recruiting and training community service officers. States spent \$19 million for planning of law enforcement needs and setting priorities. Other program areas accounted for the remainder of the grant funds, encompassing a wide variety of law enforcement needs.

A review of the 1969 grants reveals that LEAA funded juvenile delinquency action projects in the amount of \$2,271,546. In addition, \$1,274,541 was allocated to projects that will serve juveniles as well as adult offenders in such areas as training probation officers, training custodial staff for adult and juvenile institutions, establishing specialized police divisions, and research regarding alternatives to institutionalization. Also, the National Institute of Law Enforcement and Criminal Justice funded juvenile delinquency research projects in the amount of \$358,379.

In fiscal year 1969, two cities received \$19,019 in funds under the Large City Discretionary Grant Program for projects relating for juvenile delinquency (See Table 45).

Table 46 is a list of grants by State for juvenile delinquency projects, and Table 47 is a list of grants made by the National Institute that pertain to juvenile delinquents in, fiscal year 1969.

In fiscal year 1970, a total of \$32,850,438 was spent by LEAA for juvenile delinquency. Of this total, \$19.2 million was allocated to corrections bloc grants and \$9.3 million for prevention bloc grants.

Table 48 is a list of these bloc grant funds distributed by States; the table also provides a breakdown of corrections and prevention monies.

Discretionary grants in juvenile corrections accounted for \$2.9 million. Table 49 lists these grants by State and shows the wide variety of projects undertaken.

In fiscal year 1970, a total of \$1,486,298 was awarded in grants under the Large City Discretionary Grant Program for projects relating to juvenile delinquency. A listing of these projects funded is contained in Table 50.

Police programs for juveniles covered five major areas costing \$17,086,357. The general plans programs provided alternatives to incarceration, consolidated planning efforts, anti-gang programs, and various task forces. This area accounted for \$550,675 nationally. The public education area provided programs to involve youths in prevention projects, regional youth committees and sponsored rehabilitation programs. This second area accounted for \$910,896 nationally. The third area concerned prevention programs such as youth services projects, police-juvenile relations programs, drug abuse programs, and homes for foster and neglected children. Projects in this area totaled \$6,106,793. The juvenile court program provided training for court personnel and juveniles officers, and accounted for \$1,339,372. The fifth and largest area was detention and accounted for \$1,339,372. The fifth and largest area was detention and rehabilitation which consumed \$8,178,618. It provided intensive treatment for hard-core delinquents, high-risk treatment centers, construction of half-way houses and education, training, and referral services sponsored jointly with the corrections division. Table 51 lists the estimated amount spent in police programs by States. In some instances, amounts are not available due to confusing State information.

The National Institute funded eight projects concerned with juvenile delinquents in 1970. Table 52 lists those research projects and provides a brief description of each one.

Table 53 lists projects concerned with juvenile delinquency under court improvement programs, Indian law enforcement programs, and a summer pilot project. These projects accounted for \$138,069 in funds in fiscal year 1970.

TABLE 45
 LARGE CITY
 DISCRETIONARY FUND PROJECTS 1969

PHILADELPHIA, PA.

Emergency Juvenile Control Project — District
 Attorney's Program to Reduce Youth Gang Violence

The project is to develop two one-stop juvenile service centers involving an assortment of relevant disciplines. The project is designed to prevent gang violence and to reduce the potentiality of gang members engaging in Civil Disorders.

\$ 80,267

SAN ANTONIO, TEXAS

A First-Offender Program to Control Recidivism
 Among Juveniles

The project has as its main objective the reduction in the juvenile delinquency rate by offering an educational program for parents and offenders, counseling, and job placement services.

\$ 18,752

TOTAL

—————
 \$ 99,019

CONTINUED

1 OF 2

TABLE 46

PROJECTS SUPPORTED BY THE OMNIBUS CRIME CONTROL AND
SAFE STREETS ACT - FISCAL YEAR 1969

<u>STATE</u>	<u>PROJECT DESCRIPTION</u>	<u>AMOUNT</u>
Alabama	Juvenile Delinquency Prevention	\$ 24,500
Alaska		
Arizona	Juvenile and Adult Probation	25,000*
Arkansas	Hire and Train Juvenile Investigatory and Probationary Personnel	10,000
	Develop Standard Police Procedures for Handling Juveniles	2,000
	Research Socio-Economic Factors in Delinquency	2,000
	Separate Juvenile Offenders from Adults	2,500
	Police-Juvenile Relations (Junior high)	6,000
California	Youth Services Bureau	80,000
	Detention Policy Evaluation	10,000
	Develop Juvenile Half-way Houses	50,000
	Develop Manpower Resources for Juvenile Delinquency Programs Through Staff Training and the Use of Volunteers and New Careerists	30,000
	Develop Strategy for the Ghetto	10,000
	Develop and Test Devices for Evaluating the Juvenile Probation Function	20,000
	Police Training to Deal with Adolescents	10,000
	Statewide Support and Assistance to Educators in the Field of Narcotic, Drug and Alcohol Abuse and Extend Appropriate Treatment to All Those Who May Become Dependent on Narcotics, Drugs or Alcohol (especially juveniles)	50,000
Colorado	Local Detention, Group Care, and Treatment Facilities	6,000
	Mount View Girls Pre-Release Center	3,000
	Group Homes State	2,961
	Group Homes Local	3,600
	In-Service Training for Youth Workers in the Field of Juvenile Delinquency	3,983
	An Educational Introduction to Dangerous Drugs	555
	Youth Service Bureau	4,850
	Supplemental Salary for Juvenile Specialists in Law Enforcement Agencies	1,500
Connecticut	Establishment of Community Group Homes for Juveniles	30,000
	Vocational Training Program at Boys State Correctional School	16,000
	Preventing Crime Through Police Action (sub-grants may include schools, proposals to involve young people in police work, etc.)	47,000*
	Develop Community Resources for Noncriminal Dispositions of Offenders (adult and juvenile)	9,600*

TABLE 46
PROJECTS SUPPORTED BY THE OMNIBUS CRIME CONTROL AND
SAFE STREETS ACT - FISCAL YEAR 1969

STATE	PROJECT DESCRIPTION	AMOUNT
Delaware	Encourage Larger Police Departments to Establish and Maintain Community-Relations Units. (this will include projects in the area of education in the schools)	12,000*
District of Columbia	Program Designed to Develop Rehabilitative Services for Youthful Offenders Through the Legal Aid Society	7,279
Florida	Law Enforcement Training (all areas) will Include Members of Juvenile Justice System	15,000*
	Prevention of Crime (including preventive programs aimed at developing the social and economic skills of juveniles who would not otherwise succeed)	16,915*
	Prevention and Control and Juvenile Delinquency (police, courts, corrections and parole)	19,662
Georgia	Part-Time Probation and Supervisory Personnel for Juvenile Courts	3,000
	Group Homes for Juvenile Offenders	29,120
	Prevention of Juvenile Delinquency and Public Education	17,368
	Psychological and Psychiatric Services for Juvenile Offenders before and during detention	28,248
	Junior Deputy Sheriff's League	10,000
Hawaii	Pilot Intern Program to Counsel Juveniles at the Crime Prevention Division of the Honolulu Police Department	8,051
	Pilot Juvenile Counseling Program (district courts on Maui)	17,253
Idaho	-----	-----
Illinois	Police Department Social Service Officer for Juvenile Delinquency Prevention and Control	24,000
	Juvenile Halfway Houses	68,400
	High School Education Project: Drug Abuse	30,000
	School Therapeutic Intervention	48,542
	High Risk Probation Caseload (Juveniles)	60,000
	Model Correctional Code-Adult and Juvenile	30,000*
	East St. Louis Recreational Plan to Serve Several Thousand Children	150,000
Indiana	Narcotics and Dangerous Drugs Control (Including educating juveniles as to dangers of drug abuse)	40,000*
	Expanded In-service Training (will include training for juvenile police officers)	86,000*
	Training Program for correctional Personnel (will include juvenile institutions staff and juvenile probation officers)	36,464*
	Public Education (will include educating young people concerning the criminal practice process and their responsibilities under the law)	30,000*

TABLE 46
PROJECTS SUPPORTED BY THE OMNIBUS CRIME CONTROL AND
SAFE STREETS ACT - FISCAL YEAR 1969

STATE	PROJECT DESCRIPTION	AMOUNT
Iowa	Local Development of Alternatives to Institutional Treatment of Juvenile Offenders	23,760
	An Educational Introduction to Dangerous Drugs (public schools)	1,260
	Community Detention Center	30,000
	Community Services Bureau (to increase the effectiveness of the administration of justice in minority communities particularly among juveniles)	22,800*
Kansas	Prevention of Crime (public school program) (100,000 grade school students) (1,000 persons trained to work in schools)	6,000
	Increase Effectiveness, Number, and Jurisdiction of Juvenile Probation Officers	30,784
	Separate Pre-adjudication Detention Juvenile Offenders, Possibly Multi-County	8,000
	Improve and Establish Youth Service Bureaus in Cities Over the State	5,000
Kentucky	Mobilization of Community Resources for Prevention and Control of Juvenile Delinquency Youth Services Bureau	57,500
	Group Homes	25,000
	Manual for Volunteer Workers	1,500
	Training for Elementary Teachers	1,500
	Community Resources Coordinator	6,480
Louisiana	-----	----
Maine	-----	----
Maryland	Juvenile Narcotics Abuse Prevention	11,000
	Juvenile Court Counseling	28,104
	Juvenile Narcotics Offender Rehabilitation	8,607
	Juvenile Services Personnel In-Service Training	6,000
Massachusetts	Police Family Crisis Training (Juvenile and adult)	9,495*
	Police Cadets (ages 18-24)	8,000
	In-Service Training for Juvenile Probation Officers	5,000
	Police Juvenile Officer Training	8,000
	Comprehensive Juvenile Delinquency Planning	12,000

TABLE 46
PROJECTS SUPPORTED BY THE OMNIBUS CRIME CONTROL AND
SAFE STREETS ACT - FISCAL YEAR 1969

STATE	PROJECT DESCRIPTION	AMOUNT
Michigan	In-service Training for Juvenile Courts Staff and Probation Aides	104,000
	Police Officer Training in Youth Affairs	39,000
	Police (18-21) Cadets Program, Community Services and para-professional services	15,000
	Manpower Training, Para-Professional Juvenile and Adult Corrections Specialists	10,000*
	Sub-professional Employment of Youths in Police Departments	15,000
	Development of Community Residential Treatment Centers	11,760*
	Special Corrections Personnel Programs	24,000*
	Special Correctional Construction	20,000*
Minnesota	Regional and Local Detention and Treatment (adult and juvenile)	72,700*
	Expansion of Educational Curricula to include Crime Prevention and Understanding Law Enforcement (adult and juvenile)	45,565*
Mississippi	Comprehensive Rehabilitation Programs (adult and juvenile offenders, particular emphasis on the correction of incarcerated youth)	20,000*
	Standardize Procedures Corrections (adult and juvenile probation and parole services, adult and juvenile detention facilities)	6,000*
Missouri	Community Group Homes for Juveniles	43,300
Montana	Public Education - Prevention of Crime and Community Involvement (specialized programs intended for juveniles)	6,000
Nebraska	-----	----
Nebraska	-----	----
New Hampshire	Development of Community Awareness of Juvenile Problems	5,100
	Demonstration of Innovative Use of Probation Personnel (adult and juvenile)	6,000*
New Jersey	Community Participation in Delinquency Prevention and Community Based Corrections	190,130
New Mexico	Improvement of Police-Juvenile Relationships	95,065
	Training for Juvenile Detention Home Personnel	4,050
	Training for Staff in State Correctional Schools	15,126
New York	-----	----
North Carolina	Demonstration Projects to Reduce Likelihood of Recidivism (adult and juvenile)	64,000*
North Dakota	Juvenile Probation (Alternatives to institutionalization)	10,000
Ohio	Study Juvenile and Adult Correctional Services and Detention Facilities	124,500*

TABLE 46
PROJECTS SUPPORTED BY THE OMNIBUS CRIME CONTROL AND
SAFE STREETS ACT - FISCAL YEAR 1969

STATE	PROJECT DESCRIPTION	AMOUNT
Oklahoma	-----	----
Oregon	Corrections Facilities and Services Improvements (adult and juvenile)	49,071
Puerto Rico	Prevention and Control of Juvenile Delinquency	25,000
Pennsylvania	Juvenile Delinquency Prevention	30,000
	Juvenile Delinquency Training for Law Enforcement Personnel	30,000
	Juvenile Treatment & Detention Facilities	20,000
	Juvenile Delinquency Rehabilitation, Improved Services	31,000
Philadelphia, Pa.	Emergency Juvenile Control Project - District Attorney's Program to Reduce Youth Gang Violence	80,267
Rhode Island	Community Services Programs in Two Police Departments (officers will be involved in juvenile delinquency prevention programs)	20,000*
South Carolina	Juvenile Police Officers Training	12,000
	Pilot Workshops for Adult and Juvenile Probation and Parole Officers	5,400*
South Carolina	Pilot Workshops for Adult and Juvenile Custodial Personnel	5,400*
	Juvenile Court Center and Model Home Planning	7,500
South Dakota	Public Education and Community Relations	11,250*
	Academic and In-service Training for Correctional Personnel (adult & juvenile)	3,750*
Tennessee	Revision of State Juvenile Code	600
Texas	Prevention and Control of Juvenile Delinquency (community-based programs)	75,000
	Center for Continuing Education (will train adult and juvenile correctional workers)	67,714*
	Workshop for Prosecutors Having Criminal and Juvenile Jurisdiction	6,500
	Workshop for Judges Having Juvenile Jurisdiction	6,500
Texas	Peace Officer Training (among other categories this training will include working with juvenile offenders)	203,093*
	A first-offender Program to Control Recidivism among juveniles	18,752
Utah	-----	----
Vermont	Youth - Police Relations	6,182

TABLE 46
PROJECTS SUPPORTED BY THE OMNIBUS CRIME CONTROL AND
SAFE STREETS ACT -- FISCAL YEAR 1969

STATE	PROJECT DESCRIPTION	AMOUNT
Virginia	Evaluative Research (emphasis will be given to projects dealing with juvenile delinquency control)	10,025*
	Organized Crime Control (to make the general public, particularly high school students, aware of the magnitude and nature of organized crime in Virginia)	10,025*
	Establishment of Regional and Local Diagnostic, Treatment and Training Centers (particular emphasis on treatment of juveniles)	40,135
	Juvenile Delinquency Preventive Programs	23,400
	Drug Abuse Control Information for Juveniles	8,355
Washington	Establishment and Improvement of Services and Facilities for Local and Regional Detention and Corrections (adult and juvenile)	50,000*
	Intensive Probation Service for Delinquent Youth	18,000
	Private Care of Dependent Youth	18,000
	Identification and Treatment of Deviant Elementary School Youth	60,000
	Youth Program to Prevent Civil Disorders and Delinquency	50,000
	Police -- Elementary School Education	15,000
West Virginia	-----	---
Wisconsin	Local Juvenile Delinquency Prevention	54,000
	Private Agency Juvenile Delinquency Prevention	35,000
Wyoming	Research -- Juvenile Offenders	7,200
	Special Juvenile Officers	3,600

*Corrections or police projects that will affect adult and juvenile offenders.

