

# **2012 Juvenile Accountability Block Grant Program Grant Proposal Guidebook**



## **Indiana Criminal Justice Institute**

**Mark Massa  
Executive Director**

**Mary Murdock  
Deputy Director**

**Ashley Barnett  
Youth Division Director**

**Kim Snyder  
Program Manager**

[www.in.gov/cji](http://www.in.gov/cji)

[jjreports@cji.in.gov](mailto:jjreports@cji.in.gov)

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### OMB Circulars

The following Office of Management and Budget (OMB) Circulars have been referenced herein and copies may be obtained from the addresses shown below. It is the responsibility of the recipient agency to comply with the federal guidelines contained in the circulars.

**The Office of Management and Budget**  
725 17<sup>th</sup> Street, N. W.  
Washington, DC 20503  
<http://www.whitehouse.gov/omb/circulars/>

**OMB Circular A-21:** *“Cost Principles for Educational Institutions”*. This Circular establishes principles and standards for determining costs applicable to grants and contracts with educational institutions.

**OMB Circular A-87:** *“Cost Principles for State and Local Governments”*. This Circular establishes principles and standards for determining costs applicable to grants and contracts with state and local units of government.

**OMB Circular A-102:** *“Grants and Cooperative Agreements with State and Local Governments”*. This Circular establishes standards for administration of grants with state and local government agencies.

**OMB Circular A-110:** *“Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Nonprofit Organizations”*. This Circular establishes standards for the administration of grants to institutions of higher education, hospitals, and other nonprofit organizations.

**OMB Circular A-122:** *“Cost Principles for Nonprofit Organizations”*. This Circular establishes principles for determining cost of grants, contracts, and other agreements with nonprofit organizations.

**OMB Circular A-133:** *“Audits of Institutions of Higher Education and Other Nonprofit Institutions”*. This circular covers audit requirements for institutions of higher education, hospitals, and other nonprofit institutions for fiscal years that begin on or after January 1, 1990.

**Common Rules:** *“Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, 28 CFT Part 66”*. This Common Rule contains government wide fiscal and administrative conditions governing Federal grants and cooperative agreements and sub awards to State, Local, and Indian Tribal Governments.

### Financial Guide

The **Office of Justice Programs Financial Guide** has been referenced herein. It is the responsibility of the sub-grantee to comply with the federal guidelines in this manual.

Copies of the above information may be obtained from the Office of the Comptroller Customer Service Center at:

Office of the Comptroller  
Office of Justice Programs  
United States Department of Justice  
810 7<sup>th</sup> Street, N.W., Room 5303  
Washington, D.C. 2-531  
Phone: 1-800-458-0786  
Fax: (202) 353-9279  
<http://www.ojp.usdoj.gov/FinGuide>

### Youth Division Grant Proposal Process

- An announcement (RFP) by the Youth Division that Grant Proposals are being accepted with an established deadline.
- Grant Proposals are submitted to the Youth Division and are date and time stamped. Grant Proposals arriving after the published deadline **WILL NOT** be accepted.
- The Grant Proposal is reviewed for completeness by the Grant Manager, logged into the Youth Grant Tracking System and assigned a Grant Tracking Number.
- Completed Grant Proposals are forwarded to the Youth Division Director, Grant Manager, Research Division Director, and Research Manager for review and scoring of the Grant Proposals.
- The Youth Division Director forwards the Grant Proposal to the Deputy Director with one of four recommendations: 1) Approve, 2) Approve with Special Conditions, 3) Defer or 4) Deny.
- The Deputy Director will make one of four recommendations: 1) Approve, 2) Approve with Special Conditions, 3) Defer or 4) Deny.
- After the Deputy Director has completed his/her review, the Deputy Director and Youth Division Director will meet with the ICJI Executive staff to make one of four recommendations: 1) Approve, 2) Approve with Special Conditions, 3) Defer or 4) Deny.
- A Grant Proposal receiving a recommendation of “Deny” shall be notified of the appeals process. Agency representatives may request to appear before the Youth Sub-Committee for the purpose of making an oral presentation and/or respond to questions concerning the recommendation of denying the Grant Proposal.
- The Youth Sub-Committee shall make one of four recommendations: 1) Approve, 2) Approve with Special Conditions, 3) Defer or 4) Deny on each Grant Proposal to the ICJI Board of Trustees for final action.
- The ICJI Board of Trustees shall make one of four recommendations: 1) Approve, 2) Approve with Special Conditions, 3) Defer or 4) Deny. **All actions by the ICJI Board of Trustees are final.**
- The Applicant Agency shall be notified by the Youth Division Director of the final action by the ICJI Board of Trustees within 72 hours after the ICJI Board of Trustees has adjourned.
- After the Grant Proposal has been approved by ICJI, the ICJI Board of Trustees, the Indiana Department of Administration and the Office of Management and Budget, the first step in the Awarding Process is for a Grant Agreement to be sent to the Applicant Agency. The Grant Agreement must be signed in **blue ink** and mailed to the Youth Division with original signatures.
- Once received by the Youth Division, the ICJI Executive Director will sign the Grant Agreement and it will be processed by the Indiana Department of Administration, State Budget Agency, and the Indiana Attorney General. This process may take up to 6 weeks.
- Once returned back to the Youth Division, the Award Packet for the Grant will be sent to the Applicant Agency with all required certifications, claim vouchers, and award instructions.

## Juvenile Accountability Block Grant Overview

### Introduction:

The Youth Division is part of the Indiana Criminal Justice Institute (ICJI) which is the State Administrative Agency (SAA) for the U.S. Department of Justice (Office of Juvenile Justice and Delinquency Prevention). The Indiana Criminal Justice Institute's Youth Division solicits applications through a competitive process through federal funds received from OJJDP to enhance and develop programs around delinquency prevention and accountability programs for juveniles. ICJI distributes federal funds based on available funds to various state agencies and local jurisdictions to improve juvenile justice systems by increasing the availability of prevention, intervention, and accountability programs. As a federal grantee of OJJDP, the youth division is responsible for monitoring grantees and verifying all fiscal, program and compliance responsibilities are being satisfied.

ICJI Youth Division currently administers federal funds for programs that:

- prevent juvenile delinquency through community based collaboration;
- support the deinstitutionalization of juvenile offenders;
- promote the separation of juvenile offenders from adult offenders;
- improve juvenile court services;
- establish community-based programs for high-risk youth and their families; and
- reduce juvenile offending through accountability based initiatives.

The Youth Division staff is available to assist you if you have questions regarding the grant application. The information provided in this guidebook is intended to disseminate information to potential applicants with program criteria, eligibility information, and facilitate the writing of your grant application. Included are the most frequently asked questions about application content along with guidelines for allowable and unallowable budget items and specific project components. Please see the contact list provided in the back of the guidebook for programmatic and financial technical assistance.

### Background of Federal Juvenile Justice Programs:

In 1974, Congress enacted the Juvenile Justice and Delinquency Prevention (JJDP) Act (Pub. L. No. 93-415, 42 U.S.C. § 5601 *et seq.*). This landmark legislation established the Office of Juvenile Justice and Delinquency Prevention (OJJDP) within the U.S. Department of Justice to support state and local efforts to prevent delinquency and improve the juvenile justice system. Among the programs administered by OJJDP are the Formula Grants Program and Community Prevention Grants Program (Titles II and V of the JJDP Act) and the Juvenile Accountability Block Grants program (Title I of the Omnibus Crime Control and Safe Streets Act). The Indiana Criminal Justice is the state agency charged with administering these federal grant programs. For more information on the OJJDP and its programs, visit <http://ojjdp.ncjrs.org> for more information regarding the Office of Justice Program's 2011 Financial Guide, please visit: <http://www.ojp.usdoj.gov/financialguide/index.htm>

### Purpose of the Juvenile Accountability Block Grant Program:

Congress authorized the United States Attorney General to provide grants under the Juvenile Accountability Block Grants (JABG) program. The State Relations and Assistance Division of the Office of Juvenile Justice and Delinquency Prevention (OJJDP), Office of Justice Programs, U.S. Department of Justice administer the JABG program. Through the JABG program, funds are provided as block grants to states for programs promoting greater accountability in the juvenile justice system. The premise underlying of the JABG program is that both offender-focused and system-focused activities promote accountability. For the juvenile justice system, strengthening the system requires an increased capacity

to develop youth competence, to efficiently track juveniles through the system, and to provide enhanced options such as restitution, community service, victim-offender mediation, and other restorative justice sanctions that reinforce the mutual obligations of accountability- based juvenile justice system.

### **Eligible Applicants:**

**Direct Allocations** - Funds are available to certain units of local government (towns, cities, and counties) based on a formula prescribed by federal law: two-thirds (2/3<sup>rd</sup>) is based on each jurisdiction's share of average expenditures for law enforcement, corrections, and court-related activities within the jurisdiction, the remaining one-third (1/3<sup>rd</sup>) of the allocation is determined using available data on each jurisdiction's share of average number of arrests for Part I Index Crimes. A jurisdiction's allocation is calculated on the combined data from information from the UCR Part 1 violent crimes with data on local justice expenditures (direct operating expenditures for police, corrections, and judicial and legal services) that the Census Bureau collects from local units of government. Units of local government whose allocation is determined to be \$10,000 or above are eligible to apply for a direct JABG award from State.

Entities eligible to apply for Federal Block Grant funds shall include any public and private (non-profit) agencies which include: governmental, educational, law enforcement, or other child serving or advocacy organization.

- State agencies or State supported university,
- A unit of local government (a local unit of government is defined as a city, county, town, township, or other general political subdivision of a state) i.e. County Superior Court, a school corporation, county commissioners, prosecutor's office, etc...a unit of local government must be the legal applicant and recipient on behalf of city and county departments, and;
- Units of tribal governments.

### **Examples of program funded in the past:**

- Juvenile Prosecutors
- Probation staff
- Detention staff & training
- SHOCAP/SAFEPOLICY (information-sharing initiatives)
- Drug & Teen Courts
- Police/Probation Partnerships (Operation Nightlight)
- Police/Probation/School Partnerships
- Community Corrections programs (house arrest, electronic monitoring, community service, etc.)
- Restorative Justice programs.

### **Eligibility Requirements**

Applicants must meet the following criteria to receive JABG funds:

- Establish a Juvenile Crime Enforcement Coalition (JCEC) and submit coordinated enforcement plans for activities to be carried out under the purpose areas. The JCEC is responsible for the development of its Coordinated Enforcement Plan for reducing juvenile crime prevention within the unit of local government. JCEC membership includes police, sheriff, prosecutor, state or local probation, juvenile court, schools, business, and religious-affiliated, fraternal, nonprofit, or social services organizations that are involved in crime prevention activities;
- Include criteria for assessing effectiveness of activities (performance measures) and provide assurances about a system of graduated sanctions;
- Document involvement in the development of the application and submit annual assessment reports (based on performance measures).

- Meet program standards set forth by the Youth Services Division and if a current sub-grantee, be current with all performance and financial reports with no missing documents;
- Abide by criteria in the contract (Grant Agreement) between the grantee and the Indiana Criminal Justice Institute;
- Be registered, and in good standing, with the Indiana Secretary of State's Office.
- All programs/projects are required to be evidence-based model programs.

**\*Note:** This is a competitive process. Neither the invitation to submit a full application nor the use of ICJI staff for technical assistance implies that an applicant will receive a grant award. Continuation funding is **NOT** guaranteed from year to year. All awards are contingent upon availability of funds.

**\*\*Non-profit agencies** that are not public entities are not eligible to apply as the legal applicant for a grant from the Indiana Criminal Justice Institute, but they are able to act as the implementing agency for a program/project funded by an ICJI grant.

**\*\*\***The Office of Juvenile Justice and Delinquency Prevention (OJJDP) has determined that tours of adult jails and correctional facilities, which are components of many "Scared Straight" type programs, are violations of the Jail Removal mandate of the JJDP Act, even if participation is a voluntary diversion from court involvement. No program which conducts, supports, or otherwise participates in the practice of taking juveniles on tours of secure adult correctional facilities, or tactics such as those used in "scared straight" type programs regardless of the source of funding for the activity, will be funded by the Indiana Criminal Justice Institute. Applicants should **NOT** include such a component in any program.

#### **Source of Funds:**

JABG are awarded annually by the Federal Government as outlined in the Juvenile Justice and Delinquency Prevention Act of 1974. The Office of Juvenile Justice and Delinquency Prevention (OJJDP) is the Federal agency that oversees the distribution and administration of funds by the states.

#### **Funding Period:**

Projects are funded for a period of one year (April 1, 2012 – March 31, 2013). Funds will be made available to local units of government and state agencies to improve juvenile justice systems by increasing the accountability-based programs for both the offender and the juvenile justice system. Initial funding shall be for a period of not more than twelve (12) months. Continuation funding is contingent upon satisfactory performance and the availability of funds. If applying for second or third year funding for a continuation project, the application should include details about the progress and accomplishments of you program to date.