TABLE 47
GRANTS AWARDED BY THE NATIONAL

GRANTS AWARDED BY THE NATIONAL INSTITUTE
OF LAW ENFORCEMENT AND CRIMINAL JUSTICE FY '69

Grantee:	George Washington University, Washington, D.C.	Abstract:	The intent of the proposal is to secure funds for the completion of an independent, objective, scientific evaluation of an existing police-school liaison program by trained social researchers. The Michigan State Police with Western Michigan University have collected data from two school systems with the intent of measuring the attitudes of the school populations toward police officers and law enforcement. It is proposed that federal funds be made available so that after one year's exposure the same researchers may again test for any measurable amounts of attitudinal change and also attempt to determine which of the police school liaison activities are most effective and which might have a negative influence.
Funds:	\$ 49,663		
Period:	From 6/30/69 to 1/31/70		
Title:	Development and Implementation of a Behavioral/Systems Approach to Prevention and Control of Delinquency and Crime.		
Abstract:	This study will analyze the effectiveness of our social institutions, education, welfare courts and corrections in the control and treatment of delinquents. It is expected to provide an explanatory framework for social behavior and a program for the management of general systems.		
Grantee:	City University of New York	Grantee:	Department of the Youth Authority, State of California, Sacramento
Funds:	\$ 37,746	Funds:	\$ 6,540
Period:	From 6/30/69 to 12/30/69	Period:	From 8/1/69 to 7/31/70
Title:	Physical Environment and Urban Street Behavior	Title:	A Rural Community Effort for Attacking Delinquency Priority No. 2 of 10
Abstract:	This pilot project will explore the impact of physical environment upon urban street behavior in a selected area of New York City. It is based upon the assumption that aspects of the physical environment can be structured in a manner which will channel the creative energies of young people and adults to constructive rather than criminal street behavior. Only a limited amount of research has been done in this area.	Abstract:	The use of non-professional (college students) in the rehabilitation of Youth Authority parolees in a small community setting. It is believed that the exposure of "non-achievers" (parolees) to "achievers" (college students) in a normal life setting would result in "non-achievers" acquiring social skills necessary to function non-delinquently in society.
Grantee:	New Transcendental Foundation, Inc. Washington, D.C.	Grantee:	Minnesota Department of Corrections, St. Paul
Funds:	\$ 87,695	Funds:	\$ 4,555
Period:	From 6/30/69 to 3/31/70	Period:	From 7/1/69 to 6/30/70
Title:	Youth Involvement Programs -- Inventory and Prospectus	Title:	Parole Supervision Study
Abstract:	The objective of the study is to establish criteria for the success or failure of youth involvement programs. It aims to provide a basis for planning crime prevention programs by giving us a baseline evaluation of what has gone before.	Abstract:	The specific aim of the study is to determine if boys who are considered good parole risks can adjust as well on parole without supervision as would an equated group under standard parole supervision.
Grantee:	Institute for Social Research, The Regents of the University of Michigan, Ann Arbor, Michigan	Grantee:	Human Interaction Research Institute, Los Angeles, California
Funds:	\$ 59,130	Funds:	\$ 6,423
Period:	From 7/1/69 to 6/30/70	Period:	From 7/15/69 to 2/16/70
Title:	Alternative Responses to School Crisis	Title:	Training Policemen to Deal with Family Disturbances
Abstract:	It is a goal of this project to work with three schools to try out several models of alternative and more creative response to crisis and disruption. It is also a goal of this project to develop and demonstrate programs to create new links between protesting student groups, educational leaders and police officials. Representative of law enforcement systems need to understand better the particular issues and potentials in student-school crises, and the ways they may be most helpful to students and educators. The latter groups need a better understanding of the potential role of law enforcement systems, and the implications of school unrest for local police and judiciary agencies.	Abstract:	The purpose of the proposal is to train police to deal with "family disturbances" in addition to law enforcement, the apprehension of criminals and crime prevention training. Specifically they will be trained to deal with: (1) offenses against family and children, (2) incorrigible juveniles, (3) family disturbances, and (4) "disturbing the peace" calls.
Grantee:	Department of State Police, East Lansing, Michigan	Grantee:	Travis County Juvenile Court, Austin, Texas
Funds:	\$ 4,985	Funds:	\$ 6,000
Period:	From 9/1/69 to 8/31/70	Period:	From 6/15/69 to 9/1/69
Title:	Evaluation of Michigan State Police -- Public School Liaison Program	Title:	Augmentation of Moral Judgement in the Adolescent Juvenile Delinquent
		Abstract:	The research consists of investigating the effects of modeling behavior on the moral judgement of delinquents. The implications of this research reside in its possible application to the treatment parameters of influence of social reinforcement theory in moral socialization of the child. The results will also provide further classification of

TABLE 47

the relationships between moral judgement and moral behavior.

Grantee: University of the Pacific, Sacramento, California
 Funds: \$ 5,487
 Period: From 6/15/69 to 3/30/70
 Title: The Impact of Law Student Aides on the Juvenile Court Process

Abstract: The project proposes that two advanced law students be added to the public defender's staff as juvenile court aides. The questions that the project proposes to study are: (1) the impact that the aides have on the attitudes of the defendants and their families; (2) will they help reduce the Public Defender's workload to the extent that making such an arrangement on a long term basis beneficial; (3) will they learn enough about juvenile court programs to allow law schools to grant credits for such work; and (4) will they become interested in a career in this field?

Grantee: State of Colorado, Department of Institutions, Fort Logan
 Funds: \$ 4,990
 Period: From 11/1/69 to 4/30/69
 Title: Factors Influencing Reduction of Recidivism of Paroled Juveniles

Abstract: The State of Colorado proposes to research the Interpersonal trust theory to determine its validity, to develop tools for the measurement of Interpersonal Trust which could be used in any Youth Institution, and to determine some possible criteria upon which the development of staff selection, training and program development could be based leading to a reasonability of a duplication of the success of the rehabilitative program and consequent reduction of recidivism.

Grantee: The University of Kansas, Lawrence
 Funds: \$ 5,000
 Period: From 7/1/69 to 6/30/70
 Title: Juvenile Justice after Gault: A study of Three State Systems

Abstract: The research objective is to explore the effect of the Supreme Court Gault decision on the state juvenile courts. Specifically, the effect the decision has on the organization, operation and philosophy of juvenile justice.

Grantee: Mary Holmes Junior College, West Point, Mississippi
 Funds: \$ 5,845
 Period: From 7/1/69 to 3/31/69
 Title: Proposed Study Concerning Juvenile Delinquency and Youth Court Reform

Abstract: The proposed research plan involves the following: (1) a general review and analysis of the Youth Court system of Mississippi; (2) the dissemination of information for the benefit of officials involved in the administration of justice to juveniles before the youth courts; and (3) the assistance to the legislature in the formulation and drafting of legislative reforms of youth court statutes.

Grantee: Research Analysis Corporation, McLean, Virginia
 Funds: \$ 7,960
 Period: From 7/1/69 to 10/31/69

Title: A Feasibility Study of Offender Participation in the Dispositional Decision of a Juvenile Court

Abstract: A study is proposed to determine the feasibility of a demonstration project to test whether offender participation in the dispositional decision-making process of the juvenile court is possible and practical, and to discover the probable effects upon the individual offender and the recidivist rates. The study would seek to answer the questions of whether such participation is possible from the standpoint of the court officials, desirable from the standpoint of juvenile offenders, and advantageous, in a measurable way, to the process of rehabilitation.

Grantee: Charles W. Hawkes, Beaumont, Texas
 Funds: \$ 250
 Title: To analyze discrepancies between Juvenile Court Act and Requirements of Recent Supreme Court Decisions. (Manuscript)

Grantee: Sanford J. Fox, Brighton, Massachusetts
 Funds: \$ 250
 Title: Juvenile Court Law (Books). (Manuscript)

Grantee: Dr. Kit G. Johnson, Baltimore, Maryland
 Funds: \$ 250
 Titles: a. Adolescent Drug Use Survey, I - Age and Sex Distribution
 b. Adolexcent Drug Use Survey, II - Honesty and Attitudes
 c. Adolescent Drug Use Survey, III - Drug Use Correlations
 d. Adolescent Drug Use Survey, IV - Demographic, Social and Environmental Correlations. (Manuscript)

Grantee: Nathan G. Mandel, St. Paul, Minnesota
 Funds: \$ 250
 Title: An Evaluation of Post Release School Behavior Adjustment and Academic Achievement... of parolees... (Manuscript)

Grantee: Mel Reise, Milwaukee, Wisconsin
 Funds: \$ 108.50
 Title: A Comparison of Delinquent Youth and Typical Youth on the Ego Ideal and Conscience Development Test (EICDT). (Manuscript)

Grantee: Jerome Stumphauzer, Tallahassee, Florida
 Funds: \$ 89.80
 Title: Behavior Modification with Juvenile Delinquents. Increased Delay of Gratification in Youthful Offenders Through Exposure to High-Delay Peer-Models. (Manuscript)

Grantee: Mrs. Ada Yuet-Ngar Chui, Milwaukee, Wisconsin
 Funds: \$ 164.95
 Title: A Preliminary Evaluation of a Computer Assisted Counseling Program (COASCON) for Delinquent Youth Correction. (Manuscript)

Grantee: National Conference on Citizenship, Rockville, Maryland
 Funds: \$ 65,000
 Period: From 6/30/69 to 12/30/69
 Title: Responsible Participation of Youth in Public Life

Abstract: The primary objectives of the research will be to study alienated youth with focus upon an evaluation of in depth case studies in three areas: (1) the university campus; (2) the black community; and (3) the social, economic, and political institutions of American Society.

TABLE 48
 DISTRIBUTION OF BLOCK GRANT FUNDS TO JUVENILE
 CORRECTIONS AND JUVENILE DELINQUENCY PREVENTION
 FISCAL YEAR 1970

State	Total For Juvenile Delinquency	Juvenile Corrections	Juvenile Delinquency Prevention
Alabama	\$ 400,000	\$ 280,000	\$ 120,000
Alaska	38,280	38,280	-----
Arizona	312,000	255,000	57,000
Arkansas	227,050	191,050	36,000
California	2,708,745	1,296,525	1,412,220
Colorado	229,013	213,013	16,000
Connecticut	470,347	391,297	79,050
Delaware	48,304	24,304	24,000
Florida	848,456	546,211	302,245
Georgia	614,969	417,390	197,579
Hawaii	194,440	88,600	105,840
Idaho	94,391	78,527	15,864
Illinois	2,086,000	1,266,000	820,000
Indiana	750,000	650,000	100,000
Iowa	513,861	389,861	124,000
Kansas	223,000	173,000	80,000
Kentucky	1,220,940	580,522	640,418
Louisiana	412,108	379,108	33,000
Maine	44,000	20,000	24,000
Maryland	976,910	876,394	400,516
Massachusetts	765,000	620,000	145,000
Michigan	410,700	101,700	309,000
Minnesota	418,800	341,900	76,900
Mississippi	314,226	231,476	82,750
Missouri	944,379	653,379	291,000
Montana	80,000	48,000	32,000
Nebraska	137,230	30,000	107,230
Nevada	50,500	41,500	9,000
New Hampshire	93,540	42,600	50,900
New Jersey	1,555,000	1,150,000	405,000
New Mexico	162,230	122,230	40,000
New York	1,100,000	800,000	300,000
North Carolina	414,008	408,008	60,000
North Dakota	78,000	35,000	43,000
Ohio	1,670,000	720,000	950,000
Oklahoma	429,000	334,000	95,000
Oregon	350,319	228,529	121,790
Pennsylvania	1,265,128	1,225,128	40,000
Rhode Island	251,831	85,000	166,771
South Carolina	308,000	240,000	68,000
South Dakota	15,000	-----	15,000
Tennessee	245,000	225,000	20,000
Texas	937,000	751,000	186,000
Utah	400,000	370,000	30,000
Vermont	86,187	68,937	17,250
Virginia	925,000	550,000	375,000
Washington	490,000	470,000	20,000
West Virginia	266,000	247,500	18,500
Wisconsin	850,000	460,000	390,000
Wyoming	74,900	74,900	-----
District of Columbia	170,442	84,442	86,000
American Samoa	5,000	5,000	-----
Guam	-----	-----	-----
Puerto Rico	371,000	224,000	147,000
Virgin Islands	72,000	52,000	20,000
Totals	\$ 28,448,234	\$ 19,196,371	\$ 9,251,863

TABLE 49
DEPARTMENT OF JUSTICE
TITLE I OMNIBUS CRIME CONTROL AND SAFE STREET ACT
LAW ENFORCEMENT ASSISTANCE ADMINISTRATION
DISCRETIONARY GRANTS BY CORRECTIONS PROGRAMS DIVISION
1970

STATE	PROJECT DESCRIPTION	AMOUNT
Arizona	New Model of Juvenile Justice System Halfway Houses (1 boys, 1 girls)	\$ 140,625 85,645
California	Model Parole Workload Unit	168,996
Colorado	Differential Treatment Juvenile Halfway House Mental Health Center (Juveniles)	29,162 82,500 52,634
Florida	Broward County Juvenile Corrections Center Residential Treatment Center for Juveniles	49,763 49,490
Georgia	Social Work Student Unit	73,039
Illinois	Community Integration for Released Youthful Offender	103,289
Kentucky	Multi-community Corrections Center Youth Outreach (Juvenile)	12,494 43,216
Louisiana	Project REACH (Juvenile)	155,558
Maryland	Baltimore Metropolitan YMCA Youth Center	112,810
Massachusetts	NE Regional Training Center	200,000
Michigan	Berrien County Juvenile Corrections Center Youth Correctional Center Planning	100,000 89,500
Minnesota	Arrowhead Regional Detention Center (Juvenile) Hennepin County Volunteer Program (Juvenile section) Communications Skills Laboratory for Juvenile Delinquents Hennepin County Corrections Study (Juvenile section)	125,000 10,000 13,200 25,000
Missouri	Special Probation Services - St. Louis	143,377
Montana	Group Foster Homes	18,000
Nevada	Specialized Foster Homes	35,453
New Jersey	Community Treatment Center (14-16)	88,463
New York	Halfway Houses (1 boys, 1 girls)	120,613
North Carolina	Regional Youth Services Center	190,517
Ohio	Juvenile Corrections Center	65,100
Oregon	Cooperative Delinquency Prevention Teacher Training	53,912
Pennsylvania	Female Corrections Center-Philadelphia	100,000
South Carolina	Central Diagnostic & Community Consultative Services for Local Courts (Juveniles)	200,000
Tennessee	Youth Community Residential Center	95,271
Texas	Student Volunteer Prevention Project Comprehensive Services to Juvenile Delinquents Small Group Care Home for Girls	27,000 118,968 113,480
Utah	Neighborhood Probation Units	28,342
West Virginia	Regional Juvenile Corrections Center	49,000
Wisconsin	Environ Support Program (Juvenile)	67,332
Wyoming	Group Treatment Homes for Delinquents	51,312

TABLE 50
LARGE CITY DISCRETIONARY FUND PROJECTS--1970

CITY	PROJECT DESCRIPTION	AMOUNT
<u>HUNTSVILLE, ALABAMA</u>	Expanded Juvenile Delinquency Program	83,280
	To expand Huntsville's juvenile offenders program by a) expanding the prevention program; b) adding mobile patrols in high crime areas; c) providing community service officers; d) adding Youth Auxiliary Police; and e) offering the counseling services of a probation officer.	
<u>TEXARKANA, ARKANSAS</u>	Comprehensive Juvenile Services	68,587
	To develop a comprehensive juvenile services program providing: (1) a Juvenile Police Bureau; (2) professional probation services; (3) pre-delinquent programs, especially in "Model" neighborhoods and (4) a crisis intervention, multi-purpose home for temporarily housing juveniles in trouble.	
<u>DENVER, COLORADO</u>	Model City Police Minority Youth Recruitment Program	150,000
	A project to obtain and prepare 120 minority group youths to pass the civil service examination and become probationary police officers through recruitment, evaluation and training.	
<u>FRESNO, CALIFORNIA</u>	School Resource and Community Relations Programs	78,759
	To enable the City of Fresno to continue its Community Relations and School Resource Officer Programs which will lead to a more meaningful exchange of ideas effecting change and understanding before delinquency patterns are established. It will establish five "school complex" areas with full time officer in each.	
<u>JACKSONVILLE, FLORIDA</u>	Juvenile Delinquency and Public Education Demonstration Project	150,000
	To provide the city with a coordinated program whose objective is to divert juvenile cases from criminal process and permit juvenile justice system to concentrate on cases which show need for coercive authority. Ten Police Youth Specialists will serve as resource people in selected community school programs to channel the activities of the youths therein.	
<u>BOISE, IDAHO</u>	Police Department School Resource Officer Project	44,721
	To establish a 2-supervisor, 3 officer unit which will aid youth in developing programs in three schools emphasizing police-youth contact, pre-crisis and crisis intervention; and education of youth.	
<u>CAMBRIDGE, MASSACHUSETTS</u>	Community Youth Residence	22,250
	A proposal to establish with the city's Model Cities area a community youth residence featuring psychiatric, vocational and recreational services, to be operated by DARE, INC.	
<u>ST. LOUIS, MISSOURI</u>	Team Counseling of Hardcore Delinquents	69,275
	A community treatment, police and recreation service oriented program utilizing counseling and supportive services and serving an anticipated 125 delinquents.	

TABLE 50

LARGE CITY DISCRETIONARY FUND PROJECTS—1970

MANCHESTER, NEW HAMPSHIRE

Comprehensive Youth Service in Manchester 146,250

Establish an Office of Youth Services in the City of Manchester that will facilitate early detection and intervention, coordinate and promote rehabilitative services, identify and treat the causes of delinquency at the local level and, most important, keep young people out of the system. The agency will involve the Courts, Police, Schools, welfare, recreation, Model Cities, neighborhood youth and private agencies.

NEW YORK, NEW YORK

Bronx Community Counseling Project 207,597

This project is to support the Bronx Community Counseling Project of the Volunteer Opportunities, Inc. (a non-profit social service organization). The purpose of the project is primarily to act as a form of youth and adult service bureau to direct juvenile offenders and adult offenders from the criminal justice system. It seeks to place those referred in a program of paid and volunteer community treatment.

WINSTON-SALEM, NORTH CAROLINA

Expansion of Community Services and Juvenile Units 69,995

To expand Winston-Salem's Community Services Unit to adequately serve residents outside the currently serviced Model Cities area.

FARGO, NORTH DAKOTA

Police-Youth Comparative Community Relations Programs 21,320

To increase police/community relations by a police sponsored center to service youth, providing a setting where local youth can discuss problems or complaints with an understanding and helpful adult.

TOLEDO, OHIO

Model Cities Crime and Delinquency Program 75,900

To create a Youth Service Bureau oriented at preventing 6-14 year old youth from being adjudged "delinquent" in juvenile court by helping the individual cope with his situation prior to legal action.

TOLEDO, OHIO

Training Program for Group Leaders at Child Study Institute 12,000

A training program directed at 40 group leaders of the Child Study Institute of the Family Court, Toledo, Ohio. Course content will include Growth of Individual, Child Growth, Social Psychology, Etc.

SMITHVILLE, TENNESSEE

Comprehensive Program for Prevention of Crime and Delinquency, Smithville, Tennessee 9,300

To study crime and delinquency in the Smithville-DeKalb area, institute a program of continuous guidance counseling and establish and achieve goals that focus upon prevention.

WACO, TEXAS

Juvenile Center Achievement School 47,180

To provide a program incorporating the latest innovations in education, technology, and the behavioral sciences to take care of the academic and social needs of approximately 200 potential student dropouts, grades 6-9.

MILWAUKEE, WISCONSIN

Intensive Drug Abuse Prevention Education Program 73,531

A comprehensive educational program directed toward the 72,000 children in grades 7-12 in the city's public schools. In addition, similar programs will be provided in parent-teacher organizations, church groups, and civic organizations.

TABLE 51

GRANTS BY POLICE PROGRAMS DIVISION FOR JUVENILES
1970
(ESTIMATED AMOUNTS)

Alabama	\$ 400,000	Nebraska	---
Alaska	---	Nevada	48,000
Arizona	275,000	New Hampshire	62,040
Arkansas	179,050	New Jersey	1,280,000
California	2,593,050	New Mexico	22,250
Colorado	198,823	New York	73,980
Connecticut	---	North Carolina	419,150
Delaware	---	North Dakota	50,000
District of Columbia	133,709	Ohio	1,340,000
Florida	643,956	Oklahoma	219,000
Georgia	593,429	Oregon	71,790
Hawaii	116,400	Pennsylvania	---
Idaho	103,767	Rhode Island	---
Illinois	800,000	South Carolina	261,000
Indiana	750,000	South Dakota	15,000
Iowa	349,861	Tennessee	---
Kansas	150,000	Texas	353,000
Kentucky	585,281	Utah	---
Louisiana	259,108	Vermont	13,250
Maine	21,000	Virginia	415,000
Maryland	\$ 238,873	Washington	---
Massachusetts	---	West Virginia	307,500
Michigan	1,383,000	Wisconsin	740,000
Minnesota	---	Wyoming	---
Mississippi	233,976	Samoa	---
Missouri	1,002,802	Guam	43,117
Montana	65,000	Puerto Rico	295,295
		Virgin Islands	60,000

*Unable to determine from State information.

TABLE 52

NATIONAL INSTITUTE OF LAW
ENFORCEMENT AND CRIMINAL JUSTICE
FISCAL YEAR 1970

NI 70-027	\$ 122,578	From 4/15/70 - 7/14/71
Grantee:	Temple University, Commonwealth System of Higher Education, Philadelphia, Pennsylvania	
Title:	Study of Delinquency and Criminal Careers	
Principal Investigator:	Michael Lalli, Ph. D.	
Abstract:	This project is a longitudinal investigation of 600 families to study the manner and social processes by which their sons enter into, maintain, and abandon delinquency, adult crime, the use of alcohol, soft and hard drugs, legitimate and illegitimate work careers, gang life. Dropping out of school, courtship and marital patterns, and involvement in militant movements are also being examined. This analysis will permit determination of when, how, and why some youths, but not others, begin and retain or abandon some forms of prescribed and proscribed behavior.	
NI 70-039	\$ 67,886	From 6/30/70 - 6/30/71
Grantee:	Scientific Analysis Corp., San Francisco, California	
Title:	Illegal Behavior in the Student Community	
Director:	Donald L. Wielder, Ph. D., and Donald H. Zimmerman, Ph. D.	
Abstract:	This study will examine the social and cultural bases of youthful drug use, with particular reference to the process by which this form of deviant behavior is engaged in and legitimated by different types of drug users. School performance, political orientation, involvement in crime, and participation in campus conflict will be considered in terms of their relationship to the culture of drug use. The campus study will also consider the techniques of acquisition and control of drugs by a sample of those most heavily involved in drug use.	
NI 70-045	\$ 19,848	From 6/1/70 - 9/1/70
Grantee:	Puget Sound Governmental Conference, Seattle, Washington	
Title:	Assessment of Alternatives to Incarceration	
Principal Investigator:	Merlyn S. Matthews	
Abstract:	This project is the exploratory phase of a comparative study of community treatment programs, commonly known as half-way houses. The larger study will focus on the operations of different community treatment programs and their multiple impacts on a variety of offenders.	
NI 70-063	\$ 17,470	From 6/1/70 - 8/1/71
Grantee:	Stanford University, Stanford, California	
Title:	Community Involvement and High School Crime	
Director:	John W. Meyer, Ph.D.	
Abstract:	This project will identify, through a reanalysis of the 1965 Equality of Education Opportunity survey (the Coleman Report), the characteristics of schools and surrounding communities which experience severe problems of delinquency and vandalism in the schools. It is expected that this analysis will suggest program ideas for reducing school violence. The project will also involve a preliminary study of several schools to discover what programs are now being conducted to control school delinquency and whether schools would be willing to try new approaches to reduce the level of violence.	

NI 70-081	\$ 25,863	From 6/1/70 - 9/30/70
Grantee:	University of South Florida, Tampa, Florida	
Title:	Evaluation of the Walter Scott Criswell House Guided Group Interaction Program	
Director:	Dr. Mitchell Silverman	
Abstract:	This project is a feasibility study to test a methodology for evaluating guided group interaction (GGI), a widely-used correctional treatment program. The methodology consists of analysis of the behavior change in boys during GGI as it relates to changes occurring outside the GGI sessions and after they return to the community. GGI sessions will be videotaped and analyzed. Behavior evaluations will also be gathered from peers, GGI group leaders, and employers. If successful, the methodology could be used for evaluation of various correctional treatment programs.	

PILOT GRANT PROGRAMS

NI 70-065-P6-7	\$ 9,820	From 7/01/70 - 12/30/70
Grantee:	Research Analysis Corporation, McLean, Va.	
Title:	A Survey of Techniques to Reduce Vandalism and Delinquency in Schools	
Principal Investigator:	Howard C. Olson	
Abstract:	This study will use questionnaires and interviews to search out solutions to the problems of youthful delinquency and vandalism. The solutions which are uncovered will be put together in a handbook for use by school, police, and court officials.	
NI 70-065-PG-20	\$ 9,750	From 6/15/70 - 10/15/70
Grantee:	Center for the Study of Man, University of Notre Dame, Indiana	
Title:	A study of Drug Use	
Principal Investigator:	Bernard Lander	
Abstract:	This project is designed to complete prior investigation in the area of drug abuse. It includes not only a study of addicts but also their non-addicted siblings in the setting of one of New York City's major narcotic centers. The data which has been gathered will be analyzed and results disseminated to all interested agencies.	
NI 70-065-PG-21	\$ 10,000	From 9/70 - 9/71
Grantee:	Department of Psychology, University of Utah, Salt Lake City, Utah	
Title:	Use of the Physical Environment in a Youth Rehabilitation Setting	
Principal Investigator:	Irwin Altman	
Abstract:	This research will examine relationships between use of the physical environment by boys in a corrections institution and occurrence of disruptive behavior. The project also has potential long-range applications to the problem of resigning the physical and architectural plans of institutional environments in order to facilitate the rehabilitation process.	