## Grant Guidelines

### Priority Funding/Program Purpose Areas:

In Indiana's Three Year Plan for 2009-2011, ICJI and the JJSAG identified the following areas that will be given priority funding consideration to ensure the state remains in full compliance with the Federal JJDP Act. Funding priorities outlined in these application instructions supports the goals of the Indiana Criminal Justice Institute and the JJSAG statewide three-year plan

As indicated in *Indiana's Three-Year Delinquency Prevention & Improvement Plan Update and Application (FY 2011 Update)*, there are six (6) Program Goals that the State will focus funding toward over the next year. Within each Program Goal are one (1) or more Purpose Areas. Due to a significant reduction in JABG funding allocation for FY2012, specific guidelines have been developed to have the greatest impact on youth in the state of Indiana. Listed below are the purpose areas, program goals and funding specifications that are eligible for funding under this year's JABG Grant Program.

- 1) **Information Sharing:** Establishing and maintaining interagency information-sharing programs that enable the juvenile and criminal justice systems, schools, and social services agencies to make more informed decisions regarding the early identification, control, supervision, and treatment of juveniles who repeatedly commit serious delinquent or criminal acts.
- 2) **Accountability Programs:** Establishing and maintaining accountability-based programs designed to reduce recidivism among juveniles who are referred by law enforcement personnel or agencies.
- 3) **Risk and Needs Assessment:** Establishing and maintaining programs to conduct risk and needs assessments of juvenile offenders that facilitate effective early intervention and the provision of comprehensive services, including mental health screening and treatment, and substance abuse testing and treatment to such offenders.
- 4) **School Safety:** Establishing and maintaining accountability-based programs that are designed to enhance school safety.
- 5) **Restorative Justice:** Establishing and maintaining restorative justice programs.
- 6) **Juvenile Courts and Probation:** Establishing and maintaining programs to enable juvenile courts and juvenile probation officers to be more effective and efficient in holding juvenile offenders accountable and reducing recidivism

**Applicants must only select one purpose area per application and all applications must fall under one (1) of the following Purpose Areas:**

### Evidenced-Based Practices:

Evidence-based programs and approaches are defined as strategies and programs demonstrated through research and evaluations to be effective at preventing or intervening in juvenile delinquency. Best practice models include program models that have been shown, through rigorous evaluation and replication to achieve target outcomes.

- Sustain a model program or practice that addresses one established priority areas and fits within one of the OJJDP Program Areas.
- Evidence-based strategies or practices implemented by a state agency to reduce the number of juveniles coming in contact with the juvenile justice system.

- Strategies designed to successfully transition youth back into the community based on evidence-based practices.
- Replicate a model program or best practice that addresses one established priority area and fit within one of the six (6) OJJDP Program Areas. Model programs and best practices can be found on various federal sites including but not limited to:

**Sources for Evidence-Based Programs:**

- Blueprints for Violence Prevention
- CASEL (Collaborative for Academic, Social, and Emotional learning)
- Centers for Disease Control and Prevention
- Community Guide to Helping America's Youth
- Department of Education Safe, Disciplined, and Drug-free Schools
- Drug Strategies, Inc.
- Making the Grade
- Hamilton Fish Institute
- Institute for Medicine
- NIDA Preventing Drug Abuse
- National Institute of Justice What Works Report
- OJJDP Model Programs Guide
- Promising Practices Network
- SAMSHA Model Programs
- Surgeon General's Youth Violence Report

**\*\*\*All Federal subgrantee programs are required to be evidenced-based/model programs. The source of the evidenced-based program/model program must be documented in the project narrative section of the application. JABG funding may be used to support the following initiatives: (SEE SECTION 18 FOR MORE INFORMATION)**

**Match Requirement:**

JABG requires that Federal funds may not exceed 90 percent of the total program costs. Therefore, the unit of local government must contribute ten percent cash match of the total program cost. The total program cost is made up of the federal amount and the cash match. The applicant must identify the source of the 10 percent non-federal portion of the total

\*\*\*\*Funds may not be used to supplant (i.e., replace) existing expenditures.

Funded projects must receive financial support from sources other than JABG funding (or any other Federal funding source). The purpose of matching funds is to enhance the amount of resources available to the project from grant funds and to foster the dedication of state, local and community resources to the purposes of the project. Grantees must maintain records that clearly indicate the source, timing, and the amount of funds. Providing matching funds also demonstrates collaboration and a commitment to the sustainability of the project, which is one of the major components used by staff and the Subcommittee in assessing merit of the project.

**Other Grant Requirements:**

- ✓ Signed Certifications Regarding: Lobbying, Debarment and Suspension (which states they have not been prohibited from doing business with the Federal government), and Drug Free Workplace Policy.

- ✓ **Certified Assurances:** As recipients of federal funds, each applicant shall read and sign the Certified Assurances form stating they will comply with the Indiana Criminal Justice Institute's guidelines.

### **Reporting Requirements if awarded a JABG grant:**

All funded programs are required to comply with administrative reporting, grant guidelines, and audit regulations during the project year.

**Financial Reports** are submitted to ICJI on a quarterly basis with the final finance report due within 30 days of the end of the cycle.

**Supporting Documentation and Invoices** are to be submitted showing where grant funds have been expended and must be attached to the Financial Report form when requesting reimbursement.

**Quarterly & Annual Performance Reports Recently** there has been a government-wide move toward accountability. Justification for funding and evidence of program impact are common requests from most funding sources. Performance measurement is a system of tracking progress in accomplishing goals, objectives, and outcomes. It monitors essential information related to program performance and provides data on the program's quarterly performance in meeting the goals and objectives for the specific reporting period. Performance reports are submitted on a quarterly basis with the purpose of performance measures to determine if the grantee is implementing the program as agreed, determine if the grantee is making progress towards meeting its performance measures; determine if the grantee demonstrates fidelity to identified evidence-based practices and/or programs, determine if the activities performed by the grantee are linked to the specific outcomes of the program, to allow the grantee to present information on any problem encountered (e.g., what were they, how they impacted the program, and how were they resolved), to present information to the Governor, the Legislature, the U.S. Department of Justice, and Congress; and to justify continued grant funding. Annual performance reports provide data encompassing the entire grant period.

These reports are filed on a calendar quarterly basis and are due to ICJI by:

- 1<sup>st</sup> quarter include the dates April 1 – June 30, with reports being due on July 30
- 2<sup>nd</sup> quarter include the dates through July 1 – September 30, with reports being due on Oct 30
- 3<sup>rd</sup> quarter include the dates October 1 – December 31, with reports being due on Jan 31
- 4<sup>th</sup> quarter include the dates through Jan 1 – March 31, with reports being due on April 30

\*\*If a project ends within a reporting period, the final reports are due to ICJI within 30 days at the conclusion of the project.

**Grant Amendments** allow changes to the original application within the project period. Changes could include the budget, project period and/or extension, project officials/addresses, project personnel, goals and objectives, and/or other. The awarded funds may only be expended for programs and purposes set forth in the approved budget, program areas, and project period. Program amendments exceeding 10% of the total contract budget or modifications that would change the scope of the project, will need to be submitted and approved the board trustees. This means budget adjustments can be made between the **existing line items in the budget** without prior approval, which does not exceed 10 percent of the total contract budget. (Example: If the total budget is \$10,000, dollars can be moved between line items not to exceed \$1,000 total.) This flexibility is meant to be used if needed but not to be abused. The following are guidelines with regard to any adjustments made:

- Prior permission is not required to make line item adjustments within the allowable 10 percent of the total budget.

- Submit the change to the budget in the current quarterly report.
- This flexibility **does not include** creation of new line items to the existing budget. Creating new line items, time extensions, adjustments of more than 10 percent or any change in the total contract amount is a revision and requires prior approval. In these instances, a letter of request with supporting documentation and clarifying reason(s) for the request must be submitted for consideration of approval.

**Under no circumstance will any budget revision/adjustment be approved after March 30, 2013.**

This allows our fiscal department time to reconcile account balances before the end of the federal fiscal year. Therefore, it is imperative that the budget be carefully reviewed prior to submitting reports in order to assess your needs before requesting a revision.

***NOTE: Failure to Comply with Reporting Requirements may result in administrative action such as, withholding of payments, suspension of funding, cancellation of the project, loss of awarded funds, or non-certification of new grant awards.***

**Reimbursement of Expenditures:**

**All payments to grantees are made on a reimbursement basis only. No advance payments are allowed. No payments will be made by cash or check; each grantee must have direct deposit.**

The financial report is necessary for reimbursement of expenses incurred. Progress and expense reports must be submitted and approved within thirty (30) days of the end of the quarter. No claim for reimbursement shall be paid until staff reviews submitted and approve progress and financial reports.

**Equipment Inventory Listing and/or Invoices** must be completed for any equipment purchased with grant funds. This must be attached to the Expenditure Request form when requesting reimbursement.

## General Grant Application Instructions

The Youth Division Grant Proposal Form is available at <http://www.in.gov/cji>. Previous versions of applications will not be accepted.

### General Instructions:

To be eligible for consideration of JABG funds through the Indiana Criminal Justice Institute, the following guidelines must be followed:

1. Application must be submitted on the approved current JABG 2012 application. The Grant application is in a Microsoft Word format with the document being password protected. Altered application forms will not be accepted. Each field that requires information is identified by a small gray-colored box or a checkbox. The font size is already set for the entire application and spell check is not enabled in the locked version of the application. Some text boxes are set so that as you type in information the box will expand if necessary.

2. Please do not use forms or verbatim material from a previous year's grant application since new questions and required information have been added to the application.

3. Follow the instructions for each section. Unless otherwise noted, information in each section is limited to the space provided. The following attachments will only be accepted and should be submitted are:

- Resumes and/or Job Descriptions and Qualifications
- Include two (2) letters of support and administration signature pages;
- Register for a DUNS # **\*\* (NEW THIS YEAR) \*\*** The Office of Management and Budget requires that all businesses and nonprofit applicants for federal funds include a Data Universal Numbering System (DUNS) number in their application for a new award or renewal of an award. Applications without a DUNS number are incomplete. A DUNS number is a unique nine-digit sequence recognized as the universal standard for identifying and tracking entities receiving federal funds. The identifier is used to validate address and point of contact information for federal assistance applicants, recipients, and subrecipients. The DUNS number will be used throughout the grant life cycle. Obtaining a DUNS number is a free, simple, one-time activity. Call 1-866-705-5711 or apply online at <http://www.dnb.com/us/>
- Certifications and Assurances
- Signature packet
- Organizational Chart
- Audit

4. The ICJI Youth Division will offer a (3) three training and technical assistance conference calls during the application process. **Applicants seeking funding from the Youth Division are required to participate in at least (1) one training and technical assistance conference call.** Topics will include basic application tips, overview of the application and instructions, technical assistance in areas such as grant administration, and program and financial reporting. This information will be applicable to new and veteran sub-grantees. Times for the conference calls will be held from 10:00 a.m. to 12:00 p.m. Dates for the calls are as follows:

- Thursday, January 5, 2012
- Monday, January 9, 2012
- Thursday January 12, 2012

The call-in number for each day is (218) 237-0330 and the Participant Access Code: 232214#.

**Please contact the Program Manager to indicate which day you will be calling in, as the number of slots each day is limited.**

5. Applications must be submitted by the postmark due date and meet all the criteria in the application.
6. If any application is approved with special conditions (i.e. some information is not complete or some question(s) not answered), the sub-grantee will not receive a grant award until the additional requested information is received and questions are answered to the satisfaction of ICJI staff.
7. Contracts for professional services should not be executed until an award is made and a grant number is issued.
8. Before application submission to the appropriate Program Manager, the applicant should thoroughly review and understand the Certified Assurances and Criminal Penalties and Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibilities Matters; and Drug-Free Workplace Requirements at the end of the application.

Submit the original application and signature pages along with three (3) copies for the reviewers signed with **BLUE** ink. Please submit your proposal (excluding the Letters of Support and Signature Packet) via the [jjreports@cji.in.gov](mailto:jjreports@cji.in.gov) mailbox. The Letters of Support and Signature Packet must be submitted via the U.S. Postal Service or similar method. **ALL SIGNATURE PAGES MUST CONTAIN ORIGINAL SIGNATURES. SIGNATURE STAMPS WILL NOT BE ACCEPTED.**

**Each grant proposal will be reviewed and scored based on a maximum of 100 points.**

## Grant Overview and Guidelines

### Section 1. Cover Page

#### Legal Applicant Agency

State agencies, units of local government, and units of tribal governments are eligible to apply for federal grants offered through the Indiana Criminal Justice Institute. A local government is defined as a city, county, town, township, or other general purpose political subdivision of a state and includes Indian tribes which perform law enforcement functions as determined by the Secretary of the Interior. A city or county must be the legal applicant and recipient on behalf of a city or county departments/agencies. This is the individual authorized to enter into binding commitments on behalf of the Implementing Agency. These would normally be the chief officer of the agency, institution, or government unit involved. (A few examples would be: Mayor, Sheriff, Chief Officer, or a Judge). The same applies to a not-for-profit organization that is participating in a grant funded program. **The not-for-profit can not be a Legal Applicant Agency.** All Legal Applicant Agencies who receive funding from any division of the Indiana Criminal Justice Institute must be in compliance with those programs as per IC 5-2-6-10.5.

<b>Legal Applicant Agency: Hunter County Government</b>		
Name of Authorized Official of Legal Applicant Agency:		
Title:		
Physical Address: [REDACTED]		
City:	Zip:	County:
Mailing Address: [REDACTED]		
City:	Zip:	County:
Phone: (    )    -    ext:	Fax: (    )    -	
Agency E-Mail: <b>a1234@huntercounty.gov</b>		

#### Implementing Agency:

The agency implementing or benefiting from the project. In most cases, this will be the same as the Applicant Agency. (Example: Applicant Agency, Hunter Sheriff’s Department, Implementing Agency, Hunter Sheriff’s Department). However, in some cases it will be different. (Example: City of Hunter, Applicant Agency; the Hunter Police Department, Implementing Agency).

*If the applicant agency and the implementing agency is the same, DO NOT put SAME AS #1.*

#### Project Director

This is the government affiliated official who is responsible for the project. This is the individual who will be in direct charge of the project. He or she should be a person who combines substantial knowledge and experience in the project area with proven ability in administration and supervision of personnel and will be expected to devote a major portion of his or her time to the project.

**Project Director must be an employee of the Implementing agency/ organization.**

**Project Director**

Name:	Title: <b>Chief Probation Officer</b>		
Agency:	<b>Hunter County Probation Department</b>		
Address:	[Redacted]		
City:	Zip:	-	County:
Phone: ( )	-	ext:	Fax: ( ) -
E-Mail:	<b>b1234@huntercountyprobdept.org</b>		

**Point of Contact**

This is the individual that ICJI will have direct contact with concerning any issues regarding the grant. This may be someone other than the Project Director that is in charge of record keeping and submitting reports.

**Point of Contact**

<b>Name:</b>	<b>Robert Jones</b>	<b>Phone:</b>	<b>(888) 555 - 1234</b>
<b>Fax:</b>	<b>(888) 555 - 4567</b>	<b>Email:</b>	<b>rjones@huntercountyprobdept.org</b>

**Fiscal Officer**

This is the individual who ICJI will contact and who are legally responsible for the legal applicant’s financial records. i.e., City Clerk-Treasurer, County Auditor, School Corporation Treasurer, University Controller. They will be responsible for fiscal matters relating to the project and in charge of agency accounting, management of funds, verification of expenditures, and financial reports.

***NOTE: It is possible that a different person will fill the four positions (Authorized Official, Agency Head, Project Director, and Financial Officer). It is also possible that the same person may serve in more than one capacity. However, there must be at least 2 different people in any combination in these positions. The financial officer and the project director must be different individuals.***

**Fiscal Officer**

Name:	Title: <b>Auditor</b>		
Agency:	<b>Hunter County Auditor’s Office</b>		
Address:	[Redacted]		
City:	Zip:	-	County:
Phone: ( )	-	ext:	Fax: ( ) -
E-Mail:	<b>d1234@huntercountyprobdept.org</b>		

**Purpose Area Definitions:**

\*\*\*Please note: You may only select ONE purpose area per grant proposal form as of this latest round of funding. Selecting multiple purpose areas on the Grant Proposal Form will result in denial of your application. The following is a list of the program purpose areas a state or unit of local government may use JABG funds to meet the goal and strengthen the juvenile justice system. Additional information can be obtained at the Office of Juvenile Justice and Delinquency Prevention's website, [www.ojjdp-dctat.org/](http://www.ojjdp-dctat.org/), or ICJI's website, [www.in.gov/cji](http://www.in.gov/cji) for an in depth breakdown of each purpose area and the mandatory reporting requirements for each.

1. **Information Sharing:** establishing and maintaining interagency information-sharing programs that enable the juvenile and criminal justice systems, schools, and social services agencies to make more informed decisions regarding the early identification, control, supervision, and treatment of juveniles who repeatedly commit serious delinquent or criminal acts
2. **Accountability:** establishing and maintaining accountability-based programs designed to reduce recidivism among juveniles who are referred by law enforcement personnel or agencies
3. **Risk and Needs Assessment:** establishing and maintaining programs to conduct risk and needs assessments of juvenile offenders that facilitate effective early intervention and the provision of comprehensive services, including mental health screening and treatment and substance abuse testing and treatment, to juvenile offenders
4. **School Safety:** establishing and maintaining accountability-based programs that are designed to enhance school safety, which programs may include research-based bullying, cyber bullying, and gang prevention programs
5. **Restorative Justice:** establishing and maintaining restorative justice programs
6. **Juvenile Courts and Probation:** establishing and maintaining programs to enable juvenile courts and juvenile probation officers to be more effective and efficient in holding juvenile offenders accountable and reducing recidivism

**Project Title**

**Enter a title of the program. A revision or continuation applications should carry the same title as the original project.** (i.e., Hunter County Probation Department, Hunter County Drug Court, Hunter County Drug Prosecutor, Hunter County Corrections Treatment Program, etc.). To assist you in knowing which program you are funded under, refer to you current grant number.

<b>Project Title: Hunter County Probation Department Juvenile Accountability Program</b>
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\*\*\***DUNS Number:** The Office of Management and Budget requires that all businesses and nonprofit applicants for federal funds include a Data Universal Numbering System (DUNS) number in their application for a new award or renewal of an award. Applications without a DUNS number are incomplete. A DUNS number is a unique nine-digit sequence recognized as the universal standard for identifying and tracking entities receiving federal funds. The identifier is used to validate addresses and point of contact information for federal assistance applicants, recipients, and sub recipients. The DUNS number will be used throughout the grant life cycle and should be the

legal applicant’s DUNS number. Obtaining a DUNS number is a free, simple, one-time activity. Call 1-866-705-5711 or apply online at <http://www.dnb.com/us/>

**Central Contractor Registration:** OJP requires that all applicants for federal financial assistance, other than individuals, maintain current registrations in the Central Contractor Registration (CCR) database. The CCR database is the repository for standard information about federal financial assistance applicants, recipients, and subrecipients. Please note, however, that applicants must update or renew their CCR at least once per year to maintain an active status. Information about registration procedures can be accessed at [www.ccr.gov](http://www.ccr.gov)

**Congressional District:** Enter the Federal Congressional District(s) to be served by this project. To find the Federal Congressional District, visit [www.house.gov](http://www.house.gov)

**Project Status:**

Check the appropriate box to indicate if this is a New Project or a Continuation Project. NOTE: If you received grant funding the previous year for a project, but the project itself has changed, then it is to be considered a New Project.

<input type="checkbox"/> New Project	<input checked="" type="checkbox"/> Continuation Project	If Continuation, previous ICJI Grant #: 09-JB-000
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If Continuation, indicate the total number of years of previous federal support: 2
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**Funding Request:** Enter the requested amount under in the federal box. Enter the required 10% match. The match can be in cash or in-kind.

NOTE: Applicants are encouraged to use the standard local match ratios (see section 9 for the calculation) and avoid overmatching.

<b>Federal Funds</b>	<b>\$ 20,000.00</b>	<b>Matching Funds</b>	<b>\$ 2,222.00</b>	<b>Project Total</b>	<b>\$ 22,222.00</b>
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**DEMOGRAPHICS**

**1. Type of Organization -**

The type of organization for the authorized agency and the implementing agency that are listed on the cover page of the application needs to be identified.

**2. Geographical Area -**

Check the appropriate box(es) that best identifies the primary status of juveniles that will be served under the project and state the geographic area (community, city) served by the project and a brief description of the geographic area that the project serves.

**3. Juveniles Served -**

- i. An estimated number of the juvenile population to be served in terms of age, gender, ethnicity, and the primary status of juveniles. The breakdown of race, gender and ethnicity must equal the total estimated number of youth to be served. The estimated number of

youth to be served must equal the number of youth to be served stated in the Objectives. If youth are not directly served, check the box.

- ii. Check the appropriate box(es) that best identifies the primary status of juveniles that will be served under the project.

#### **4. Indicate the source of the program or curriculum and provide documentation for the project –**

All applicants must state what model program they are implementing or going to implement and provide the source (i.e.: OJJDP model programs guide, Blueprints, etc...)

## **Section 2. Executive Summary**

The Executive Summary is the **first thing read, last thing written**. The Executive Summary summarizes all of the elements of your grant proposal by describing an overview of the scope of the project; states the problem(s) or need(s); describes the goal, objectives, and outcomes to be gained; states the total cost of the project; and summarizes each major section of the proposal. It does all of this in no more than two pages. **Do not copy and paste from other sections.**

In the scoring of your grant proposal, the Executive Summary has a maximum value of **5** points.

## **Section 3. Program Narrative and Needs Assessment**

The Needs Assessment is the foundation of your proposal. The Needs Assessment should explain the problem and provide documentation to indicate that it truly is a problem. Keep the problem narrowly defined, and make sure that you establish a logical connection between your organization and the problem to be solved. It is important to describe how the funding for this project would alleviate the problem. Community is defined as a neighborhood, city, county, group of counties, or the state as a whole. Clearly describe the target population affected by this problem.

**Support your Needs Assessment with relevant data.** The applicant needs to describe existing gaps in local services for at-risk children and youth and how the gap was identified. Also, the applicant should explain how the proposed project will address these needs. For example, if the proposed project is an after-school tutoring another education program, the applicant should discuss the extent to which these types of programs are currently available. Similarly, applicant should illustrate the need for the project by describing the current availability of services to this population. Define the problem as one belonging to the community you serve, not one belonging to your organization. You're asking for funding to help serve a certain number of people that wouldn't receive it otherwise, not because *your* organization needs more staff or is short on funds. Quote statistics or statements of research studies, local officials, surveys, public and private agencies such as hospitals, mental health treatment facilities, etc. Data that reflects a period of time is needed in order to demonstrate trends. Stating that arrests for a particular criminal offense are up and then listing the arrest data for the pervious year does not support the statement. **At least three years of data is needed in order to demonstrate a trend.**

Relevant data such as population and other demographic data, the local poverty rate, teen birth rates, school truancy/dropout rate, and juvenile court trends should be provided in this section. I

illustrate the need for the project by providing specific local data or, if local data is not available, state data concerning the specific problem(s) and risk factors to be addressed. If the project targets a particular neighborhood within the county/city, specific background information should be provided concerning that community. Data should be provided concerning risk factors that may be altered as a result of the program (e.g., recidivism, school attendance, school failure, teen pregnancy rate, etc.). It is important to define the size of the project's targeted population. For example, if the program proposes to serve middle school students with severe academic deficiencies, the application should specify the number of students in the local school system and the number impacted by the program.

This section should clearly define the problem(s) and risk factors targeted by the project as well as the population to be served. Information provided must be limited to the space provided.

**\*\*For continuation programs:**

List the output and outcome measurements from the previous application. Replace the words "number" and "percentage" with actual numbers. This data is available by cumulative data that were provided in the previous subgrantees Quarterly Progress Reports.

*VERY ABBREVIATED EXAMPLE:*

*Output #1: 130 program youth served*

*Outcome #2: 100 (70%) of program youth completed program requirements*

Applications for continuation funding must describe the program's activities and accomplishments to date. This should include a summary of the previous funding project's activities, the number of youth served to date, the recidivism rate and data concerning the project's progress up to the time of application in meeting its goals. Applicants should also describe any problems encountered with the program's original goals and objectives and corrective action taken. If necessary, applicants should revise their initial goals and include how they will be measured. The applicant should describe its strategy for obtaining permanent financial support for the project at the conclusion of ICJI funding. This should include a description of existing local financial and volunteer support for the project and the applicant's plan for involving other local organizations and individuals in acquiring permanent funding.

If the application is for continuation funds for the current project, be sure to state the data and research to show that the project is a worthwhile project to keep funding. This section should describe the program's activities and accomplishments to date. Including a summary of the previous funding program's activities, the number of youth served to date, the recidivism rate and data concerning the program's progress up to the time of the application in meeting its goals. Applicants should also describe any problems encountered with the program's original goals and objectives and corrective action taken. If necessary, applicants should revise their initial goals and include how they will be measured.

In the scoring of your grant proposal, the Needs Assessment has a maximum value of **20** points.

## Section 4. Problem Statement, Goals, Objectives and Performance Indicators

Clearly presenting your project goals and objectives are critical to the application and should be undertaken with care and deliberation. Based on the Needs Statement, the Problem Statement, Goals and Objectives indicate what it is that you are proposing.

A **problem statement** is a one to two sentence brief description of the specific problem that has been identified.

### Problem Statement

Hunter County has failed to witness a reduction in the county's juvenile recidivism rate.

A **Goal** is a broad based statement which reflects an overall desired end results that are **timeless**. Based on the problem statement identified, briefly state what the project hopes to accomplish. Goals can include developing a program/practice that can be used as a model program or practice. The Goal Statement should be a concise statement of the project direction. The goal does not have to be immediately attainable but should be realistic, understandable, related to the Needs Assessment and should answer the following questions:

1. Does it directly relate to problems identified in the needs assessment?
2. Is the goal feasible?
3. Is the goal realistic?
4. Is the goal reasonable?

A single Goal is usually sufficient, however more than 1 goal is acceptable.

SAMPLE GOAL:

### Goal 1

To reduce the number of school dropouts.

An **objective** is a specific measurable milestone aimed at achieving the stated goal(s) and reflects how the project will assist in reaching the stated goal(s). Address the problem(s) identified and statistically documented in the Needs Assessment. *A measurable objective is something you are going to do, utilizing the grant funds, by a certain amount (measurable) within a certain time period.* Objectives **must** be measurable.

Measurable objectives always use the words: **to increase, to decrease, or to maintain**. Do not use words such as: to provide, to train, to establish in objectives. These are activity statements. Once you've written an objective, ask yourself if the statement allows you to measure something. The number that will be increased, decreased or maintained directly relates to the baseline statistics. This allows for the measurement of the progress of the project.