TABLE 53

OTHER JUVENILE DELINQUENCY RELATED GRANTS - 1970

COURT IMPROVEMENT PROGRAMS

Pilot Project for Regional Interdisciplinary Workshops for Juvenile Justice Personnel - National Judges Seminar	30,915
To provide training for juvenile court judges to improve their competency and to develop a curriculum and faculty to conduct regional programs for both juvenile court judges and related law enforcement personnel.	

INDIAN LAW ENFORCEMENT PROGRAMS

White Mountain Apache Tribe - Delinquency Prevention and Control Training Program	29,994
This is an Indian Reservation project designed to involve the total Indian community with problems relating to delinquent and pre-delinquent. The emphasis deals with training programs to inform citizens of all ages, their responsibility within the Indian Criminal Justice System, and to acquaint these individuals with existing Tribal Law.	
San Carlos Apache Indian Tribe - Juvenile Delinquency Prevention Program	12,660
To involve the San Carlos Apache Indian Tribe in a program acquainting citizens with the responsibilities of their law enforcement personnel and with their responsibilities regarding adult and juvenile offenders within the reservation.	
Mississippi Band of Choctaw Indians - Specialized Juvenile Delinquency Training	3,500
To train eight employees for one month in child management, counseling techniques, recreation, community organization, use of available resources and security measures in order to begin efforts to reduce juvenile delinquency on the Choctaw Reservation.	

MISCELLANEOUS

Summer Educational Pilot Project - 140 boys between the ages of 12 to 14 at Fort Meade, Maryland	61,000
This project consists of an experimental summer program of six weeks duration for 140 boys between the ages of 12 to 14, Fort Meade, Maryland. The project will establish micro-societies involving several units of 20 youngsters, plus one teacher in a self contained life-like environment. The objectives being to advance the learning skills and motivation towards good citizenship of the participants and develop a nucleus of youngsters, counselors and teachers who can contribute to the advancement of their communities and themselves through participation in follow-up programs.	

CHAPTER XII
DEPARTMENT OF AGRICULTURE

Federal Extension Services

The 4-H Program is operated by the United States Department of Agriculture Land-Grant university system's Cooperative Extension Service in cooperation with the National 4-H Club Foundation and the National 4-H Service Committee. It depends largely on volunteer leaders and State and local 4-H foundations and extension committees. The program costs about \$90 million a year (in approximately equal amounts from Federal, State and local governments and private interests) and now involves nearly 4 million youth between 9 and 19. There are 57 different types of projects — in 1969, nearly 7 million projects were active. The cost per member is about \$25 but can run as high as \$70 in rural and urban low-income areas. Urban programs (in towns over 10,000, cities and suburbs) account for 23% of the total enrollment. Over 400 public housing projects have 4-H programs as well as more than 200 major cities (see Table 54).

Cooperative Extension Service agents work through schools, churches, service clubs, public housing directors, juvenile correctional institutions, neighborhood councils and centers, community action panels, etc., to introduce 4-H programs and methods. Professional Extension staff are assisting in the program through the use of paid program assistance and by volunteer adult and teen-age leaders.

A variety of projects, programs and approaches is underway throughout the country. Following are brief summaries of successful 4-H programs which have been reported to the 4-H Division:

Providence, Rhode Island — The Cooperative Extension Service established this program to reach troubled youth in a very deprived area. Young people were approached through organized recreation and sports. Special needs funds from the Federal Extension Service were used to launch the effort. The Extension office is a store front facility in the neighborhood. VISTA workers, Brown University students and others teach projects.

Hartford, Connecticut — This program was initiated with Puerto Rican youth in 1963. The staff now works also with black and white youth in designated areas. Teachers and Hartford College students serve as leaders. An urban 4-H agent is employed and the program is now being expanded through the new Southern Arsenal University Center. Extension is now part of the

Greater Hartford Community Renewal Team, financed by the Connecticut Department of Community Affairs.

Syracuse, New York — This program was established to motivate youth to stay in school, acquaint them with educational and training opportunities, and prepare older youth for gainful employment. Indigenous program aides assist in organization and teaching. Projects include electricity, electronics, and 4-H chefs. Personnel from General Electric provide some technical help.

Salem City, New Jersey — 4-H Extension and the schools jointly devised an after school program for disadvantaged youth from homes where both parents work. The schools provided facilities and the Extension service outlined the program and trained volunteers. Nearly 400 youth were enrolled for six weeks, receiving experience in indoor gardening, dog care, electricity, woodworking, leather crafts, clothing, food-nutrition and knitting.

Wilmington, Delaware — Cooperative Extension is working with the city of Wilmington in establishing and maintaining youth centers. Two facilities have been provided in areas where little recreation or other leisure activity is available for low-income youth.

Chicago, Illinois — 1970 girls and boys were reached in the 4-H program in Chicago in 1967. Popular projects were baking, clothing, mosaics, reading, child care, writing, photography, art and junior leadership. Special learning events included: 4-H Club-O-Rama (exhibits), public speaking, demonstrations and camp. Over one-half of the members were teenagers.

Kansas City & St. Louis, Missouri — Combined 4-H enrollment in these two cities is nearly 4,000 youth. Most of the clubs are conducted in cooperation with public housing projects. Program Assistants and Program Aides recruit and train indigenous leaders who teach the girls and boys directly. Special effort is directed toward skills in using commodity foods, and clothing renovation. Activities include: project meetings, camp, achievement programs, dress reviews and banquets for pre-teens.

TABLE 54

TOTAL YOUTH REACHED THROUGH 4-H DEVELOPMENT PROGRAMS FY-70

Alabama	155,276	Montana	23,889
Alaska	2,775	Nebraska	49,334
Arizona	13,098	Nevada	26,829
Arkansas	53,435	New Hampshire	26,603
California	58,803	New Jersey	91,809
Colorado	36,565	New Mexico	21,436
Connecticut	17,226	New York	307,730
Delaware	9,510	North Carolina	187,241
Florida	120,217	North Dakota	30,036
Georgia	166,600	Ohio	145,488
Hawaii	11,357	Oklahoma	101,827
Idaho	26,322	Oregon	62,938
Illinois	127,933	Pennsylvania	108,480
Indiana	149,327	Rhode Island	14,274
Iowa	84,677	South Carolina	65,811
Kansas	46,134	South Dakota	29,935
Kentucky	152,093	Tennessee	138,369
Louisiana	139,562	Texas	96,368
Maine	31,236	Utah	31,991
Maryland	38,333	Vermont	16,317
Massachusetts	29,891	Virginia	179,042
Michigan	149,407	Washington	32,030
Minnesota	95,581	West Virginia	69,778
Mississippi	75,904	Wisconsin	128,490
Missouri	92,098	Wyoming	17,297
		TOTAL	3,941,974

Manpower Administration

The United States Department of Labor's Manpower Administration administers three types of youth serving activities under the Neighborhood Youth Corps Program authorized by the Economic Opportunity Act of 1964. The "In-School" program provides part time employment, on the job training and useful work experience for youth still in school who are in need of money to remain in school. The "Out-of-School" Program provides work and training and sufficient supportive services to obtain meaningful permanent employment for unemployed or underemployed low-income persons. The summer program is designed to offer training, work experience and income to help disadvantaged youth return to school in the fall. Data of fiscal year support of such activities is included in Table 55.

The Manpower Administration also administers a program under the Manpower Development and Training Act which provides inmates of correctional insti-

tutions with vocational and on the job training, remedial education and supportive. Under this program the administration aided over 82,000 youth in 1969; preliminary reports for 1970 estimate that nearly 65,000 youth (under 22) will be aided (Table 56).

Job Corps

The Job Corps is a residential training program for disadvantaged youth from 16 - 21. It provided training and follow-up services such as placement in jobs, other training programs, in schools, or in the Armed Forces. In addition, the Job Corps tests, develops and disseminates new techniques for training. Enrollees receive room and board and various monthly allowances depending on need and family dependency.

In 1969, the Job Corps funds totaled \$278,097,000 with 53,002 enrollees. The estimated obligation for 1970 is \$171,600,000 (Table 57).

TABLE 55

FISCAL YEAR 1969			FISCAL YEAR 1970		
Type of Project	Youth Served	Federal Share	Type of Project	Youth Served	Federal Share
(1,493 active projects)			(1,478 active projects)		
In-school	84,300	\$ 49,048,000	In-school	74,400	\$ 57,513,000
Out-of-school	74,500	123,721,000	Out-of-school	46,200	96,641,000
Summer	345,300	147,927,000	Summer (June only)	218,400	150,417,000
TOTAL	504,100	\$ 320,696,000	TOTAL	339,000	\$ 304,571,000

TABLE 56

MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAM
IN CORRECTIONAL INSTITUTIONS

	Total Youth Served	On-the-job Training	Number of Projects	Federal Share
Fiscal Year 1969	82,670	32,045	2,863	\$ 98,353,550
Fiscal Year 1970 (est.)	64,800	24,000	2,446	\$ 100,650,000

TABLE 57
JOB CORPS ENROLLMENTS AND FEDERAL OBLIGATIONS
Fiscal Year 1969

STATE	ENROLLMENTS	FEDERAL OBLIGATIONS (thousands)
ALABAMA	1,976	\$ 10,368
ALASKA	51	356
ARIZONA	561	2,942
ARKANSAS	1,214	6,368
CALIFORNIA	4,337	22,751
COLORADO	663	3,473
CONNECTICUT	225	1,179
DELAWARE	137	718
DISTRICT OF COLUMBIA	353	1,852
FLORIDA	2,591	13,593
GEORGIA	2,743	14,392
HAWAII	410	2,144
IDAHO	81	420
ILLINOIS	1,213	6,363
INDIANA	632	3,315
IOWA	388	2,036
KANSAS	462	2,422
KENTUCKY	954	5,000
LOUISIANA	2,677	14,044
MAINE	133	693
MARYLAND	1,236	6,480
MASSACHUSETTS	299	1,569
MICHIGAN	1,093	5,734
MINNESOTA	137	717
MISSISSIPPI	2,341	12,278
MISSOURI	1,185	6,238
MONTANA	310	1,621
NEBRASKA	200	1,048
NEVADA	69	362
NEW HAMPSHIRE	54	278
NEW JERSEY	674	3,535
NEW MEXICO	469	2,456
NEW YORK	3,167	16,616
NORTH CAROLINA	2,357	12,367
NORTH DAKOTA	111	581
OHIO	1,477	7,748
OKLAHOMA	967	5,072
OREGON	432	2,266
PENNSYLVANIA	1,797	9,427
PUERTO RICO	841	4,411
RHODE ISLAND	47	245
SOUTH CAROLINA	1,778	8,327
SOUTH DAKOTA	294	2,541
TENNESSEE	1,302	6,830
TEXAS	4,402	23,096
UTAH	101	528
VERMONT	31	161
VIRGINIA	2,343	12,292
VIRGIN ISLANDS	220	1,154
WASHINGTON	405	2,125
WEST VIRGINIA	591	3,101
WISCONSIN	380	1,988
WYOMING	91	476
Totals	\$ 53,002	\$ 278,097

CHAPTER XIV
OFFICE OF ECONOMIC OPPORTUNITY

Office of Economic Opportunity

The Office of Legal Services has recently opened a National Juvenile Law Center at the University of St. Louis. The facility will provide expertise on juvenile law, draft model legislation and model briefs and act as a service facility for all legal services offices throughout the country. The address for the Center is:

National Juvenile Law Center
University of St. Louis
Professor Donald King, Law School
3642 Lindell Boulevard
St. Louis, Missouri 63108

The Office of Program Development has several programs in operation which affect delinquent juveniles and pre-delinquent juveniles. The Office made \$1.5 million available to the President's Council on Youth Opportunities for Youth Coordinators at the State and local level. Through 409 Community Action Agencies, the Office administers a youth development program. Despite its emphasis in 1969 on summer recreation, the program is moving toward a year-round project.

The Office also operates Project Newgate, an experimental education program designed for inmates of correctional institutions (about 60% of the participants are under 25) for college education. It combines pre-college and college level instruction with counseling and pre-school training.

The original Newgate project was developed at the Oregon State Penitentiary in Salem, Oregon, by Dr. Thomas E. Gaddis, author of *The Birdman of Alcatraz* in cooperation with the Division of Continuing Education of the Oregon State System of Higher Education. Four additional projects have been funded to date (Table 59).

The OEO Office of Health Affairs - Addiction and Mental Health Services-funded 9 projects dealing with

rehabilitation of young drug addicts in fiscal year 1970 and 6 in fiscal year 1969 (Table 58). Most of the programs do engage in educational activities although they deal with youngsters simply experimenting with drugs to hardcore addicts. These comprehensive drug rehabilitation programs are operated through Community Action Agencies or their delegates organizations.

The Tacoma, Washington and the East Los Angeles rehabilitation projects have the largest educational programs, including curriculum development for local schools and teacher education components. The New Jersey Regional Drug Abuse Agency, Inc., with community bases in Hudson and Essex counties, uses a modified therapeutic community as a halfway house for former addicts. The project has also established outreach centers in localities throughout the State. In New York, the Addiction Service Agency, Inc., starts with children six years old and introduces them to an alternative life style in an experiment with "juvenile evaluation and prevention units."