A project will typically have **two measurable** objectives for each goal. Objectives need to be measurable, observable aspects of the program (i.e. recidivism, school discipline referrals, etc.). Identify what will change, when, and by how much.

To help you in developing measurable objectives, review your project's activities and ask yourself what statistical data you will gather to prove your project is working. You do not need to be overtly detailed in statistical data, but focus on three to five things to measure which will prove your project is making a difference. This will actually be your Performance Measures or Indicators for your project and will be used as part of your reporting to ICJI.

Objectives should:

1. Start with the word "To"
2. Specify a single result to be accomplished
3. Specify a target date for completion
4. Specify maximum cost factors, if applicable
5. Be measurable and verifiable (one step in the grant approval process at ICJI is to have the Research Division review the Goals and Objectives of each application to determine if the Goals and Objectives are indeed measurable.)
6. Specify only what and when NOT why and how
7. Be readily understandable, realistic, and attainable
8. Be consistent with budget requirements

Objective should be **SMART**: **S**pecific (*Who*, Target Population) and *What* (Action/Activity)  
**M**easurable (How much change is expected)  
**A**ccountable (Realistic to accomplish)  
**R**ealistic (Address the scope of the plan and proposes reasonable action steps) and;  
**T**ime-Bound (A timeline is given indicating when the objective will be met)

SAMPLE OBJECTIVE:

#### Objective 1-A

To increase the number of juveniles offenders participating in the Diversion Program (to do something) from 0 to 60 (by a certain amount) within a 12-month period (within a certain time frame).

The measurable objective **above** relates to a *new* program. The baseline number is zero because the program did not previously exist.

If you are applying for funds to expand or enhance an *existing* program the objective may read as follows:

SAMPLE OBJECTIVE:

#### Objective 1-B

To increase the number of juvenile offenders placed in the Diversion Program (to do something) **from 60 to 120** (by a certain amount) within a 12-month period (within a certain time frame).

**Performance Indicators** are the data which will be collected at the program level to measure specific outcomes the program is designed to achieve. OJJDP has set standard mandatory and non-mandatory performance indicators for each Federal Standard Program Area. Subgrantees **MUST** include all appropriate mandatory (**in bold**) output and outcome measurements and at least **TWO** non-mandatory performance measurements from both the output and outcome. Each output and outcome measure should include a baseline number (for new projects) or the number from the previous funding cycle (for continuation projects). **REMEMBER**: This information will be reflected in the quarter program reports and must coincide with project goals and objectives.

**There are two types of performance indicators:**

1. **Output Measurements** are the products of a program's implementation. They provide quantitative information on a program's activities, services delivered, materials developed, policies, procedures, and/or legislation created. Examples are the number of juveniles served, number of mentoring hours, classes, number of pre- and post-tests given, etc.

2. **Outcome Measurements** are the short and/or long-term program effectiveness, benefits, or results for juveniles, the juvenile justice system, the community, or the state that are related to the program's objectives. Examples are changes in grades of program participants after program completion, changes in conditions of confinement in detention, changes in the recidivism rate.

Performance Indicators are in direct relationship to the baseline data. Ask yourself what statistical data will show if your program is successful. A review of the Performance Measures established by ICJI for your program will give you great insight into what data is required to be collected and reported. It is important to state the source(s) where the data for the Performance Indicators will be obtained. The data may be collected by your agency or it may be data that is collected by and available from another agency or source.

The following performance measures are for the Federal Purpose Area 14 Restorative Justice.

**Performance Indicators for Objective 1-A**

**Output Measurement**

1. Number of different restorative justice programs implemented.
2. Number and percent of youth to participate in any of the following events: victim offender mediation/dialogue; family group conferencing; peacemaking circles; restitution; personal services to victims; community service; apologies; victim/community impact panels; community/neighborhood impact statements; victim empathy groups/classes.

**Performance Indicators for Objective 1-B**

**Outcome Measurement**

1. Number and percent of crime victims to participate in restorative justice programming.
2. Number and percent of youth to successfully complete their restorative justice requirements.

Information on the performance indicators/performance measures for each purpose areas can be found below or from the OJJDP website: [www.ojjdp-dctat.org](http://www.ojjdp-dctat.org)

In the scoring of your grant proposal, the Goals, Objectives and Performance Indicators have a maximum value of **20** points.

## 2011 JABG Performance Measures

**All Performance Measures for each Purpose Area listed below are mandatory, unless otherwise noted.**

### **Purpose Area 4- Information Sharing**

#### Outputs

1. Number and percent of staff trained in information sharing
2. Number and percent of youth about whom there is a complete case file
3. Number of hours of training provided about information sharing

#### Outcomes

1. Number and percent of youth about whom information is shared across agencies
2. Percent of staff time required to access client data from outside agencies
3. Number and percent of program youth who reoffend (if applicable)

### **Purpose Area 5- Accountability**

#### Outputs

1. Number and percent of eligible youth served using graduated sanctions approaches
2. Number and percent of staff trained in accountability programming
3. Number of hours of training about accountability programming offered

#### Outcomes

1. Number and percent of program youth completing program requirements (if applicable)
2. Number and percent of eligible youth to enter an accountability program
3. Average percent of days youth received treatment/services
4. Number of days of program participation per youth
5. Number and percent of program youth who reoffend (if applicable)

### **Purpose Area 6- Risk/Needs Assessments**

#### Outputs

1. Number and percent of eligible youth served using graduated sanctions approaches
2. Number and percent of intake units using valid and reliable risk assessments
3. Number and percent of intake units using valid and reliable needs assessments
4. Number and percent of assessment staff with specialized training

#### Outcomes

1. Number and percent of program youth completing program requirements (if applicable)
2. Number and percent of youth fully assessed using risk and needs assessment
3. Number and percent of cases assigned to alternatives to detention
4. Number and percent of program youth who reoffend (if applicable)

### **Purpose Area 7- School Safety**

#### Outputs

1. Number and percent of eligible youth served using graduated sanctions approaches
2. Number and percent of school staff trained to implement accountability programming
3. Number of different accountability programs operating

**Outcomes**

1. Number and percent of program youth completing program requirements (if applicable)
2. Number and percent of program youth who reoffend
3. Number and percent of staff participating in accountability programs
4. Number of school-community partnerships
5. Number of school-justice partnerships
6. Number and percent of misconduct events handled using accountability sanctions/ guidelines

**Purpose Area 8- Restorative Justice****Outputs**

1. Number and percent of eligible youth served using graduated sanctions approaches
2. Number and percent of youth to participate in any of the following events: victim offender mediation / dialogue; family group conferencing; peacemaking circles; restitution; personal services to victims; community service; apologies; victim / community impact panels; community / neighborhood impact statements; victim empathy group/ classes
3. Number of restorative justice program slots
4. Number of restorative justice training hours offered to justice staff by type (orientation, continuing education, cross training with community based organizations)

**Outcomes**

1. Number and percent of program youth completing program requirements (if applicable)
2. Number and percent of program youth who reoffend
3. Number and percent of target youth to receive restorative justice programming
4. Number of restorative justice sanctioning options available
5. Number and percent of cases in which victims had input into the offender's disposition
6. Number and percent of cases in which community members had input into the offender's disposition

**Purpose Area 9- Juvenile Courts & Probation****Outputs**

1. Number and percent of eligible youth served using graduated sanctions approaches
2. Number of types of accountability programs
3. Number of accountability program slots

**Outcomes**

1. Number and percent of program youth completing program requirements (if applicable)
2. Number and percent of cases for which accountability options are used as part of the court/probation process
3. Number of different accountability sanctioning options available
4. Number and percent of youth that through the court or probation system participate in accountability programming
5. Number and percent of non-compliance events (e.g. missed court dates, positive drug tests)
6. Number and percent of program youth who reoffend

## Section 5. Implementation Plan

An Implementation Plan is needed no matter whether your proposed project is new or a continuation of an existing project. Applicants need to provide a brief concise description of the format and methodology to be used in the program. It is crucial that the overall organization of the project and the relationship of different program components be clearly described. Different program activities should be linked to one another and all should seek to achieve the overall program goal described in the Goal section. In short, this section is comprised of four categories and should clearly describe “who, what, when, and how” of the project’s operation. The following must be included:

- 1.) **Action Step** – This is a statement of what activity is to be completed.
- 2.) **Who’s Responsible** – This identifies who is specifically responsible for accomplishing the *Action Step*. At a minimum, the title of the responsible person is to be listed.
- 3.) **Timeline** – This is a listing of a begin date and end date for this particular *Action Step*. The *Timeline* should be realistic and attainable.
- 4.) **Projected Resources Needed** – This includes a listing of specific items that are needed to complete the *Action Step*.

In the scoring of your grant proposal, the Implementation Plan has a maximum value of **10** points.

## Section 6. Sustainability/Future Funding Plan

All applicants must describe its strategy for obtaining permanent financial support for the project at the conclusion of federal funding. The reliance on funding from federal grant programs is not a sound business practice. Funding from federal grant sources should be viewed a “**seed funds**” used to start a program, or as “**supplementary funds**” used to support a project with an existing budget. Such “**supplementary funds**” should still be viewed as “**seed funds**” to expand an existing program or to complete a one-time project.

The description must include the source of additional funding that helps maintains the level of services. This should include a description of existing local financial and volunteer support for the project and applicant’s plan for involving other local organizations and individuals in acquiring permanent funding. Updates on obtaining permanent financial support will be required reports.

You must address the following regarding your proposed project’s Sustainability/Future Funding Plan:

- Describe the amount and source of match funds.
- An estimated funding plan for subsequent years, if applicable, including an estimated total length of time federal funding will be required for the project.
- Respond to the question, “What will be the future of this project if federal funding is not available for the project after this grant cycle?”

**Example:****Section 6. Sustainability/Future Funding Plan**

Presently the Hunter County Probation Department has an annual full-program budget of \$350,000. The funding sources for the program is as follows:

- \$200,000 contributed by each of the participating agencies using a formula based on each percentage of each agency's jurisdictional population compared to the total population of Hunter County based on the 2000 U. S. Census.
- \$75,000 is generated annually through Program Income and is used, with permission of the Indiana Criminal Justice Institute, the next fiscal year for designated items in the program's annual budget. This is based on the average Program Income generated over the past five years.
- \$25,000 is from the *Friends of the Hunter County Probation Department*. These funds are generated annually from donations and other activities from various businesses in Hunter County who value the work of the Hunter County Probation Department. As with the Program Income, these funds are collected over a 12-month period and then factored into the next annual budget of the Hunter County Probation Department.
- \$15,000 was received as a Direct Local Award of the Edward Byrne Justice Assistance Grant Program from the Bureau of Justice Assistance. This award is based on the annual filing of Uniform Crime Report information by the Hunter County Sheriff Department and the Hometown Police Department to the FBI. The combined reported data meets threshold requirements established by the FBI and makes such an award possible through BJA. Hunter County has qualified for this Direct Local Award for the past five years.
- \$35,000 has been secured through a Juvenile Accountability Block Grant administered by the Indiana Criminal Justice Institute.

Over the past five years the amount of funding secured through the Juvenile Accountability Block Grant has decreased from \$75,000 to the current \$35,000 through increasing Program Income and also increases from the *Friends of the Hunter County Probation Department*.

At the current annual growth rate of both Program Income and funds from the *Friends of the Hunter County Probation Department*, it is anticipated that only two additional years of funding through the Indiana Criminal Justice Institute using the Juvenile Accountability Block Grant will be needed and then the Hunter County Probation Department will no longer seek such funding.

In the scoring of your grant proposal, the Sustainability/Future Funding Plan has a maximum value of **5** points.

**Section 7. Evaluation and Internal Assessment**

In order to determine the level of success of your proposed project, you must make provisions to evaluate the project with an internal assessment. The evaluation plan should include strategies for measuring outcomes and data collection methods. It is important that you state the plan to accomplish and how you will assess what you are doing. **The information needed to conduct the evaluation will have been listed in the Goals, Objectives and Performance Indicators and also in the Implementation Plan.** Re-state the applicable information in this section.

Forms for gathering data should include, at a minimum, baseline data (for new projects), previous funding cycle data (for continuation projects), and current data related to goals, objectives, outputs, and outcomes. (i.e. pre- and post-tests, surveys, and/or other forms) The applicant should state

who will be responsible for the collection of data, when data will be collected and who will be responsible in analyzing the data. Also, all entities receiving project results and the schedule of reporting (i.e., monthly, quarterly, yearly) must be included. Examples of recipients could include: member of the Coalition, Applicant Agency (if different from Implementing Agency), and Courts with jurisdiction, etc. Applicants **MUST** state the Indiana Criminal Justice Institute will receive quarterly progress reports and expenditure reports on a monthly or quarterly basis.

It is also important to describe the evaluation process by stating **who** and how will updating or revising of the project's strategy be accomplished.

**Example:**

### Section 7. Evaluation and Internal Assessment

There are numerous methods used to internally evaluate the activities of the Hunter County Probation Department. Those include:

- Submission of case reports bi-weekly on all open investigations. These case reports will be reviewed by assigned supervisors.
- Submission of bi-weekly activity summaries by all officers assigned to the Hunter County Probation Department. These bi-weekly activity summaries will be reviewed by the Project Director of his designee.
- The Case Analyst assigned to the Hunter County Probation Department will prepare monthly summary of all activities completed by officers assigned to the Hunter County Probation Department. This summary will be reviewed by all supervisors and the Project Director or his designee.