TABLE 58
OEO YOUTH PROJECTS

1970 DRUG REHABILITATION PROJECTS FOR YOUTH

Los Angeles, California	\$ 689,220
Washington, D.C.	482,640
Boston, Massachusetts	397,007
Detroit, Michigan	476,213
New Jersey	850,000
New York City	1,719,673
Philadelphia, Pennsylvania	251,390
Richmond, Virginia	169,240
Vermont (prevention)	250,000

1969 DRUG REHABILITATION PROJECTS FOR YOUTH

Los Angeles, California	689,220
Washington, D.C.	287,947
Chicago, Illinois	299,520
New Jersey	850,000
New York, New York	1,717,390
San Antonio, Texas	417,917

TABLE 59
PROJECT NEWGATE GRANTS (OEO)

LOCATION	INSTITUTIONS	ESTIMATE OF JUVENILE PARTICIPANTS 1969 and 1970	LOCATION	INSTITUTIONS	ESTIMATE OF JUVENILE PARTICIPANTS 1969 and 1970
KENTUCKY	Morehead State University/ Ashland Federal Youth Center	120	NEW MEXICO	Eastern New Mexico University/ New Mexico State Penitentiary	60
MINNESOTA	University of Minnesota/ Minnesota Reformatory for Men at St. Cloud	55	OREGON	University of Portland/Oregon State Penitentiary	125 (since 1967)
			PENNSYLVANIA	Pennsylvania State University/ Pennsylvania Bureau of Correc- tions and the Rockview Correc- tional Institution.	55

Total Funds 1969 \$800,000
Total Funds 1970 \$1,200,000

Total 405

PRESIDENT'S COUNCIL ON PHYSICAL FITNESS AND SPORTS

President's Council on Physical Fitness and Sports

The National Summer Youth Program, which is supervised by the President's Council on Physical Fitness and Sports, is designed to expose the inner-city youth to opportunities in education, careers, and sports. For the youngsters, the program will mean at least two hours of sports instruction and completion daily plus classroom instruction concerning employment, study and career opportunities in modern society.

The 1969 and 1970 programs were administered by the National Collegiate Athletic Association (NCAA) under a \$3 million contract each year with the De-

partment of Health, Education and Welfare. Matching funds are contributed by the participating institutions who were selected on the basis of city size, poverty, population of the city and the quality of the project proposed.

In 1969, 100 institutions sponsored programs that served over 43,020 youth. Enrollment in the 98 programs sponsored in 1970 is 45,265. The 1970 program involves 83 institutions participating in the 1969 program as well as an additional 15 institutions (See Table 60).

TABLE 60
1970 NATIONAL SUMMER YOUTH SPORTS PROGRAM

INSTITUTION	ENROLLMENT		TOTAL	STARTING DATE	ENDING DATE	WEEKS	DAYS	FEDERAL FUNDS
	BOYS	GIRLS						
Miles College Birmingham, Alabama	175	125	300	6 15	7 23	6	4	\$ 24,103 58
University of Alabama at Birmingham, Alabama	275	75	350	6 8	7 17	6	5	23,595 50
University of South Alabama Mobile, Alabama	250	50	300	6 15	8 7	8	4	27,201 00
Arizona State University Tempe, Arizona	190	60	250	6 15	7 17	5	5	29,006 25
Phoenix College Phoenix, Arizona	150	100	250	6 15	7 23	6	4	28,232 04
University of Arizona Tucson, Arizona	200	80	280	6 8	7 16	6	4	29,541 92
California State College at Long Beach, California	175	125	300	7 27	8 28	5	5	32,182 00
California State College at Los Angeles	220	60	280	6 22	7 24	6	5	35,000 00
Pepperdine College Los Angeles, California	225	50	275	6 8	7 27	6	5	30,997 00
University of California at Los Angeles (UCLA)	200	100	300	7 27	8 28	5	5	31,356 00
University of California at Riverside, California	150	100	250	7 1	8 28	8	5	30,075 00

TABLE 60

INSTITUTION	ENROLLMENT BOYS	GIRLS	TOTAL	STARTING DATE	ENDING DATE	WEEKS	DAYS	FEDERAL FUNDS
University of Southern Calif. Los Angeles, California	280	120	400	6-20	7-29	6	4	\$ 31,057.50
California State College at Hayward, California	350	100	450	6-29	7-30	5	5	38,981.00
University of California at Berkeley, California	400	200	600	6-15	7-24	6	4	46,000.00
University of California at San Diego, California	150	100	250	6-29	8-6	6	4	22,378.28
San Francisco State College San Francisco, California	140	110	250	7-22	8-28	5	5	25,650.25
Denver Community College Denver, Colorado	250	250	500	6-15	7-23	6	4	35,000.00
Metropolitan College Denver, Colorado	650	350	1,000	6-8	7-16	6	4	45,519.00
Trinity College Hartford, Connecticut	240	120	360	7-6	8-14	6	5	30,961.00
Miami-Dade Jr. College (No.) Miami, Florida	325	125	450	6-8	7-31	7	4	40,000.00
Miami-Dade Jr. College (So.) Miami, Florida	300	150	450	6-8	7-31	7	4	40,000.00
Florida A&M University Tallahassee, Florida	200	200	400	6-22	7-30	6	4	34,680.00
University of South Florida Tampa, Florida	175	75	250	6-22	7-30	6	4	23,734.76
Morehouse College Atlanta, Georgia	200	50	250	6-15	7-24	6	4	25,589.32
Morris Brown College Atlanta, Georgia	150	150	300	6-15	7-23	6	4	25,245.34
Chicago State College Chicago, Illinois	300	100	400	6-29	8-14	7	4	39,562.00
Illinois Inst. of Tech. Chicago, Illinois	200	80	280	7-6	8-7	5	5	25,700.00
University of Chicago Chicago, Illinois	250	100	350	6-29	8-21	7	4	32,308.00
Marian College Indianapolis, Indiana	200	50	250	6-29	8-7	6	5	23,510.72
Southern University New Orleans, Louisiana	175	175	350	6-15	7-24	6	5	25,592.35
Tulane University New Orleans, Louisiana	155	100	255	6-29	7-31	5	5	28,623.25
Baltimore Community College Baltimore, Maryland	210	50	260	6-22	7-31	6	5	27,698.37
Johns Hopkins University Baltimore, Maryland	125	125	250	6-29	7-31	5	5	26,699.25
Loyola College Baltimore, Maryland	150	100	250	6-29	7-31	5	5	26,607.00
Morgan State Baltimore, Maryland	175	175	350	6-19	8-3	6	5	37,566.00
Towson State College Baltimore, Maryland	400	200	600	7-27	8-28	5	5	44,233.00
Univ. of Ill.-Chicago Cir. Chicago, Illinois	135	135	270	7-7	8-14	6	4	30,786.00

TABLE 60

INSTITUTION	ENROLLMENT BOYS	GIRLS	TOTAL	STARTING DATE	ENDING DATE	WEEKS	DAYS	FEDERAL FUNDS
Boston College Boston, Massachusetts	300	120	420	6-22	7-31	6	5	\$ 40,424.50
Boston State College Boston, Massachusetts	200	50	250	6-29	7-7	6	4	22,453.00
Boston University Boston, Massachusetts	210	90	300	7-1	8-4	5	5	31,451.75
Springfield College Springfield, Massachusetts	168	92	250	7-13	8-14	5	5	27,734.00
Detroit University Detroit, Michigan	200	150	350	6-22	7-31	6	4	32,903.88
Wayne State University Detroit, Michigan	800	300	1,100	7-1	8-15	6	4	40,000.00
Macalester St. Paul, Minnesota	175	125	300	6-22	7-30	6	4	32,589.00
Jackson State College Jackson, Mississippi	150	100	250	6-15	7-24	6	4	25,000.00
University of Missouri at Kansas City, Missouri	450	150	600	6-8	7-17	6	5	43,000.00
Florissant Valley Comm. Coll. St. Louis, Missouri	160	100	260	6-8	7-24	7	4	24,766.80
Forest Park Comm. College St. Louis, Missouri	175	75	250	6-15	7-24	6	4	21,180.88
Lindenwood College St. Louis, Missouri	350	250	600	6-29	8-7	6	4	41,718.00
University of Missouri at St. Louis, Missouri	175	75	250	6-15	7-24	6	5	29,311.75
Nebraska University at Omaha, Nebraska	288	68	356	6-22	7-24	5	5	34,064.00
University of New Mexico Albuquerque, New Mexico	250	100	350	6-15	7-17	5	5	30,224.50
Buffalo State Univ. College Buffalo, New York	200	50	250	7-6	8-13	6	4	24,628.16
Ceniscus University Buffalo, New York	233	30	263	7-6	8-13	6	4	25,212.36
City College of New York New York, New York	360	90	450	7-6	8-25	7	5	31,092.00
Fordham University New York, New York	240	60	300	7-6	8-14	6	5	32,000.00
Herbert H. Lehman College New York, New York	150	100	250	6-29	7-31	5	5	28,229.50
Hunter College New York, New York	150	100	250	7-1	8-11	6	4	23,999.00
Long Island University New York, New York	250	100	350	7-6	8-13	6	4	30,000.00
New York University New York, New York	175	125	300	7-6	8-14	6	4	30,000.00
St. John's University New York, New York	175	75	250	6-5	7-10	5	5	30,865.15
Monroe Community College Rochester, New York	190	60	250	6-29	7-7	6	4	24,381.00
Akron University Akron, Ohio	150	150	300	6-22	7-30	6	4	21,037.49

TABLE 60

INSTITUTION	ENROLLMENT BOYS	GIRLS	TOTAL	STARTING DATE	ENDING DATE	WEEKS	DAYS	FEDERAL FUNDS
University of Cincinnati Cincinnati, Ohio	200	100	300	7-6	8-13	6	4	\$ 28,291.00
Case Western Reserve Cleveland, Ohio	400	200	600	6-22	8-1	6	5	40,044.00
Cleveland State Cleveland, Ohio	175	125	300	6-29	7-30	5	5	21,000.00
Capital University Columbus, Ohio	210	80	290	6-22	7-31	6	4	20,602.72
Ohio State University Columbus, Ohio	450	200	650	6-29	8-7	6	4	33,044.24
Dayton University Dayton, Ohio	400	200	600	6-19	7-30	6	4	30,896.64
Toledo University Toledo, Ohio	175	75	250	7-6	8-13	6	4	23,000.00
Oklahoma City University Oklahoma City, Oklahoma	175	75	250	7-6	8-13	6	4	25,676.00
Lewis & Clark College Portland, Oregon	200	100	300	6-22	8-14	6	5	27,425.10
Chayney State College Philadelphia, Pennsylvania	175	75	250	6-22	7-31	6	5	31,178.00
Drexel Inst. of Technology Philadelphia, Pennsylvania	180	80	260	6-29	7-31	5	5	30,380.60
Temple University Philadelphia, Pennsylvania	175	75	250	6-29	8-7	3	5	31,523.00
University of Pennsylvania Philadelphia, Pennsylvania	260	90	350	6-26	7-31	5	5	34,616.35
University of Pittsburgh Pittsburgh, Pennsylvania	185	65	250	6-23	8-4	6	5	28,203.60
LeMayne-Owen College Memphis, Tennessee	220	80	300	6-8	7-31	8	4	29,421.00
Memphis State University Memphis, Tennessee	200	200	400	6-8	7-16	6	4	28,892.00
Southwestern at Memphis Memphis, Tennessee	380	120	500	6-8	7-16	6	4	35,684.00
Tennessee A&I State Univ. Nashville, Tennessee	240	110	350	6-15	7-31	7	5	30,353.00
Bishop College Dallas, Texas	225	75	300	6-15	7-23	6	4	26,314.00
University of Texas at El Paso, Texas	275	125	400	6-8	7-17	6	5	30,628.70
Texas Christian University Fort Worth, Texas	485	420	905	6-8	7-10	5	5	36,938.50
Texas Southern University Houston, Texas	175	75	250	7-20	8-23	6	4	25,000.00
Trinity University San Antonio, Texas	600	400	1,000	6-8	7-18	6	5	59,243.94
Hampton Institute Norfolk, Virginia	375	125	500	6-15	8-1	7	4	45,738.00
Norfolk State Norfolk, Virginia	225	75	300	6-17	7-25	6	4	28,439.70
Old Dominion College Norfolk, Virginia	275	85	360	7-6	8-8	5	5	30,196.00

TABLE 60

INSTITUTION	ENROLLMENT BOYS	GIRLS	TOTAL	STARTING DATE	ENDING DATE	WEEKS	DAYS	FEDERAL FUNDS
Virginia Union University Richmond, Virginia	300	150	450	6-22	7-31	6	4	\$ 34,162.00
University of Washington Seattle, Washington	200	100	300	6-15	7-24	6	4	27,213.27
Seattle University Seattle, Washington	200	100	300	6-22	7-30	6	4	24,291.59
Howard University Washington, D.C.	315	125	440	6-15	8-28	6	4	30,141.42
Catholic Univ. of America Washington, D.C.	175	75	250	6-29	8-7	6	5	27,150.70
Alverno College Milwaukee, Wisconsin	350	150	500	6-29	8-21	7	4	33,260.00
University of Wisconsin at Milwaukee, Wisconsin	200	50	250	6-22	7-31	6	4	27,751.50
North Carolina A&T State Univ. Greensboro, North Carolina	200	200	400	6-15	7-17	5	5	29,754.75
TOTALS	23,874	11,820	35,694					\$ 3,008,973.12

PRESIDENTS COUNCIL ON YOUTH OPPORTUNITIES

Youth Opportunity Program Development Grants are made available through the auspices of the President's Council on Youth Opportunity to enhance State and local capabilities for developing coordinated public and private programming for disadvantaged youth. The grant funds are used for employing staff assistants to governors, mayors and county officials to stimulate and coordinate employment, training, education, urban development and renewal, recreation, cultural and other development-type programs, emphasizing year-round youth needs. The basic objective of the program is to make opportunity programs for disadvantaged youth better and broader where they actually operate in the community, whether it be city, suburb, small town, rural area or reservation. The President's Council is a coordinating body to maximize the youth opportunity efforts of the Federal agencies and to stimulate coordinated youth programs at all levels of government.

The 1970 grant program was a major redirection of similar grant allocations in fiscal years 1968 and 1969 which were made to the 50 largest cities, plus Gary, Indiana, and San Juan. For fiscal 1970, the grants were made available on a selective basis to States, counties, and other local jurisdictions, including most of the previously funded cities. The 1970 programs were conceived as new pilot efforts to enable experimentation and innovation at several governmental levels, as contrasted to previous limitation of the program to major cities only. Another important emphasis in the program during fiscal 1970 was a focusing on recipients who developed year-round operations along with attention to the special needs of summer. Tables 61 and 62 contain a listing of offices of Youth Coordinators funded through the President's Council during fiscal year 1970.

TABLE 61

PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY
STATE YOUTH COORDINATORS
1970 FUNDED

ALABAMA	Youth Coordinator Alabama Development Office State Office Building, Room 546 Montgomery, Alabama 36104 205/269-7178	FLORIDA	State Economic Opportunity Office 225 West Jefferson Street Tallahassee, Florida 32301 904/222-1306 (prime contact)
ALASKA	Division of Planning and Research Office of the Governor Pouch AD Juneau, Alaska 99801 907/586-5386	GEORGIA	State Youth Coordinator Bureau of State Planning and Community Affairs 270 Washington Street, S.W. Atlanta, Georgia 30334 404/524-1521
ARIZONA	Office of the Governor State Capitol Phoenix, Arizona 85007 602/271-4900	HAWAII	Governor's Assistant for Youth Affairs Hawaii State Office of Economic Opportunity 567 South King Street Honolulu, Hawaii 96813 808/536-7071 (youth coordinator)
ARKANSAS	Youth Coordinator Capitol Hill Building, First Floor Little Rock, Arkansas 72201 501/371-1201	IDAHO	State Youth Coordinator Idaho Youth Opportunity Program Statehouse, Room 230 Boise, Idaho 83702 208/384-2100
COLORADO	Office of the Governor State Capitol, Room 136 Denver, Colorado 80203 303/222-2911	ILLINOIS	State Youth Coordinator Jefferson West Building 525 West Jefferson, Suite 215 Springfield, Illinois 62706 217/525-2950 Youth Coordinator Division of Human Resources Department of Local Affairs 215 Lane Street Raleigh, North Carolina 27602 919/828-3135
CONNECTICUT	Department of Children and Youth Services Room 409, State Capitol Hartford, Connecticut 06115 203/566-3536		
DELAWARE	Youth Coordinator 701 Shipley Street Wilmington, Delaware 19801 302/658-9251		

TABLE 61

INDIANA	Administrative Assistant to the Governor 1019 State Office Building Indianapolis, Indiana 46204 317/633-5749 (prime contact)	MISSOURI	Youth Coordinator Jefferson Building Jefferson City, Missouri 64101 314/635-9241 (is y.c., though not yet official)
IOWA	Youth Coordinator State Economic Opportunity Office Fourth and Walnut Des Moines, Iowa 50300 515/281-6965	MONTANA	Youth Coordinator Administrative Assistant to the Governor State Capitol Building Helena, Montana 59601 406/449-2511 (prime contact)
KANSAS	Youth Coordinator c/o Governor's Committee on Manpower Planning Suite 724, Milis Building 109 West Ninth Street Topeka, Kansas 66612 913/296-3267	NEBRASKA	Youth Opportunity Director Technical Assistance Agency State Capitol Lincoln, Nebraska 68509 402/473-1216 (prime contact)
KENTUCKY	Youth Coordinator Kentucky Program Development Office Capitol Building, Room 157 Frankfort, Kentucky 40601 502/564-3605 (temporary y.c.)	NEVADA	Chairman, Governor's Youth Council 500 East Third Street Carson City, Nevada 89701 702/882-7206 (prime contact)
LOUISIANA	Louisiana Youth Commission 150 North Third Street Baton Rouge, Louisiana 70801 504/389-6265 (youth coordinator)	NEW HAMPSHIRE	Director, New Hampshire Office of Economic Opportunity 15 North Main Street Concord, New Hampshire 03301 603/271-2611 (prime contact)
MAINE	Maine Rural Youth Corps Executive Department SE00 Division Augusta, Maine 04330 207/289-3771 (prime contact)	NEW JERSEY	Director of Youth Affairs Department of Community Affairs Post Office Box 2768 Trenton, New Jersey 08625 609/292-6358 (acting y. c.)
MARYLAND	Youth Opportunity Coordinator Maryland Office of Economic Opportunity Room 605 301 West Preston Street Baltimore, Maryland 21201 301/383-3010, Ext. 8801	NEW MEXICO	Youth Coordinator State Committee on Children and Youth Post Office Box 6223 Albuquerque, New Mexico 87107 505/842-3094
MASSACHUSETTS	Youth Coordinator Executive Department Room 158 State House Boston, Massachusetts 02133 617/727-4258 or 59	NEW YORK	Director, New York State Office for Community Affairs 509 Madison Avenue New York, New York 10002 212/758-2614 (prime contact)
MICHIGAN	Youth Coordinator 416 East Grant River Avenue Lansing, Michigan 48913 517/373-0890 (prime contact)	NORTH CAROLINA	Youth Coordinator Division of Human Resources Department of Local Affairs 215 Lane Street Raleigh, North Carolina 27602 919/829-3135
MINNESOTA	Youth Coordinator Administrative Assistant to the Governor 130 State Capitol St. Paul, Minnesota 55101 612/221-3391 (asst. y.c., now acting y.c.)	NORTH DAKOTA	State Director N.D. State Economic Opportunity Office State Capitol, 18th Floor Bismark, North Dakota 58501 701/224-2465 (prime contact)

TABLE 61

OKLAHOMA	Governor's Youth Coordinator 507 Sequoyah Building Oklahoma City, Oklahoma 73105 405/521-2474	TEXAS	State Youth Coordinator Drawer P, Capitol Station Austin, Texas 78711 512/475-2511
OREGON	Governor's Assistant for Human Resources 313 Public Service Building Salem, Oregon 97310 503/364-2171, Ext. 1794 (prime contact)	UTAH	Executive Director Office of Local Affairs State Capitol Salt Lake City, Utah 84114 801/328-5248 (prime contact)
PUERTO RICO	Special Assistant to the Governor La Fortaleza San Juan, Puerto Rico 00901 809/723-1817 (prime contact)	VERMONT	Executive Director Governor's Committee on Children and Youth State House Montpelier, Vermont 05602 802/223-2311, Ext. 401 (prime contact)
RHODE ISLAND	Youth Specialist Governor's Council on Youth Opportunities 289 Promenade Street Providence, Rhode Island 02903 401/521-7100, Ext. 761 (prime contact)	VIRGINIA	Virginia State Youth Coordinator Division of State Planning and Community Affairs Room 1010 109 Governor Street Richmond, Virginia 23219 703/770-2026
SOUTH CAROLINA	State Director, SE00 300 Vervais Street Columbia, South Carolina 29201 803/758-3191 (prime contact)	WASHINGTON	Executive Director Governor's Commission on Youth Involvement 238 Public Health Building Olympia, Washington 98501 206/753-6872
SOUTH DAKOTA	Director, SE00 State Capitol Building Pierre, South Dakota 57501 605/224-3441 (prime contact)	WEST VIRGINIA	Governor's Office of Federal State Relations State Capitol Charleston, West Virginia 25305 304/348-3562 (prime contact)
TENNESSEE	Executive Administrator Office of the Governor State House Nashville, Tennessee 37219 615/741-2001 or 256-5425 (prime contact)	WISCONSIN	Secretary, Department of Local Affairs and Development 123 West Washington Avenue Madison, Wisconsin 53702 608/266-1018 (prime contact)

TABLE 62

PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY

LOCAL YOUTH COORDINATORS

1970 FUNDED

AKRON	Youth Coordinator Youth Opportunity Office 711 City-Count-Safety Building Akron, Ohio 44308 216/375-2070	* BALTIMORE	Office of the Mayor City Hall 100 Holiday Street Baltimore, Maryland 21202 301/752-2000 (Youth Coordinator)
ALBUQUERQUE	Youth Coordinator City Hall 400 Marquette Avenue, N.W. Albuquerque, New Mexico 87101 505/842-7545	BATON ROUGE	Youth Coordinator 1048 Florida Street Baton Rouge, Louisiana 70821 504/344-9212
ATLANTA; Marietta, Dekalb & Fulton Counties	Director, Atlanta Youth Council 121 Memorial Drive Atlanta, Georgia 404/522-4463, Ext. 437 (Youth Coordinator)	BIRMINGHAM & Jefferson County	Birmingham-Jefferson County Co-Youth Coordinator Alabama State Fair Authority Mayor's Office, City Hall Birmingham, Alabama 35203 205/323-5431, Ext. 401

TABLE 62

	Birmingham Jefferson County Co-Youth Coordinator Alabama State Fair Authority Mayor's Office, City Hall Birmingham, Alabama 35203 205/787-2641
BOSTON	Youth Coordinator 65 West Brookline Street Boston, Massachusetts 02118 617/722-4100, Ext. 515
BRIDGEPORT	Youth Coordinator Park Department City Hall 45 Lyons Terrace Bridgeport, Connecticut 06604 203/333-8551
BUCKEYE HILLS-- Hocking Valley	Youth Coordinator Buckeye Hills--Hocking Valley Regional Development District Post Office Box 144 Marietta, Ohio 45750 614/373-3745
CAMBRIDGE	Community Development Section Cambridge City Hall Cambridge, Massachusetts 02139 617/876-6800, Ext. 271 (prime contact)
CHATTANOOGA & Hamilton County	Youth Coordinator 1022 East Ninth Street Chattanooga, Tennessee 37403 615/267-7561
CHICAGO	Assistant Youth Coordinator Office of the Mayor City Hall Chicago, Illinois 60602 312/744-4000 or 744-3310
CINCINNATI & Hamilton County	Youth Coordinator Office of the City Manager - City Hall Cincinnati, Ohio 45202 513/421-5700, Ext. 485
CLEVELAND	Youth Coordinator Council of Economic Opportunities 1350 West Third Street Cleveland, Ohio 44113 216/696-9077
COLUMBUS	Director, Youth Opportunity Program 1032 Mount Vernon Avenue Columbus, Ohio 43203 614/461-8384 (youth coordinator)
DADE COUNTY	Youth Opportunity Director 902 S.W. Second Avenue Miami, Florida 33130 305/358-0216

DALLAS	Youth Coordinator 1616 Patterson Avenue Dallas, Texas 75201 214/742-1881
DAYTON	Youth Coordinator Office of the City Manager Municipal Building, Room 1623 101 West Third Street Dayton, Ohio 45401 513/222-3441, Ext. 626
DENVER	Mayor's Youth Assistant 431 West Colfax Avenue, Room 500 Denver, Colorado 80203 303/892-9805 (youth coordinator)
DES MOINES	Director, Office of Youth Affairs 707 Grant Des Moines, Iowa 50309 515/283-4414 (youth coordinator)
DETROIT	Coordinator Mayor's Youth Employment Opportunity Program 1108 City-County Building Detroit, Michigan 48226 313/833-7000, Ext. 2 (youth coordinator)
EL PASO	Youth Coordinator City-Council Building, Room 307 500 East San Antonio El Paso, Texas 79901 915/543-2968, Ext. 69
FRESNO	Administrative Assistant to the City Manager City Hall 2326 Fresno Street Fresno, California 93721 209/266-8031 (Acting Y.C.)
HARTFORD	Special Assistant for Youth Services 14 Atlantic Street Hartford, Connecticut 06103 203/566-6169 (youth coordinator)
HOUSTON & Harris County	Human Relations Division Mayor's Office, City Hall Houston, Texas 77002 713/222-3141 (prime contact)
INDIANAPOLIS	Youth Coordinator Mayor's Office, City Hall Indianapolis, Indiana 46204 317/633-3714

TABLE 62

JACKSONVILLE	Mayor's Assistant for Youth Affairs 220 East Bay Street Jacksonville, Florida 32202 904/355-0411, Ext. 466
JERSEY CITY	Youth Program Coordinator Jersey City Redevelopment Agency 418 Grove Street Jersey City, New Jersey 07302 201/659-2604
KANSAS CITY & Jackson & Platte Counties	Office of the Mayor 414 East 12th Street Kansas City, Missouri 64106 816/274-2595
LAWTON & Comanche County	Mayor's Youth Coordinator City Hall, 4th & A Street Lawton, Oklahoma 73501 405/355-7416
LITTLE ROCK	Mayor's Assistant for Youth Affairs City Hall, Broadway & Markham Little Rock, Arkansas 72201 501/374-4311 (youth coordinator)
LONG BEACH & Los Angeles County	Community Development 201 City Hall Long Beach, California 90802 213/436-9041, Ext. 468 or 469 (prime contact)
LOS ANGELES & Los Angeles County	General Manager, Department of Recreation and Parks City Hall Los Angeles, California 90012 213/485-1538 (temp. prime contact)
	Youth Coordinator Economic & Youth Opportunities Agency 314 West Sixth Street Los Angeles, California 90014 213/629-5511 (acting y. c.)
MEMPHIS: Shelby County, Tenn.; Crittenden County, Ark.; DeSota County, Miss.	Youth Coordinator City Hall 125 North Main Street Memphis, Tennessee 38103 901/527-6611, Ext. 296
MILWAUKEE	Youth Coordinator Mayor's Office, City Hall Milwaukee, Wisconsin 53203 414/276-3711
MUSKOGEE & Muskogee County	Coordinator, Mayor's Youth Council Post Office Box 1927 Muskogee, Oklahoma 74401 918/682-2459