The Hunter County Probation Department has contracted with the Criminal Justice Department at Hunter College to conduct an evaluation of the Hunter County Probation Department. This study will be based on reports and other data from the past five years. The evaluation will ultimately provide a critique of the Hunter County Probation Department, as well as recommendations for future activities.

In the scoring of your grant proposal, Evaluation and Internal Assessment has a maximum value of **15** points.

### Section 8. Audit Requirements

The applicant must choose either A or B that best describes their organization's expenditure of federal funding.

In the scoring of your grant proposal, Audit Requirements has a maximum value of **5** points.

### Section 9. Project Budget Worksheet

The Project Budget Worksheet is to be viewed as a "Line-Item Budget." For each entry, provide a short description. Under **Federal**, list the amount that is reflective of the 90 percent Federal funds. Under **Match**, list the amount that is reflect of the 10 percent being provided by the Local Match. Under **Total**, provide the sum both horizontally for each line and vertically for each column.

**Computing Program Match Requirements**

JABG has a cash match requirement of **10%**. A Cash Match equaling 10% of the full program cost is required meaning the cash match must be in addition to funds that would otherwise be made available for the program or project. The total program cost is made up of the Federal award amount and the cash match. The only restriction to the cash match is that it cannot come from other federal funding sources, federal dollars or other obligated funds.

**To Calculate Match Funds:**

$$\frac{\text{Federal Amount Requested}}{\text{Federal Percent}} = \text{Total Project Cost}$$

**Then: Total Project Cost - Federal Amount Requested = Required Match Amount**

**Example:**

$$\underline{\$27,000.00} = \$30,000.00 \text{ (Total Project Cost)} \times .90\%$$

**Then: \$30,000.00 - \$27,000.00 = \$3,000.00 (Required Match Amount)**

You may have a single entry that has information in both **Federal and Match categories**.

EXAMPLE: The position of chief probation officer in the Hunter County Probation Department is funded partially through the Hunter County Budget and partially through Federal funds through a JABG grant. The portion funded by the Hunter County Budget is \$5,500 and the portion funded through the JABG grant is \$49,500 for the first year of the grant.

Please be aware of **supplanting** issues as described in the Office of Justice Programs Financial Guide. Federal funds must be used to supplement existing funds for program activities and must not replace those funds that have been appropriated for the same purpose

**Program Budget Worksheet**

<b>A. Personnel</b>					
<b>Name and title of position(s)</b>	<b>New Hire</b>	<b>% of Time</b>	<b>Annual Salary/Wage</b>	<b>Match</b>	<b>TOTAL</b>
Coordinator	<input type="checkbox"/>	100%	\$49,500.00	\$5,500.00	\$55,000.00
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
<b>TOTAL</b>			\$49,500.00	\$5,500.00	\$55,000.00

<b>B. Fringe Benefits</b>			
<b>Name and title of position(s)</b>	<b>Federal Funding Requested</b>	<b>Match</b>	<b>TOTAL</b>
<b>TOTAL</b>			

<b>C. Contractual</b>						
<b>Name of Contractor</b>	<b>Type of Service</b>	<b>Nature of Job or Service</b>	<b>Fee Basis</b>	<b>Federal Funding Requested</b>	<b>Match</b>	<b>TOTAL</b>
<b>TOTAL</b>						

<b>D. Travel</b>							
<b>Destination</b>	<b>Purpose</b>	<b>Transportation</b>	<b>Per Diem</b>	<b>Lodging</b>	<b>Funding Requested</b>	<b>Match</b>	<b>TOTAL</b>
D.C	Training				\$1,474.20	\$163.80	\$1,638.00
<b>TOTAL</b>					\$1,474.20	\$163.80	\$1,638.00

<b>E. Equipment</b>						
Type	Quantity	Price	Purchase/Lease/Rent	Funding Requested	Match	TOTAL
<b>TOTAL</b>						

<b>F. Operating Expenses</b>					
Type of Expense	Quantity	Price	Funding Requested	Match	TOTAL
Curriculum	9	\$200.00	\$1,800.00	\$200.00	\$2,000.00
<b>TOTAL</b>	9	\$200.00	\$1,800.00	\$200.00	\$2,000.00

Percentage Breakdown	Federal	Match	TOTAL
<b>TOTAL</b>	\$52,774.20	\$5,863.80	\$58,638.00
	90%	10%	100%

<b>G. Budget Summary</b>	Federal	Match	TOTAL
	Federal Funding Requested	Matching Funds	Total of Federal and Match Funding
<b>A. Personnel</b> <i>(New hires and existing employees)</i>	\$49,500.00	\$5,500.00	\$55,000.00
<b>B. Fringe Benefits</b>			
<b>C. Contractual Services</b>			
<b>D. Travel and Per Diem</b>	\$1,474.20	\$163.80	\$1,638.00
<b>E. Equipment</b>			
<b>F. Operating Expenses</b>	\$1,800.00	\$200.00	\$2,000.00
<b>TOTAL</b>	\$52,774.20	\$5,863.80	\$58,638.00

In the scoring of your grant proposal, the Project Budget Worksheet has a maximum value of **5** points.

## Section 10. Budget Narrative

The Budget Narrative provides an opportunity to provide a clear and detailed explanation for each line-item entry in the project's proposed budget. The categories in this section should directly correspond to the categories in the budget section of the application as well as should be mentioned in your application. Make sure your proposed budget items are eligible expenses. If items listed in the budget are not allowable, your grant funding may be reduced by that amount. Any missing information in this section may disqualify that budget item for funding.

### Personnel

Use official titles of positions, do not use names. Indicate if the person is a New Hire. Enter the amount of the salary that will be funded through the grant. If all or part of a salary is being used for the Match, indicate the amount used. List the base salary used. Include any formulas used. Also include the percent of time involved in this proposed project. Be aware of overtime costs and bargaining unit contracts.

**Time and attendance records must be maintained and a copy of the official job description/resumes for each position listed must be attached to application and retained in file.**

1.) All agencies/organizations with fifty (50) or more employees must have an Equal Employment Opportunity (EEO) plan. 2.) have written policies and procedures for employees. 3.) must keep timesheets and travel logs for each employee working on the project. 4.) All staff and volunteers working with children in your program must have record of a criminal background and sex registry check on file. 5.) All staff funded under this project must submit proof of highest level of education i.e., diploma, transcript, professional state license.

### Fringe Benefits

Use official titles of positions, do not use names. Specify: FICA/Medicare, retirement, insurance, and other benefits in your agency personnel plan. Taxable benefits are not allowable. Include Employer paid benefits only.

### Contracted Services

**Consultant Fees:** Consultant fees must follow the applicable federal guidelines, Office of Management and Budget cost principles, A-122, A-87, or A-21, and state policy. List the name of each consultant, the service to be provided, hourly or daily rate (8-hour day), and estimated time of project. An 8-hour day may include preparation, evaluation, and travel time in addition to the time required for actual performance of services. The maximum daily rate for consultants and specialists should not exceed \$56.25 per hour or \$450.00 per day. These rates may apply to preparation, evaluation, travel time, and the actual service.

#### **Consultant Expenses:**

List all expenses to be paid from the grant to the individual consultant(s) in addition to their fee (i.e. travel, meals, lodging, etc.). Time and/or services for which payment will be made and rates of compensation will be supported by adequate documentation.

**Contracts:** Contracts should be on file for all professional services which includes a description of the product or service to be procured by contract and an estimate of the cost that also coincides with the explanation found in the application.

**\*\*\*Food may not be provided with the use of federal grant funds.**

### Travel and Per Diem

Travel expenses are allowable for employees who are on official business related to the grant award but must follow Indiana's State Travel Policy. The basis for calculation is the current state rate. Current rates are: .44 cents per mile, \$26.00 per day for meals (\$6.50 for breakfast, \$6.50 for lunch, and \$13 for dinner), and reasonable government rates for lodging. Lodging for in-state-travel is available only 50 miles or more from home base of operation.

Out-of-state rates vary. Contact staff if you need to estimate out-of-state per diem. For out-of-state hotel reimbursement, check the Indiana Department of Administration web page by using the following address: [http://www.in.gov/doa/travel/travel\\_policy.pdf](http://www.in.gov/doa/travel/travel_policy.pdf)

Travel in the Project Budget MUST be explained in detail. Stating "To Be Determined" will not be accepted. Additionally, should eventual travel differ from what was stated in the Project Budget, an amendment to the proposal must be applied for and approved by the Indiana Criminal Justice Institute PRIOR to any such travel.

Travel is a reimbursable expenditure for actual travel, not a flat allowance.

All travel must be related to the scope of the project.

Travel expenses must be cost-effective.

Training program agenda and descriptions and/or brochures must accompany all requests prior to approval.

### Equipment (Expendable supplies must be included under Operating Expenses.)

1) Distinguish between equipment and supplies. Equipment is defined as an item with a cost of \$5,000 per unit or more and has an expected life cycle of two years or more.

2) Why does the agency need this equipment? Only equipment costs, which are deemed necessary and essential to the project, are allowable. If your agency is requesting more than one piece of equipment, please prioritize your request.

3) Applicant must maintain records of the signed and dated invoices for equipment purchased.

### Operating Expenses

1) Distinguish between supplies and equipment. Operating Expenses are items with a cost of less than \$5,000 per unit and has an expected life cycle of less than two years. Most computers will come under this category.

2) This also includes expendable supplies (office supplies), monthly phone charges, rent, etc. Allowable items are publications, workbooks, curriculum guides, postage, etc.

### Source of Matching Funds

List by category, source and amount matching funds used for this proposed project.

In the scoring of your grant proposal, the Budget Narrative has a maximum value of **5** points.

## Program Budget Worksheet Checklist

A checklist has been provided for you to complete last after the section of the budget narrative have been prepared. Listed below are a few suggestions when you are reviewing your budget.

- 1) Double check computations.
- 2) Each category amount must equal the Total Category section.
- 3) Leave blank those sections, which do not apply to your program.
- 4) Indicate the source of match.
- 5) Costs apply to current year only.
- 6) Round amounts to the nearest whole dollar.
- 7) Recipients of JABG grant funds may not use these federal dollars to supplant (replace) State or local funds.

### Section 11. Program Budget

Please provide a **complete** budget detail for this program **if** the program is funded by any other sources. **Please list all funding sources.**

**Example:  
Source**

<b>County Fund Source</b>
<b>Personnel</b>
1 Coordinator - \$38,000
<b>Fringe Benefits</b>
Fringe benefits budgeted for coordinator:  FICA - \$2,430 Health Insurance - \$4,320
<b>Contracted Services</b>
Computer Services - \$4,000
<b>Travel and Per Diem</b>
4 Investigators - IDEA Conference - \$950.00
<b>Equipment (Expendable supplies must be included under Operating Expenses.)</b>
Automated Vehicle Location System - \$11,000
<b>Operating Expenses</b>
2 Laptop Computers - \$1,850

If the program does not utilize any other funds, no points will be deducted.

## Section 12. Disclosure of Other Grants

List ALL grants from public or private sources that the agencies participating in this grant application have received since **April 1, 2010**, that would be relevant to the proposed project. This includes any of the funds your program receives from the Indiana Criminal Justice Institute or any other public or private organization or source.

## Section 13. Letters of Support

Applicants are required to provide two (2) current letters of support from public, private and/or community organizations with which the applicant will coordinate program activities. All support letters should be addressed to the ICJI Youth Division Director and hard copies submitted with the Signature Packet (see below)

## Section 14. Local Juvenile Crime Enforcement Coalition

A Juvenile Crime Enforcement Coalition (JCEC) must be created, if not already in existence, and is responsible for the development of its Coordinated Enforcement Plan for reducing juvenile crime prevention within the unit of local government. Use of existing coalitions is encouraged. Membership must consist of police, sheriff, prosecutor, state or local probation services, juvenile court, schools, business, and religious-affiliated, fraternal, nonprofit, or social service organizations involved in crime prevention. This membership is not an exhaustive list.

## Section 15. Signature Packet

**Signature Pages: All submitted signatures MUST be original signatures. Stamped or copied signatures WILL NOT be accepted.**

### 1. Signature Cover Page

#### A. Agent on behalf of the Legal Applicant

This is an individual authorized to sign on behalf of the Legal Applicant Agency.

#### B. Director of Implementing Agency / Department Head

This is the individual who is the officially recognized head of the agency / department implementing the grant-funded program.

#### C. Project Director

This person should be the person who is directly overseeing the program.

#### D. Fiscal Officer

As defined in IC 36-1-2-7.

#### E. County Auditor for a county having a consolidated city.

This applies only to Marion County.

#### F. & G. Agency Representative(s)-Point of Contact

This is the go-to person who can be contacted at anytime reference the project. This information must match the information from the front page.

2. **Graduated Sanctions Certification**
3. **Waiver of Direct Sub-grant Award- (if applicable)**
4. **Administrative Requirements**
5. **Certification of Match**

**Additional Grant Proposal Submission Information:**

Sections 1-12 of the Grant Proposal Form MUST be submitted via the [JJReports@cji.in.gov](mailto:JJReports@cji.in.gov) mailbox by the deadline date. Also, three (3) copies of the grant proposal must be sent in with the signature pages.

Section 13 MUST be submitted containing original signatures via the USPS and received by ICJI's Youth Division staff by the stated deadline. Please attach a copy of the Cover Page when submitting the Signature Page(s).

**Attachments:**

Attachments that should be included with your grant proposal should be:

- 1) Juvenile Crime Enforcement Coalition (JCEC), if all names are not able to fit on the proposal form you may submit an additional page.
- 2) Two (2) Letters of Support for the project
- 3) Organizational Chart – A current organizational chart is required. It should show the placement of the project within the agency.
- 4) Resumes/Job Description(s)
- 5) Graduated Sanctions Plan

## Section 16. Grant Proposal Tips

### Before You Begin

- Read carefully through the guidelines and application packet. Understanding the eligibility requirements will save you from writing an ineligible application or from having items removed because they are ineligible. Becoming familiar with the material will help you find needed information as you prepare your application.
- GET ORGANIZED! Gather and organize all the information you need. This will facilitate your thinking and writing process.
- Prepare a schedule. Allow plenty of time to complete the application including time to proofread, edit, revise, obtain necessary signatures and make all copies. Allow for error and do not leave final preparations until the last minute. You want to be sure to submit your application on time.

### Preparing Your Application

- Read and follow all instructions. Your application will be processed more quickly if requested information is complete and correct.
- Do not use previous grant applications. Proofread and review your application before submission.
- Do not copy and paste from previous grant applications.
- Complete each section of the application and be sure to answer all questions.
- If you think a question does not apply to your program, call the JABG Grant Manager and ask what you should do, or respond to the question with an explanation of why the question does not apply. ***Do not leave any questions blank or omit questions because it will appear you may have forgotten to respond!***
- If any portion of your application is incomplete, and you receive a grant award, there will be special conditions in your grant award letter that will be required to be addressed prior to the release of any grant funds.

### Project Narratives and Abstracts

- Restate the narrative question and then follow the question with your answer. Grants are reviewed based on the requested information. If you follow the required format, it will be easier for the reviewers to locate the information.
- Answer the narrative questions clearly and concisely.
- Include sufficient details and explanations as necessary to fully answer the questions. If you include excess information not requested in the application, your meaning may be lost.

- Keep the language simple and direct.
- Explain all abbreviations or terms a person outside of your agency may not understand.
- Use headings or bullet formats if appropriate.
- Use page numbers and/or a table of contents as it helps with clear organization of your application.

### **Definitions of Outputs and Outcomes:**

- **Outputs** measure the products of a program's implementation or activities. These are generally measured in terms of the volume of work accomplished, such as amount of service delivered, staff hired, systems developed, sessions conducted, materials developed, policies, procedures, and/or legislation created. Examples include number of juveniles served, number of hours of service provided to participants, number of staff trained, number of detention beds added, number of materials distributed, number of reports written, and number of site visits conducted.
- **Outcomes** measure the benefits or changes for individuals, the juvenile justice system, or the community as a result of the program. Outcomes may be related to behavior, attitudes, skills, knowledge, values, conditions, or other attributes. Examples include changes in the academic performance of program participants, changes in the recidivism rate of program participants, changes in client satisfaction level, changes in the conditions of confinement in detention, and changes in the county-level juvenile crime rate.
  - **Short-term outcomes** for direct service programs are the benefits or changes that participants experience by the time they leave or complete the program. These generally include changes in behavior, attitudes, skills, and/or knowledge. For programs designed to change the juvenile justice system, short-term outcomes include changes to the juvenile justice system that occur by the end of the grant cycle.
  - **Long-term outcomes** are the ultimate outcomes desired for participants, recipients, the juvenile justice system, or the community. For direct service programs, they generally include changes in recipients' behavior, attitudes, skills, and/or knowledge. They also include changes in practice, policy, or decision making in the juvenile justice system. They are measured within 6–12 months after a youth leaves or completes the program. They should relate back to the program's goals (e.g., reducing delinquency).

### **Project Budgets**

- Review the budget rules regularly while preparing your request. A line for an ineligible expense may cause the total amount of the grant award to be less than requested.
- Be reasonable in your budget request. Funds are limited and the Division would like to provide funding to as many programs as possible.

- Double-check your math. Calculation errors may also cause an award amount to be less than expected.

### **Funding Barriers**

Each year, each grant stands on its own merit. ***There are no guarantees to continue funding projects or that new projects will be funded at the level being sought in the grant proposal.***

Some deficiencies seen during grant review, which may affect full funding of the proposed project, may include this following:

- Using a prior years' application;
- Required attachments are missing;
- Proposed project are not based on best practices;
- Application is poorly written;
- Incomplete or inaccurate budgets; and/or
- Application being submitted past the deadline.

Barriers to fully funding a continuation application may be the result of:

- Reports being thirty (45) or more days late. These reports include financial and performance reports, Sub-grant Award Reports, Award Letters, and any other requested information;
- Significantly inaccurate financial reports;
- Unresolved material findings from site visits;
- Unallowable budget modifications;
- Commingling of funds; and/or
- Required match funds not used for allowable purposes.

## Section 17. Glossary of Terms:

**Adjudication:** Judicial determination (judgment) that a juvenile is responsible for the delinquency or status offense that is charged in a petition or other charging document.

**Alternatives to detention:** Alternative services provided to a juvenile offender in the community to avoid placement in a detention facility. See detention facility.

**Antisocial behavior:** A pervasive pattern of behavior that displays disregard for and violation of the rights of others, societal mores, or the law (such as deceitfulness, irritability, consistent irresponsibility, lack of remorse, failure to conform to social norms).

**Arrest:** Hold time in legal custody, either at the scene of a crime or as a result of investigations. Arrest also can be the result of a complaint filed by a third party, an outstanding warrant, or a revocation of probation or parole.

**Assessment:** Evaluation or appraisal of a candidate's suitability for placement in a specific treatment modality/setting and the relationship to custody and supervision. In mental health, an assessment refers to comprehensive information required for the diagnosis of a mental health disorder. An assessment differs from a screening, which is used to determine if an assessment is needed. See screening.

**Case rate:** Number of cases disposed per 1,000 juveniles in the population. The population base used to calculate the case rate varies. For example, the population base for the male case rate is the total number of male youth age 10 or older who are under the jurisdiction of the juvenile courts.

**Child abuse:** Acts that cause physical and/or emotional injury to the child (not necessarily resulting in a court finding). Types of child abuse include physical abuse, emotional abuse, and sexual abuse.

**Child neglect:** Acts that include abandonment, expulsion from the home, failure to seek remedial health care or delay in seeking care, inadequate supervision, disregard for hazards in the home, or inadequate food, clothing, or shelter (not necessarily resulting in a court finding).

**Civil rights violation:** The violation of a right or rights belonging to a person by reason of citizenship including especially the fundamental freedoms and privileges guaranteed by the 13<sup>th</sup> and 14<sup>th</sup> Amendments to the Constitution and subsequent acts of Congress including the right to legal, social, and economic equality.

**Commercial sexual exploitation of children (CSEC):** CSEC describes a constellation of crimes of a sexual nature committed against youthful victims (younger than 18 years old) primarily or entirely for financial or economic reasons. These crimes include, for example, trafficking for sexual purposes, prostitution, sex tourism, mail-order-bride trade and early marriage, pornography, stripping and sexual performances.

**Commitment:** A court order giving guardianship of a juvenile to the state department of juvenile justice or corrections. The facility in which a juvenile may be placed may be publicly or privately operated and may range from a secure correctional placement to a nonsecure or staff-secure facility, group home, foster care, or day treatment setting.

**Community Assessment Center (CAC):** An integrated case management system that provides youth with a single 24-hour centralized point of intake and assessment to ensure the provision of appropriate and unduplicated treatment services. CACs use a collaborative approach that leads to more integrated and effective cross-system services for juveniles and their families. CACs are designed to positively influence the lives of youth and divert them from a path of serious, violent, and chronic delinquency.

**Community service:** Work performed by an offender for the benefit of the community. It is justified in a restorative justice perspective as a method of addressing the harm experienced by communities when a crime occurs. However, it can be used instead for retributive purposes or as a means of rehabilitating the offender. What distinguishes its use as a restorative response is the attention given to identifying the particular harm suffered by the community as a result of the offender's crime, and the effort to ensure that the offender's community service contributes to repairing that particular harm.

**Coping skills:** The ability to regulate the emotional consequences of stressful or potentially stressful events.

**Correctional facility:** Any public or private residential facility with construction fixtures or staffing models designed to physically restrict the movements and activities of juveniles or other individuals that is used for the placement, after adjudication and disposition, of any juvenile who has been adjudicated as having committed an offense, or of any other individual convicted of a criminal offense. For preadjudication placement, see Detention and Detention Facility.

**Court referral:** A complaint or petition filed with the juvenile court.

**Cultural competency:** The ability of service agencies to understand the world view of clients of different cultures and adapt practices to ensure their effectiveness.

**Delinquency:** An act committed by a juvenile that would be criminal if committed by an adult. The juvenile court has jurisdiction over delinquent acts. Delinquent acts include crimes against persons, crimes against property, drug offenses, and crimes against public order.

**Depression:** A mood state characterized by a sense of inadequacy, a feeling of despondency, a decrease in activity or reactivity, pessimism, sadness, or related symptoms.

**Detention:** Usually refers to the placement of a youth in a secure facility under court authority at some point between the time of referral to court intake and case disposition. Detention prior to case disposition is known as predispositional detention. At times there is a need for detention after sentencing, known as postdispositional detention. The reasons for postdispositional detention generally include awaiting placement, short-term sentencing to detention, or being a danger to self or others.

**Detention facility:** A secure predispositional/postdispositional public or private facility (local or regional) with construction fixtures or staffing models designed to physically restrict the movements and activities of juveniles or other individuals that is used for the placement, after adjudication and disposition, of any juvenile who has been adjudicated as having committed an offense, or of any other individual convicted of a criminal offense. There are generally three types of detention centers: local, regional, and state. Local facilities are owned and operated by one local political jurisdiction. Regional facilities are owned and operated jointly by more than one local political jurisdiction; these facilities are eligible to receive youth from each member jurisdiction. State facilities are owned and operated by a state agency; these facilities are eligible to receive youth from designated (or all) localities within the state.

**Disposition:** Sanction ordered or treatment plan decided upon or initiated in a particular case by a juvenile court. The range of options available to a court typically includes commitment to an institution; placement in a group or foster home or other residential facility; probation (either regular or intensive supervision); referral to an outside agency, day treatment, or mental health program; or imposition of a fine, community service, or restitution.

**Diversions:** A mechanism designed to hold youth accountable for their actions by sanctioning behavior and in some cases securing services, but at the same time generally avoiding formal court processing in the juvenile justice system.

**Evidence based program and/or practice:** Programs and practices that have been shown, through rigorous evaluation and replication, to be effective at preventing or reducing juvenile delinquency or victimization, or related risk factors. Evidence based programs or practices can come from many valid sources (e.g., Blueprints for Violence Prevention, OJJDP's Model Programs Guide). Evidence based practices may also include practices adopted by agencies, organizations or staff which are generally recognized as "best practice" based on research literature and/or the degree to which the practice is based on a clear, well-articulated theory or conceptual framework for delinquency or victimization prevention and/or intervention.

**Exposure to violence:** Exposure to violence includes both direct victimization (e.g., child abuse, neglect or maltreatment) and indirect victimization (e.g., witnessing domestic violence or community violence). Children may also be exposed to other forms of violence such as violence in the media, terrorism, and war.

**Family functioning:** Interactions with family members that involve physical, emotional, and psychological activities.

**Formal processing:** Cases that appear on the official court calendar in response to the filing of a petition, complaint, or other legal instrument requesting the juvenile court to adjudicate a youth as a delinquent, status offender, or dependent child or to waive jurisdiction and transfer a youth to criminal court for processing as a criminal offender.

**Gang (youth gang):** A youth gang is commonly thought of as a self-formed association of peers having the following characteristics: three or more members, generally ages 12 to 24; a gang name and some sense of identity, generally indicated by symbols such as clothing style, graffiti, and hand signs; some degree of permanence and organization; and an elevated level of involvement in delinquent or criminal activity.

**Gender-specific services:** Services designed to promote healthy attitudes, behaviors, and lifestyles, and promote social competence in girls. Key program elements generally address issues in the context of relationships to peers, family, school, and community.

**Goals:** Broad statements (i.e., written in general terms) that convey a program's overall intent to change, reduce, or eliminate the problem described. Goals identify the program's intended short- and long-term results.

**Graduated sanctions:** A graduated sanctions system is a set of integrated intervention strategies designed to operate in unison to enhance accountability, ensure public safety, and reduce recidivism by preventing future delinquent behavior. The term *graduated sanctions* implies that the penalties for delinquent activity should move from limited interventions to more restrictive (i.e., graduated) penalties according to the severity and nature of the crime. In other words, youth who commit serious and violent offenses should receive more restrictive sentences than youth who commit less serious offenses.

**Grant:** An award of financial assistance the principal purpose of which is to transfer a thing of value from a federal or state agency to a recipient to carry out a public purpose of support or stimulation authorized by a law of the United States (see 31 U.S.C. 6101(3)). A grant is distinguished from a contract, which is used to acquire property or services for the Federal Government's direct benefit or use.

**Individual-level performance measures:** Indicators that provide information about the actual changes, or lack thereof, in the target individual or group of individuals (e.g., youth who reoffend) that are directly related to a program's goals and objectives.