METROPOLITAN GOV'T. OF NASHVILLE & Davidson County	Metro Office Building Second and Lindsley Nashville, Tennessee 37210 615/747-4011 (Temp. prime contact)
*NEWARK	Deputy Mayor, City Hall 920 Broad Street Newark, New Jersey 07102 201/643-6300 (youth coordinator)
NEW ORLEANS	Mayor's Assistant for Youth Affairs City Hall, Room 8E04 New Orleans, Louisiana 70112 504/523-3154 (youth coordinator)
NEW YORK	Executive Assistant to the Mayor 51 Chambers Street New York, New York 10007 212/566-5347 (prime contact)
OAKLAND Hayward & Alameda County	Youth Coordinator City Hall, Room 214 14th & Washington Streets Oakland, California 94612 415/465-9430
OKLAHOMA CITY & Oklahoma County	Mayor's Action for Youth Opportunity Center Building, 331 West Main Oklahoma City, Oklahoma 73102 405/231-2504 (youth coordinator)
OMAHA; Council Bluffs Metropolitan Area	City Hall 108 South 18th Street Omaha, Nebraska 68102 402/341-8122, Ext. 495 (youth coordinator)
PATERSON	Youth Coordinator c/o Mayor's Office, City Hall Paterson, New Jersey 07505 201/684-5800
*PHILADELPHIA	Youth Coordinator Municipal Services Building Room 1470, Reyburn Plaza Philadelphia, Pennsylvania 19107 215/MU6-2690
PHOENIX & Maricopa County	City Manager's Office Municipal Building Phoenix, Arizona 85003 602/262-6241 (youth coordinator)
*PITTSBURG	City-County Building, Room 517 414 Grant Street Pittsburg, Pennsylvania 15219 412/281-3900, Ext. 501
PITTSFIELD	Executive Director The Urban Coalition 48 Eagle Street Pittsfield, Massachusetts 01201 413/498-1353 (prime contact)

TABLE 62

PORTLAND;
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Washington Counties
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Portland, Oregon 97204
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**PRINCE GEORGE'S
COUNTY**
Youth Coordinator
Department of Community Development
5300 Riverdale Road
Riverdale, Maryland 20804
301/779-5553

RICHLAND;
Kennewick, Pasco
& West Richland
Youth Coordinator
Benton-Franklin Governmental
Conference
207A North Dennis
Kennewick, Washington 99336
509/783-4102

**RIVERSIDE &
Riverside County**
Administrative Analyst
City Hall
3711 Orange Street
Riverside, California 92501
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(prime contact)

**ROCHESTER &
Monroe County**
Youth Coordinator
1232 Granite Building
Rochester, New York 14604
716/454-7200, Ext. 293, 4 or 5

**ST. LOUIS &
St. Louis County**
Youth Coordinator
1205 Olive Street, Fifth Floor
St. Louis, Missouri 63103
314/621-

SALT LAKE CITY
Personnel Director
Room 312, City-County Building
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**SAN BERNARDINO;
Ontario & San Bernardino
Bernardino Counties**
Mayor's Assistant for Youth Affairs
374 Court Street
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SAN DIEGO
Mayor's Council on Youth Opportunity
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(youth coordinator)

SAN FRANCISCO
Mayor's Assistant for Youth Affairs
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415/558-2955
(youth coordinator)

SAN JOSE
Mayor's Assistant for Youth Affairs
Octagon House
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**SAN JUAN &
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City of San Juan
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San Juan, Puerto Rico 00905
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**SEATTLE &
King County**
Youth Coordinator
Youth Division
611 Municipal Building
Seattle, Washington 98104
206/583-5746

**SHAWNEE COUNTY
& TOPEKA**
Community Resources Council
Topeka, Kansas 66603
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(temp. prime contact)

**SPRINGFIELD;
Chicopee &
Holyoke**
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**SYRACUSE &
Onondaga County**
Metropolitan Youth Coordinator
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315/477-7483 or 7482

****TOLEDO**
Office of the Mayor
City Hall
Toledo, Ohio 43264
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(youth coordinator)

**TULSA &
Tulsa County**
Assistant to the Mayor for Youth
200 Civic Center
Tulsa, Oklahoma 74103
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WASHINGTON, D.C.
Special Assistant to the Mayor
on Youth Affairs for Youth
Opportunity Services
1345 Pennsylvania Avenue, N.W.
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* Funded Directly by HUD
** Funded for 2 years in 1969

CHAPTER XVII

WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH

The White House Conference on Children and Youth is held once each decade to examine the problems children and youth face and to find ways of solving them. Out of the past Conferences have come such outstanding achievements as the enactment of child labor laws; the establishment of the Children's Bureau; the Children's Charter; the model for the U.N. Declaration of Rights of the child; the mother's Pension Plan, the forerunner of today's Aid to Families of Dependent Children Program, and many other important developments.

Traditionally, the Conference has dealt with the problems of children and youth in a single national meeting. In an attempt to give appropriate attention to both children and youth, this Conference will be split into two conferences. The first, which will be concerned with children through the age of 13, is scheduled for December 13-18, 1970. The second Conference, devoted to youth age 14 through 24, is

scheduled for next spring, and will seek to involve young people to the fullest extent possible. The White House Conference on Children will be attended by 4,000 delegates selected by national and voluntary organizations, State organizations and State and Federal officials. The recommendations will be studied and acted upon at State and local levels in a series of regional conferences next Spring.

The Conference on Youth is being organized as a mediation process between representatives of this nation's youth and its institutional leaders. A major goal is to find new approaches to the major issues concerning young people today. There will be 1,500 participants, 1,000 youth and 500 adults - leaders at the Conference which will be approached by studying specific issues, focusing on the following areas which empirical studies have revealed to be of greatest concern to today's youth:

Foreign Relations
Environment
Race and Minority
Group Relations
Drugs
Education

The Draft and Its Alternatives
Poverty
Legal Rights and Justice
Economy and Employment
Values, Ethics and Culture

The Conference will involve working youth, under-privileged youth, and youth in the military as well as students. Youth is defined as young people between the ages of 14 and 24 years.

State Plans, New Techniques and Practices Grants

The first Comprehensive State Plan was approved on June 24, 1970. Highlights of the Illinois Plan, "Action for Youth" are included here. In addition there are synopses of four unidentified, typical preliminary State comprehensive plans.

Illinois Plan

The Illinois Law Enforcement Commission serves as the State Planning Agency under both the Youth Development and Delinquency Prevention Administration and the Law Enforcement Assistance Administration legislation. It is the policy board for juvenile delinquency planning in the State. It established an Advisory Council on Juvenile Delinquency to set long range goals and priorities among goals. Eight task forces were established by the Advisory Council to do detailed investigation of various substantive areas of the delinquency problem.

The Illinois Plan contains a series of action programs to alleviate the causes of delinquency and to treat youth already delinquent:

First, The Illinois action program acknowledges that juvenile delinquency is primarily an urban problem and that the incidence of delinquency is higher among the disadvantaged. Thus Illinois will focus its resources on large metropolitan areas.

Second, the Plan notes that delinquency prevention is badly ignored in the State - both financially and in practice. For example, in fiscal year 1968, the Illinois Youth Commission allocated only 7% of its total budget for preventive services. Thus, Illinois will give priority to preventive services programs.

Third, one of the most alarming problems in Illinois is the present practice of intermingling of dependent and delinquent children at all stages of the judicial proceedings; from pre-trial detention through adjudicatory hearings and into correctional institutions. The Illinois Plan gives a heavy priority to the development of a juvenile justice system in the State that deals with delinquents separate and apart from children who are dependent, neglected and/or in need of supervision.

Use of the Bloc Grant

Due to limited funds the Youth Development and Delinquency Administration was able to award Illinois a bloc grant of \$100,000 toward administering

programs costing over \$3 million. Listed below, in priority order, are the action programs proposed in the State Plan. All of the projects listed are preventive and experimental in nature:

1. Youth Services Bureau (\$200,000)
2. Establishment of pilot programs for provision of diagnostic and treatment services for juveniles in the community (\$2,000,000)
3. Development of Model Education Facilities for probation students (\$500,000)
4. Experimental legal representation (\$85,000)
5. Youth involvement (\$200,000)

The State Plan also suggests some administrative projects to be funded including an information system; a clearinghouse and research exchange; a study of juvenile court services; research on the relationships of dependent (and delinquent) children; State inspection of juvenile facilities; regional consolidation of court organization; and development of program models for application.

Illinois is using their bloc grant to continue planning, administration, and to fund one prevention project. For a fully funded State plan. Illinois states it would need \$851,000 to fund only prevention projects.

Planning and Evaluation

The State Planning Agency plans to focus more in the coming year on the system created to cope with the problem of juvenile delinquency rather than on the nature and scope of juvenile delinquency which it had done in fiscal years 1969 and 1970.

The evaluation of past and present activities will be carried out in-house, by project sponsors and by consultants.

Recommendations for the Future

The Illinois State Plan suggests the following directions in combatting the problem of juvenile delinquency:

1. Increase the opportunities for youth to participate in the "American Dream" and

obtain a more satisfactory community life;

2. Eliminate the alienation of youth and groups from the American culture;
3. Public education at all levels to make the community more aware of the dimensions of juvenile delinquency and its prevention;
4. Early detection and identification of children with pre-delinquent problems.

Plan A

State Planning Agency

The State Planning Agency represents both the Youth Development and Delinquency Prevention Administration and the Law Enforcement Assistance Administration. It is the State-level agency responsible for juvenile corrections and parole systems. Its director is Chairman of the Juvenile Delinquency Task Force.

The State Planning Process

To assure the support and participation of appropriate persons throughout the state, a series of 16 regions and sub-regions was established, each with an Advisory Board and supportive Task Forces. These regional groups assisted (a) in the planning function by identifying regional deficiencies and priorities and (b) in the review of program proposals arising within the region.

Planning Methods Used

A conference on delinquency prevention strategy development was held and attended by social scientists from across the country. The program models developed during the conference now provide direction for local programming and experimentation. The Task Force also completed a census of delinquency prevention programs currently operating in the State.

The State Planning Agency coordinated and provided technical assistance to both the County and State Commissions on Juvenile Justice and Prevention, and the regional and sub-regional Advisory Boards and Task Forces.

On-going planning will include:

1. A correction system study.

2. A series of three planning conferences.
3. An evaluation of probation
4. An analysis of the juvenile justice system.
5. A further study of the juvenile police functions.
6. Data collected on the delinquency problems of the State Indians.
7. A project in manpower development and training.
8. Coordination meetings with the State's Model Cities Programs.

Priorities

1. One-half of available funds will be for delinquency prevention.
2. Experimentation with innovative rehabilitation methods.
3. Implementation of a completed manpower development and training plan.
4. Assessment of the operational components of the juvenile justice system.

Project Evaluation and Monitoring

The State Planning Agency and the Task Force will require quarterly reports before the disbursement of monies and will make field visits to determine the consistency of program implementation with program plans.

Plan B

State Planning Agency

The State Planning Agency represents both the Youth Development and Delinquency Prevention Administration and the Law Enforcement Assistance Administration. The Agency created a Task Force which is responsible for developing the Comprehensive Juvenile Delinquency Plan. The director of the Task Force is Chairman of the State Division of Youth Services; its members come from a full range of activities involved with youth. Seven regional planning committees compiled data for the Task Force. On-going planning is being done by the Planning Bureau of the Youth Services Division.

Planning Methods Used

Data was collected from established sources, surveys, through questionnaires and field visits.

State Priorities

In order of descending priority, the State lists the following as its goals:

1. To develop a research and planning center capable of State-wide data collection, research, planning and evaluation activities;
2. To assist in development of community-based diagnostic and treatment centers for maladjusted children;
3. To support local prevention programs which emphasize the physical, intellectual, emotional and social development of young people;
4. To encourage and assist the courts in using predisposition diagnostic work-ups to improve the quality of their dispositions;
5. To establish a range of treatment programs for children whose problems are determined to be beyond the scope of community resources;
6. To reduce the populations of State Training schools and maintain them at approved national standards;
7. To provide within security and treatment programs a wide range of professionally recognized "people-changing processes";
8. To establish an integrated counseling system that insures continuity when a juvenile moves from probation to institution to parole;
9. To establish a coordinated system of youth services involving all levels of governmental and private agencies in law enforcement and rehabilitative work;
10. To continue to develop within the State agency a dynamic structure which will give optimum support, coordination and direction to a state-wide correctional system.

Structure for Implementation

Community-based youth service centers will be the main focus of the plan. In addition demonstration models, continued data collection, program evaluation and planning, a network of regional detention centers, and a State-wide counseling service are proposed.

Monitoring and Review Process

The Juvenile Delinquency Task Force will monitor the programs.

Plan C

State Planning Agency

The State Plan is being compiled by the Juvenile Problems Task Force appointed by the State Commission on Law Enforcement and Criminal Justice - the State Planning Agency for both Youth Development and Delinquency Prevention Administration and Law Enforcement Assistance Administration.

Method of Planning

Data was collected from State agencies, through a questionnaire, the structure and programs of community and county agencies, and invitational conferences. The Task Force was largely dependent on outside professional guidance since Regional Law Enforcement Planning Councils lacked expertise.

State Priorities

Under the overall goal of delinquency prevention, the State lists the following aims:

1. To aid parents and prospective parents in their attempts to prevent the delinquency of their children;
2. To aid local communities in establishing new community-based mechanisms to prevent delinquency.
3. To aid existing youth-serving agencies in their attempts to prevent delinquency;
4. To aid the new Office of Youth Services in establishing its leadership in the prevention of delinquency;
5. To aid business, industry and organized labor in their attempts to prevent delinquency;

6. To aid the youth of the State in their attempts to prevent delinquency.

Monitoring, Evaluation and Implementation

The Plan is vague or incomplete here. Its planning was very general and lacked the specifics necessary to form an implementation strategy. There is no monitoring or evaluation process in the Plan.

Plan D

State Planning Agency

The Governor's Commission on Crime and Delinquency is the State Planning Agency and represents both the Youth Development and Delinquency Prevention Administration and the Law Enforcement Assistance Administration.

Planning Methods

Both demographic and nondemographic data was collected from public and private agencies, field surveys, interviews and workshops. As a result the Plan is based on complete statistical data and a knowledge of the existing services and preventive programs.

Implementation

Due to its preliminary form, the Plan includes funding strategies that depend on the use of Youth Development and Delinquency Prevention Administration monies in coordination with funding from the Law Enforcement Assistance Administration. The Plan will be revised in fiscal 1971 to reflect more completely the coordination funding strategy which will be expanded to include all State agency resources.

Priorities

The Plan lists 26 statements. Eleven of these are broad theoretical statements about problems that transcend the limits and capacities of the institutions in which they can be located. The remaining 15 statements are more specific and suggest changes that can be made in existing child labor and school attendance laws, communication and coordination between existing youth-related agencies, information dissemination to youth, institutional policies which tend to disassociate from youth who have been in trouble, inadequate rehabilitation facilities for delinquent youth, mental health facilities which are unequipped to diagnose and treat young children at the first signs of trouble, etc.

Priorities

Forty-five action projects are proposed in the Plan. An overview shows that these projects are extremely innovative and prevention oriented.

The State Planning Agency involved citizens and youth in its data collection and plans include them on its Advisory Board.

Grant No. Applicant Agency and Title of Project Amount

70924 BERKSHIRE FARM INSTITUTE FOR TRAINING AND RESEARCH \$50,000
Canaan, New York
Store Front Drug Program.

An experimental program of education, guidance, and control relating to drug abuse. Young adult ex-users of drugs will assist, along with part time high school youth. Project will involve group drug sessions, emergency service, "hot-line", literature, and the development of audio-visual materials.

70928 KENTUCKY CHILD WELFARE RESEARCH FOUNDATION, INC. \$50,000
Frankfort, Kentucky
Kentucky Juvenile Defender Program.

A comparison study of urban and rural juvenile defender strategies. Focus will be on procedural justice for all indigent juveniles. Objectives are to reduce juvenile court referrals, reduce institutionalization of juveniles, and will develop treatment alternatives. Will involve third-year law students and will make recommendations with regard to changes needed in court processes and reporting systems.

70929 INSTITUTE OF LAW AND SOCIAL BEHAVIOR \$65,000
WASHINGTON COLLEGE OF LAW
THE AMERICAN UNIVERSITY
Washington, D.C.
A Model Preventive Dispositional System in the Juvenile Process.

Formulation for the Juvenile Court of a model system for providing disposition treatment, especially use of defense counsels. It is a multidisciplinary program and will involve graduate and undergraduate law students, social work and behavioral science students, along with attorneys.

70931 INSTITUTE FOR BEHAVIORAL RESEARCH, INC \$42,000
Silver Spring, Maryland
Prevention Abuse of Drugs: An Educational Model for Youth

This project is an experimental drug prevention and drug education program. The program will involve high school youth, as well as teachers.

LISTING OF NEW TECHNIQUES AND PRACTICES GRANTS FUNDED UNDER TITLE III DURING FISCAL YEAR 1970

Grant No. Applicant Agency and Title of Project Amount

70918 CITY OF RICHMOND \$55,000
Richmond, California (Model Cities Project)
Richmond Youth House: Self-help program by and for young people.

Multiple service center which emphasizes direct youth involvement in program planning and implementation can reduce delinquency. It will focus on the concept of self-help programs which do not exist in present youth services and institutions in Richmond.

70921 KANSAS CITY BOARD OF EDUCATION \$35,000
Kansas City, Missouri (Model Cities)
Switzer School Juvenile Delinquency Prevention Project.

Demonstration program for early identification and intervention with children who need help. Focuses on first, fourth, and seventh grades of an inner-city elementary school. Trained high school students work

with younger students. Will identify community needs for services and will work with the child and the family.

Grant No.	Applicant Agency and Title of project	Amount
70939	<p>CORNELL UNIVERSITY NEW YORK STATE SCHOOL OF INDUSTRIAL AND LABOR RELATIONS Ithaca, New York Using Union Teams for Vocational Counseling of Young People.</p> <p>Program involves unionists as vocational counselors to young people in high schools, uses students in training as vocational counselors, and opens up opportunity system for youth.</p>	\$50,000
70954	<p>OFFICE OF THE YOUTH COORDINATOR OFFICE OF THE MAYOR Newark, New Jersey (Model Cities) Demonstration Project in the Participation of Youth in Youth Services.</p> <p>Development and employment of youth leaders to provide services to other youth. Participants will be school dropouts, as well as those still in school. Goal to identify and develop types of services and activities for youth that can be provided by youth themselves, and to identify and develop new roles for youth within agencies serving youth generally and delinquents.</p>	\$50,000
70930	<p>RESEARCH ANALYSIS CORPORATION McLean, Virginia Offender Participation in Juvenile Court Decisions</p> <p>An experimental program which will provide an opportunity for high-risk delinquents to participate in the dispositional decision regarding their own cases.</p>	\$28,000

APPENDIX II

- I. Introduction
- II. Guidelines for Implementation of Title I
- III. Criteria for Evaluating Title I Projects
- IV. Regional and Central Office Responsibilities in Administering and Implementing Title I Programs
 - A. Regional Office Responsibilities
 - B. Central Office Responsibilities
- V. Responsibilities for the Administration of Titles II and III of the Act

DECENTRALIZATION GUIDELINES

I. Introduction

Responsibility for the approval of projects and State plans under Title I of the Juvenile Delinquency Prevention and Control Act of 1968 is delegated to the Regional Commissioners, effective July 1, 1970.

This document provides a discussion of the Title I program, and guidelines covering the basic responsibilities of Regional Offices and Central Office of the Youth Development and Delinquency Prevention Administration under all Titles of the Act.

The guidelines will be supplemented by additional instructions as required. For an outline of the major emphases and basic provisions of Title I, see appendices I and II.

II. Guidelines for Implementation of Title I

Present order of priorities listed below should be followed in the funding of Title I projects:

- (1) action projects
 - (a) delinquency prevention and youth development
 - (b) rehabilitation services

- (2) comprehensive State planning

Action projects which have been recommended or endorsed by the State planning agency should be given a higher priority.

Project planning grants, while they must be considered, shall not be given priority consideration.

Construction grants should also be considered non-priority in nature.

Even where they are proposed as a necessary part of an action project, they should be restricted to the equipping of new buildings or expansion, remodeling or repair of existing buildings, resident and non-resident in nature, for some special purpose or innovative community-based programs, such as youth service bureaus, group homes, halfway houses, special treatment or diagnostic facilities.

Although prevention grants are to be given a higher priority, an appropriate balance should be maintained between prevention and rehabilitation programs. In the latter type, priority should be given to plans and projects which provide alternatives to the traditional juvenile correctional services, including incarceration. In

both prevention and rehabilitation plans and projects, it is essential that applicant agency be required to provide evidence of having the necessary authority to involve the participants and the cooperation of other agencies where needed to carry out the project.

III. Criteria for Evaluating Title I Projects

The basic criteria for evaluating a Title I application are set forth in P.L. 90-445 in the Interim Regulations.

In addition to the considerations listed under Section 135 of the Act, Title I projects should:

- (1) provide a clear statement of project objectives
- (2) indicate how the project will be supported after Federal funds are withdrawn
- (3) provide a theoretical and factual knowledge base
- (4) provide an interdisciplinary, inter-agency approach
- (5) provide for maximum use of existing resources

Fundable Title I projects should relate satisfactorily to developing and completed comprehensive State planning. Special consideration should be given to projects involving joint funding with Model Cities, the Law Enforcement Assistance Administration, Labor, as well as other programs within the Department. Title I projects must provide for evaluation. Youth and citizen participation should be encouraged as appropriate in the planning and operational stages. Evidence of agency capability such as the number and quality of proposed project staff, consultants, and organization staffing pattern should also be provided.

IV. Regional and Central Office Responsibilities in Administering and Implementing Title I Programs

A. Regional Office Responsibilities

The primary responsibility for the implementation of the Title I program is vested in the Regional Commissioner. Responsibilities shall include, but not be limited to, the following:

- (1) review, approve and process Title I applications, including the award of Continuation and Supplemental grants, and taking necessary action to terminate direct grants.
- (2) review and approve State Plans.
- (3) perform the day-to-day activities relating to site visits, technical assistance, (including interpreting law, policies, and regulations), project monitoring, and project development, requesting Central Office assistance as necessary.
- (4) maintain effective working relationships with State juvenile delinquency planning agencies.
- (5) establish direct working relationships with other State, Federal, and local agencies working in fields related to juvenile delinquency, such as the Law Enforcement Assistance Administration and Model Cities.
- (6) coordinate SRS delinquency programs in the region.
- (7) train juvenile delinquency staff in Regional Office responsibilities.
- (8) advise Central Office on recommended changes in law, regulations, policies, and procedures.
- (9) transmit to the Central Office project fiscal reports, final program reports and special reports as requested.
- (10) keep Central Office informed of changes in structure of State agencies concerned with delinquency, as well as changes in State legislation or major court decisions affecting the juvenile justice and correctional system.
- (11) develop a flexible procedure for reviewing and approving Title I applications, including Continuation and Supplemental grants and State plans, involving the use of other Regional or Central Office departmental personnel and outside consultants and readers as necessary.

- (12) provide technical assistance and disseminate program information, including program guides and standards as well as material relating to research and programs and projects under this Act, to agencies, organizations and individuals in the region engaged in programs concerning youth who are delinquent or in danger of becoming delinquent.

B. Central Office Responsibilities

To ensure operational uniformity, the Central Office shall formulate regulations, standards, policies and procedures applicable to the overall administration of the juvenile delinquency program, after consultation with Regional Commissioners as well as other Federal and State agencies. Responsibilities shall include, but not be limited to, the following:

- (1) establish national priorities and program goals for Title I projects.
- (2) assist Regional Offices to set local priorities consistent with regional needs.
- (3) evaluate Title I projects to determine which project results warrant national publicity.
- (4) develop and prepare legislative specifications pertaining to delinquency prevention, rehabilitation, and youth development.
- (5) develop instructions, format, and guidelines for State delinquency plans.
- (6) prepare the annual report as required by the Act.
- (7) collect, prepare, and disseminate information, including publication and distribution of selected, final project reports and other publications relating to programs for the prevention and rehabilitation of delinquent children.
- (8) administer program, fiscal, and grants management activities related to Title I projects, including budget planning, justification, presentation, and allo-

cation and reapportionment of funds to the Regional Office, and the review of fiscal reports.

- (9) develop and issue regulations, policies and procedures relating to fiscal and grants management. Such material will be coordinated with SRS and HEW Grants Management staff, and will be consistent with the Grants Management Manual and Bureau of the Budget Circulars A-95 and A-87.

- (10) exercise budget and expenditure control for all funds appropriated for Title I, including the development of appropriate mechanisms for the reservation of funds as required under Section 403 of the Act, for continuation projects, for Model Cities projects, and for other reservations which may be required by Central Office, SRS, or HEW.

- (11) apportion funds for support of advisory committees, consultants, reviewers, and other related costs.

- (12) provide technical assistance and consultation as requested or required according to standard procedures.

- (13) review and comment on State Plans.

V. Responsibilities for the Administration of Titles II and III of the Act

Primary responsibility for the administration of Titles II and III shall remain with the Central Office; however, in the case of continuation grants under Title II, the Regional Office shall carry all responsibilities under Part IV relating to Title I. However, because of the need for Title II and III projects to relate as closely as possible to Title I plans, the Regional Commissioner will review and comment on all projects or contracts under Title III and all new applications under Title II within his Region.

The Regional Office will participate with the Central Office on site visits, technical assistance, project monitoring and project development of new applications under Title II and all projects or contracts under Title III. Field trips of Central Office staff will be planned with the Regional Office in accordance with established procedures.

APPENDIX III

**REPORT OF THE NATIONAL GOVERNORS' CONFERENCE
ON THE
PREVENTION AND CONTROL OF JUVENILE DELINQUENCY**

**The Prevention and Control of
Juvenile Delinquency**

The National Governors' Conference believes that any attempt to comprehensively prevent and control juvenile delinquency calls for bold, broad, basic and new approaches including redeployment of personnel and resources.

Commitment to the task of preventing juvenile delinquency requires:

- a. Commitment to long-term research and development adequate to cope with the complexity of the delinquency problem.
- b. A conscious broadening of the framework within which the problems are analyzed and remedies sought. There must be a willingness to examine and challenge all traditional operations.
- c. The significant involvement of youth in any community's effort to understand and prevent juvenile delinquency.
- d. Coordination of private and public services to youth including character building efforts and those geared to correction and rehabilitation.
- e. Focusing attention and efforts on youth at an earlier age than we have previously.
- f. A careful reevaluation of the unique role of the family in American societies.
- g. Realism about the cost of long-range preventive efforts.

- h. Establishment of vocational schools without severe standards and criteria to give every boy and every girl an equal education in the area of high rate unemployment.

In recognition of the key role which State Governments play in the intergovernmental effort to prevent and control juvenile delinquency, the Governors of the States urge that each State undertake to provide leadership and funding for the coordination of planning and services of all state agencies which contribute to the prevention, control, and treatment of juvenile delinquency. Such coordination should encompass the States' effort under the Omnibus Crime Control and Safe Street Act. Each State should emphasize and strengthen its commitment to programs designed to prevent delinquency, giving particular emphasis to home and school-centered programs aimed at youth who are in danger of becoming delinquent.

Because of the seriousness of the problem of juvenile delinquency and the need for major governmental action, the National Governors' Conference expresses its concern with the Juvenile Delinquency Prevention and Control Act of 1968. We find that it is inadequately funded, and that its administration is not properly coordinated with that of the Omnibus Crime Control Act. We urge that the Congress of the United States amend the Crime Control Act to provide for the transfer of the responsibility for administration of Title I of the Juvenile Delinquency Prevention and Control Act to the Law Enforcement Assistance Administration.

END