**Intake decision:** The decision made by juvenile court intake that results in a case being handled informally (see Diversion) at the intake level or petitioned and scheduled for an adjudicatory or transfer hearing.

**Intervention:** Programs or services that are intended to disrupt the delinquency process and prevent a youth from penetrating further into the juvenile justice system.

**Juvenile:** Youth at or below the upper age of original juvenile court jurisdiction, which varies depending on the state (e.g., the age is 15 in some states and 17 in others). For information about upper age of original juvenile court jurisdiction by state, visit the National Center for Juvenile Justice's [State Profiles Web site](#).

**Juvenile Justice and Delinquency Prevention Act:** Congress enacted the Juvenile Justice and Delinquency Prevention (JJDP) Act (P. L. No. 93-415, 42 U.S.C. § 5601 et seq.) in 1974 and [reauthorized](#) the majority of its provisions in 2002. The JJDP Act mandates that states comply with four core protections to participate in the JJDP Act's Formula Grants program. This landmark legislation established OJJDP to support local and state efforts to prevent delinquency and improve the juvenile justice system.

**Length of stay:** The length of time that a juvenile stays (is enrolled) in service or placement (in days). The length of stay (LOS) is a critical ingredient in projections of juvenile custody populations. A corrections or detention population can change dramatically if a facility's LOS begins to change, even if admissions are stable. The LOS is calculated by counting the number of days from the start date to the end date and calculating each person's LOS for a given time period. LOS is usually calculated on those youth who end a service/placement during the reporting period. The LOS total is divided by the number of stays to produce the average length of stay. See Average length of stay (ALOS).

**Logic model:** A graphic representation that clearly lays out the logical relationships between the problem to be addressed, program activities, outputs, and outcomes.

**Long-term outcomes:** The ultimate outcomes desired for participants, recipients, the juvenile justice system, or the community. For direct service programs, they generally include changes in recipients' behavior, attitudes, skills, and knowledge. They also include changes in practice, policy, or decisionmaking in the juvenile justice system. They are measured within 6–12 months after a youth leaves or completes the program. They should relate back to the program's goals (e.g., reducing delinquency).

**Memorandum of understanding (MOU):** An interagency agreement whose purpose is to enable all parties to facilitate the conduct of certain efforts of mutual interest. For example, an MOU between a police department and a school system would specify the types of information to be shared, state the terms of the agreement, and include the signatures of all parties to the agreement.

**Mental health disorder:** Any clinically significant behavioral or psychological syndrome characterized by the presence of distressing symptoms, impairment of functioning, or significantly increased risk of death, pain, disability, or loss of freedom. The concept does not include deviant behavior, disturbances that are essentially conflicts between the individual and society, or expected and culturally sanctioned responses to particular events.

**Mentoring:** A process in which the mentor serves as a role model, trusted counselor, or teacher, who provides opportunities for development, growth, and support to less experienced individuals. In career mentoring, for example, individuals receive career-related information, encouragement, and advice.

**Needs assessment:** Systematic process to acquire an accurate, thorough picture of a youth's strengths and areas of vulnerability. The process is utilized to identify and prioritize treatment goals, develop a treatment plan, determine the appropriate level of supervision, and allocate funds and resources for services.

**Neglect:** Acts that include abandonment, expulsion from the home, failure to seek remedial health care or delay in seeking care, inadequate supervision, disregard for hazards in the home, or inadequate food, clothing, or shelter.

**Objectives:** Objectives are derived from the program goals and explain how the program goals will be accomplished. Objectives are well-defined, specific, quantifiable statements of the program's desired results and should include the target level of accomplishment, thereby further defining goals and providing the means to measure program performance.

**Performance measures/performance indicators:** Particular values used to measure program outputs or outcomes. They represent the data/information that will be collected at the program level to measure the specific outputs and outcomes a program is designed to achieve. Therefore, they must be developed for each program objective. There are two types of performance indicators:

**Output indicators** measure the products of a program's implementation or activities. These are generally measured in terms of the volume of work accomplished, such as amount of service delivered, staff hired, systems developed, sessions conducted, materials developed, policies, procedures, and/or legislation created. Examples include number of juveniles served, number of hours of service provided to participants, number of staff trained, number of detention beds added, number of materials distributed, number of reports written, and number of site visits conducted. Also referred to as process measures

**Outcome indicators** measure the benefits or changes for individuals, the juvenile justice system, or the community as a result of the program. Outcomes may be related to behavior, attitudes, skills, knowledge, values, conditions, or other attributes. Examples include changes in the academic performance of program participants, changes in the recidivism rate of program participants, changes in client satisfaction level, changes in the conditions of confinement in detention, and changes in the county-level juvenile crime rate. There are two levels of outcomes:

- **Short-term outcomes** for direct service programs are the benefits or changes that participants experience by the time they leave or complete the program. These generally include changes in behavior, attitudes, skills, and/or knowledge. For programs designed to change the juvenile justice system, short-term outcomes include changes to the juvenile justice system that occur by the end of the grant cycle
- **Long-term outcomes** are the ultimate outcomes desired for participants, recipients, the juvenile justice system, or the community. For direct service programs, they generally include changes in recipients' behavior, attitudes,

skills, and/or knowledge. They also include changes in practice, policy, or decisionmaking in the juvenile justice system. They are measured within 6–12 months after a youth leaves or completes the program. They should relate back to the program's goals (e.g., reducing delinquency).

**Permanency plan:** A proposal by the juvenile justice system and other youth-serving agencies to establish a permanent placement for youth in foster care. The goal of the permanency plan is to expeditiously secure a safe, permanent placement for every child in foster care, either by making it possible for children to return to their own families or by finding safe adoptive homes for them.

**Postdisposition:** The period following the imposition of a sanction ordered or treatment plan decided upon or initiated in a particular case by a juvenile court.

**Predisposition:** The period after the filing of a charge and prior to a sanction ordered or treatment plan decided upon or initiated in a particular case by a juvenile court.

**Prevention:** Programs, research, or other initiatives to prevent or reduce the incidence of delinquent acts and directed to youth at risk of becoming delinquent to prevent them from entering the juvenile justice system or to intervene with first-time and nonserious offenders to keep them out of the juvenile justice system. This program area excludes programs targeted at youth already adjudicated delinquent, on probation, and in corrections.

**Probation:** Cases in which youth are placed on informal/voluntary or formal/court-ordered supervision. A violation occurs when a youth violates the terms of the probation.

**Problem-solving skills:** The ability to recognize a problem and identify a practicable solution (e.g., alternative solution thinking, consequential thinking).

**Program:** A specific activity or project funded at the local, state, or federal level with OJJDP grant funds. This includes activities and projects funded at the subgrantee level with Formula or Block Grant funds.

**Reoffend:** A measure of recidivism that counts the number of youth who were rearrested or seen at juvenile court (intake) for a new delinquent offense. While there is no commonly accepted measure of recidivism, it is generally measured at one of four access points in the juvenile justice process: arrest, intake, adjudication or incarceration. The measure of reoffending used here applies to youth at either of the first two access points. Both of these access points have many advantages for measuring reoffending, but each also has disadvantages. Arrests may identify youth who were later released by the police, whose charges were dismissed by the courts, or who were found not guilty at an adjudication hearing. On the other hand, intakes can overrepresent the number of youth brought before the court more so than arrests because cases can be referred to court intake by a number of sources besides law enforcement agencies. Nevertheless, arrest and intake are used here in order to provide flexibility to the user.

**Residential placement:** Includes cases in which youth are placed in a residential correctional or treatment facility because they are awaiting adjudication or have been adjudicated for an offense, and cases in which youth are otherwise removed from their homes and housed out of home (e.g., child abuse, abandonment, running away). Residential placements can include secure confinement, residential treatment facilities, nonsecure confinement, group homes, foster care, shelter care, etc.

**Restitution:** In its traditional sense, restitution has been defined as "a monetary payment by the offender to the victim for the harm reasonably resulting from the offense."

**Reunification:** The return of a child who was placed in out of home care (i.e., foster care) by the state to the birth parents or to the original custodian from whom the child was taken.

**Rural area:** An area located outside a metropolitan statistical area as designated by the U.S. Bureau of the Census.

**Screening:** A process designed to determine if informal or formal processing is warranted. In the mental health setting, screening refers to an initial look at a juvenile's mental health needs. This is contrasted with an assessment to diagnose a mental health disorder, which would occur after screening. See assessment.

**Self-control:** The ability to pause and evaluate a situation and the consequences that may result from one's behavior (i.e., exercise restraint) rather than rely on instinct or impulse.

**Self-esteem:** Perceiving oneself as worthy of esteem or respect.

**Service:** Activities identified by a program through formal consultation with program staff designed to provide accountability, public safety, competency enhancement, reparation to victims, and/or therapeutic treatment. Examples include community service, restitution, counseling sessions, probation visits, and course curriculum.

**Sexual abuse:** The involvement of the child in sexual activity to provide sexual gratification or financial benefit to the perpetrator, including contact for sexual purposes, prostitution, pornography, or other sexually exploitative activity (not necessarily resulting in a court finding).

**Sexual misconduct:** A comprehensive term used to identify various types of sexual violations. This may include sexual abuse, rape or sexual assault, sexual harassment, or other inappropriate sexual contact.

**Short-term outcomes:** For direct service programs, short-term outcomes are the benefits or changes that participants experience by the time they leave or complete the program. These generally include changes in behavior, attitudes, skills, and/or knowledge. For programs designed to change the juvenile justice system, short-term outcomes include changes to the juvenile justice system that occur by the funding's end.

**Social competence:** The ability to achieve personal goals in social interaction while simultaneously maintaining positive relationships with others over time and across situations.

**Status offender:** A juvenile charged with or adjudicated for conduct that would not, under the law of the jurisdiction in which the offense was committed, be a crime if committed by an adult. Status offenses include truancy, curfew violations, incorrigibility, running away, and underage possession and/or consumption of alcohol or tobacco.

**Substance use and abuse:** Use and abuse of substances including, but not limited to, illegal drugs (e.g., heroin), prescription and nonprescription drugs, and alcohol. Sometimes referred to as alcohol and other drug (AOD) use and abuse.

**Supervision (youth supervision):** Mechanisms for managing or overseeing the performance or activities of a person or group. In the context of juvenile justice, examples of supervision include probation, youth supervision orders, youth training centers, and aftercare services.

**Supervision meeting:** A meeting between a youth and the person designated by the juvenile justice system to supervise that youth for the purpose of monitoring the youth's progress toward fulfilling the justice system's requirements. Supervisors can include probation and parole officers, judges, and case managers, among others.

**System-level performance measures:** Indicators that provide information about the actual changes, or lack thereof, in the target system (e.g., court system, school system, or program as a whole) that are directly related to a program's goals and objectives.

**Targeted behavior:** Any behavior-related problems (e.g., aggression, substance abuse) that a program is designed to modify through appropriate interventions.

**Youth advocacy:** Activities focused on improving services for and protecting the rights of youth affected by the juvenile justice system.

## Section 18:

### Model program and review of best practice for JABG funding areas:

#### Appendix G. Model Programs in JABG

##### Adolescent Diversion Project

*Purpose Area: Accountability*

This intervention program utilizes college students that have been trained in behavioral modification techniques to assist court diverted youth to reduce future delinquency. This program targets youths 12 to 17 years of age and uses a rewards system based upon contracts between mentor and the youth. The program has been identified as being cost effective at reducing recidivism, but not self-reported delinquency.

For additional information, see:

<http://www.nationalgangcenter.gov/SPT/Programs/6> or  
<http://www.aplu.org/NetCommunity/Document.Doc?id=1558>

##### Aggression Replacement Training (ART)

*Purpose Areas: Training for detention and corrections personnel; accountability*

This intervention program seeks to train youths in moral reasoning, increasing social skill competence, reducing aggressive behavior, and better anger management. This program targets youths 12 to 17 years of age and consists of 10 weeks (30 meetings) of classes that focus on skills, moral reasoning, and anger management training. Studies have shown ART to be successful in improving relationships of youths and reduction of antisocial behavior.

For additional information, see: <http://www.promoteprevent.org/publications/ebi-factsheets/aggression-replacement-training%C2%AE-art%C2%AE>

##### Behavioral Monitoring and Reinforcement Program

*Purpose Areas: School safety; risk/needs assessment*

This intervention program enters the school setting and looks to prevent juvenile delinquency, substance abuse, and school failure for high-risk youth. This program targets youths in low-income, urban, racially-mixed schools and middle-class, suburban junior high schools. The program consists of two years of monitoring by program staff and weekly meetings with small groups of students to discuss progress of youth. Studies have shown that over the long term youths perform better in school attendance and academically, and long term offending is lower for participant youth.

For additional information, see: <http://www.colorado.edu/cspv/blueprints/promisingprograms/BPP02.html>

##### Brief Strategic Family Therapy (BSFT)

*Purpose Area: Accountability*

BSFT uses family counseling to improve youth behavior and reduce, prevent, and treat behavior problems in youths. This program targets youth 6

to 17 years of age who are at risk of or displaying behavioral problems that include delinquency, substance abuse, and conduct problems and has been used in areas with large Hispanic populations. This program uses 12 to 16 family sessions that are conducted within the community, including the client family's home. The program is seen as cost effective and reducing further behavioral problems.

For additional information, see: <http://www.bsft.org/> or  
<https://www.ncjrs.gov/pdffiles1/ojdp/179285.pdf>

##### CASASTART

*Purpose Area: Risk/needs assessment*

This prevention program targets youth in high-risk environment and seeks to reduce exposure to drugs and delinquent activity by improving attachment to adults, attachment to pro-social norms, and participating in pro-social activities. This program targets youths 11 to 13 years of age and consists of up to two years of enrollment in case management and activities. CASASTART was found to reduce use of illicit substances, drugs sold over the client's lifetime, and lower violent crimes.

For additional information, see: <http://www.colorado.edu/cspv/blueprints/promisingprograms/BPP04.html> or  
<http://www.casacolumbia.org/templates/PressReleases.aspx?articleid=106&zoid=49>

##### Communities that Care

*Purpose Area: Risk/needs assessment*

This prevention program uses a health-based approach to prevent youth problem behaviors including underage drinking, tobacco use, violence, delinquency, school dropout, and substance abuse. This program targets youth of any age and focuses on a community-based strategy to help community stakeholders identify and counter negative forces in their community. The program was found to reduce delinquent behavior by approximately 30 percent among youths.

For additional information, see: <http://www.sdrg.org/ctcresource/>

##### Coordination of Services

*Purpose Area: Accountability*

This intervention program provides educational services to low-risk juvenile offenders and their parents. The program targets low-risk offenders of any age and consists of two consecutive all day Saturday classes that include both the delinquent and the parent. This program is shown to be a cost-effective way to reduce recidivism.

For additional information, see:  
[http://www.ncmhji.com/resource\\_kit/pdfs/Treatment/References/OutcomeEval.pdf](http://www.ncmhji.com/resource_kit/pdfs/Treatment/References/OutcomeEval.pdf)

### Family Integrated Transitions (FIT)

*Purpose Area: Reentry*

FIT assists juvenile offenders as they transition from residential facilities back into their communities. This program targets juvenile offenders of 11 to 17.5 years of age and lasts for six months, including two months while the youth is still in a residential facility, and incorporates several treatment models. Multisystemic Therapy (MST) is the core treatment model, but other models used include Dialectical Behavior Therapy (DBT), Motivational Enhancement Therapy (MET), and Relapse Prevention/Community Reinforcement. This program has been seen to reduce felony recidivism in offenders from 41 percent to 27 percent.

For additional information, see: <http://depts.washington.edu/pbjhp/projects/fit.php>

### Functional Family Therapy (FFT)

*Purpose Area: Accountability*

This intervention program focuses and assesses risk and protective factors that impact adolescents and his or her environment, with specific attention paid both to intrafamilial and extrafamilial factors, and how they present within and influence the therapeutic process. The program targets at-risk youths 10 to 18 years of age and consists of an average of 12 sessions over the course of three to four months that seek to improve family communication and youth behavior. This program has been shown to improve youth school attendance and lower delinquency.

For additional information, see: <http://www.fftinc.com/>

### Incredible Years

*Purpose Area: Risk/needs assessment*

This prevention program provides educational services to teachers, parents, and children to promote social, emotional, and academic competence and to prevent or reduce the incidence of children developing conduct problems. This program trains parents and teachers for youths 0 to 12 years of age and combines group classes to help promote pro-social behavior. Studies have shown that two-thirds of the students who participate tend to function well in school and engage in few delinquent acts.

For additional information, see: <http://www.incredibleyears.com/>

### Juvenile Drug Courts

*Purpose Areas: Juvenile courts and probation; accountability*

Juvenile drug court is a docket within a juvenile court that handles selected delinquency cases and status offenders. The youth referred to juvenile drug court are identified as having problems with drugs and/or alcohol. Drug court judges coordinate a multi-disciplinary team of professionals and supervise the offender's progress in treatment. The goals of the court include immediate intervention and treatment and support for continued abstinence.

For additional information, see:

<https://www.ncjrs.gov/pdffiles1/bja/197866.pdf> or  
<http://www.ncjrcj.org/content/view/290/628/>

### Juvenile Mentoring

*Purpose Area: Accountability*

Programs that deliver mentoring services link at-risk youth with responsible adults who provide guidance, promote personal and social responsibility, and increase self-confidence and relationship skills. Volunteer mentors are screened and matched by case managers who monitor the relationship from initial inquiry through closure. Examples of successful juvenile mentoring programs include Big Brothers Big Sisters of America and the Office of Juvenile Justice and Delinquency Prevention's Juvenile Mentoring Program (JUMP).

For additional information, see: <http://mentoring.org/>

### Juvenile Sex Offender Treatment

*Purpose Areas: Accountability; risk/needs assessment; reentry*

Juvenile sex offender treatments have varying methods of service delivery and intensity. They include community-based outpatient programs and residential treatment facilities. Program components often include group and individual counseling; family therapy; crisis intervention; education and life skills; and case management services.

For additional information, see: <http://www.johnhoward.ab.ca/pub/respaper/treatm02.pdf> or [http://www.prevent-abuse-now.com/juv\\_off.htm](http://www.prevent-abuse-now.com/juv_off.htm)

### Life Skills Training

*Purpose Area: Risk/needs assessment*

This three-year intervention program to prevent or reduce gateway drug use targets middle school students beginning in grades 6 or 7. Primarily implemented by teachers in the classroom, the program teaches general self-management skills, social skills, and information about drug use.

For additional information, see: <http://www.lifeskillstraining.com/>

### Multidimensional Treatment Foster Care

*Purpose Area: Risk/needs assessment*

This intervention program provides an alternative treatment for adolescents with chronic antisocial behavior, emotional disturbance, and delinquency. Core components include skills training and supportive therapy for youth; school-based behavioral interventions and academic support; training and support for foster parents; and therapy for biological parents.

For additional information, see: <http://www.mtfc.com/>

### **Multi-Systemic Therapy (MST)**

*Purpose Areas: Accountability; risk/needs assessment; reentry*

This family- and community-based treatment targets chronic, violent, or substance abusing male or female juvenile offenders, ages 12 to 17, at high risk of out-of-home placement, and the offenders' families. Programming is based around the view that individuals are embedded in a complex network of interconnected systems that influence behavior. Therapeutic professionals seek to increase parenting skills, improve family life, develop a community network of support, and help youth stay in school.

For additional information, see: <http://www.mstservices.com/> or <http://www.mstinstitute.org/>

### **Olweus Bullying Prevention Program (BPP)**

*Purpose Areas: Accountability; risk/needs assessment*

This intervention program is designed to reduce and prevent bully/victim problems, primarily in school settings. All students within a school participate in most programming, with additional interventions for students who have been identified as bullies or victims. Program components include an anonymous assessment questionnaire, a committee to coordinate programming, increased supervision at identified bullying "hot spots," and individual interventions with students and their parents.

For additional information, see: <http://www.olweus.org/public/index.page> or <http://www.clemson.edu/olweus/>

### **Positive Parenting Program (Triple P)**

*Purpose Area: Risk/needs assessment*

This comprehensive intervention program "aims to prevent behavioral, emotional and developmental problems in children by enhancing the knowledge, skills and confidence of parents." The level of intervention is chosen by the families. The program is delivered by community entities in direct contact with families, such as family and social support organizations, schools, and childcare centers.

For additional information, see: <http://www.triplep.net/>

### **Project Toward No Drug Abuse**

*Purpose Area: Risk/needs assessment*

This drug abuse prevention program focuses on reducing the use of cigarettes, alcohol, marijuana and hard drugs and violence related behavior among high school youth. A set of 12 in-class interactive sessions are implemented over a four-week period and include subjects like consequences of drug use, effective communication skills, stress management, coping skills, active listening, and self-control techniques.

For additional information, see: <http://tnd.usc.edu/>

### **Prolonged Exposure (PE) Therapy for Posttraumatic Stress Disorder**

*Purpose Area: Risk/needs assessment*

This cognitive-behavioral therapeutic program has been empirically proven to help juveniles process traumatic events and reduce trauma-induced psychological disturbances, such as intense emotional distress, intrusive thoughts, irritability and anger, avoidance, sleep disturbance, hypervigilance, emotional numbing and loss of interest, and excessive startle response. PE Therapy involves psychoeducation about trauma, imaginal exposure, and in-vivo exposure.

For additional information, see: <http://www.crimesolutions.gov/ProgramDetails.aspx?ID=152> or [http://www.med.upenn.edu/ctsa/ptsd\\_treatment\\_ctsa.html](http://www.med.upenn.edu/ctsa/ptsd_treatment_ctsa.html)

### **Promoting Alternative Thinking Strategies (PATHS)**

*Purpose Area: School safety*

The PATHS Curriculum is a comprehensive program that promotes emotional and social competencies and reduces aggression and behavior problems in elementary school-aged children. At the same time, it enhances the educational process in the classroom. PATHS is designed to be used by educators and counselors in a multi-year, universal prevention model. The curriculum is taught two to three times per week for a minimum of 20 to 30 minutes per day; it provides teachers with systematic, developmentally-based lessons, materials, and instructions to facilitate their students' emotional literacy, self-control, social competence, positive peer relations, and interpersonal problem-solving skills.

For additional information, see: <http://www.pathstraining.com/index.html>

### **School-Wide Positive Behavioral Support (SWPBS)**

*Purpose Areas: School safety; risk/needs assessment*

SWPBS is a proactive approach based on a three-tiered model of prevention and intervention, with the main purpose of creating safe and effective schools. The primary tier involves all students, staff, and settings. The secondary tier includes specialized groups and systems of prevention for students with at-risk behaviors. The tertiary tier provides specialized and individualized systems for high-risk students. SWPBS emphasizes teaching and reinforcing important social skills and data-based problem-solving to address existing behavior concerns. This approach is implemented in thousands of schools across the United States; it has shown to reduce discipline problems and increase time for instruction.

For additional information, see: <http://www.pbis.org/school/default.aspx> or <http://www.resa.net/curriculum/positivebehavior/>

### Seattle Social Development Project (SSDP)

*Purpose Areas: School safety; risk/needs assessment*

The SSDP is a long-term study that began in 1981 with the goal of studying the development pathways to positive and problem behaviors in children and youth. The data collected from the interviews are used to examine various aspects of youth development, such as substance use, delinquency, violence, school dropout, risky sexual behavior, and changes in health status. As a school-based intervention program, the SSDP seeks to improve and reinforce the bonds of children with their schools and families through risk-reduction and skill-development strategies.

For additional information, see: <http://www.ssdp-tip.org/>

### Serious Habitual Offender Comprehensive Action Program (SHOCAP)

*Purpose Areas: Information sharing; juvenile records system*

The SHOCAP is a comprehensive and cooperative case management process that, through efforts such as provision of relevant and complete case information and avoidance of duplicating services, enables the juvenile justice system to focus more attention on juvenile offenders who are repeat offenders of serious crimes.

For additional information, see:

<http://www.theiacp.org/LinkClick.aspx?fileticket=XDMLz9KWkIQ%3D&tabid=225>

### Social and Emotional Learning (SEL)

*Purpose Areas: School safety; risk/needs assessment*

SEL seeks to establish effective and integrated social and emotional learning as an essential part of education to promote academic success, engaged citizenship, and healthy actions. It is a process through which children and adults learn how to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively. SEL purports to improve students' positive behavior and reduce native behavior. In addition, it is associated with improvements in students' academic performance and attitudes toward school.

For additional information, see: <http://casel.org/>

### Strengthening Families Program: For Parents and Youth 10-14 (SFP 10-14)

*Purpose Areas: School safety; risk/needs assessment*

The SFP 10-14 is a parent, youth, and family skills-building curriculum designed to prevent teen substance abuse and other behavior problems, strengthen parenting skills, and build family strengths. The program sessions use realistic videos, role-playing, discussions, learning games, and family projects. The SFP 10-14 has proven to be effective in various areas,

such as delaying the onset of adolescent substance use, lowering levels of aggression, increasing the resistance to peer pressure in youth, and increasing the ability of parents or caregivers to set appropriate limits and show affection to and support of their children.

For additional information, see:

<http://www.strengtheningfamilies.org/html/>

### Teen Courts (also known as Youth Courts)

*Purpose Areas: Accountability; restorative justice; school safety*

Teen, or youth, courts are structured, community-based programs that may be housed within or closely affiliated with the local juvenile court. In these programs, teens serve in the roles associated with adult courts to provide intervention for juvenile offenders. Teen courts are structured to provide positive alternative sanctions for first-time offenders through a peer-driven sentencing mechanism that allows the youth to take responsibility, to be held accountable, and to make restitution. Teen court cases often involve drug/alcohol abuse and related offenses.

For additional information, see: <http://www.youthcourt.net/>

### Trauma-Focused Cognitive Behavioral Therapy (TF-CBT)

*Purpose Area: Accountability*

TF-CBT is a joint (child-parent) psychotherapy approach for children and adolescents who are experiencing significant emotional and behavioral difficulties related to traumatic life events. This is a components-based treatment model that incorporates trauma-sensitive interventions with cognitive behavioral, family, and humanistic principles and techniques. Through TF-CBT, children and parents learn new skills to: 1) help process thoughts and feelings related to traumatic life events; 2) manage distressing thoughts, feelings, and behaviors related to traumatic life events; and, 3) enhance safety, growth, parenting skills, and family communication.

For additional information, see:

<http://academicdepartments.musc.edu/projectbest/tfcbt/tfcbt.htm>

### Victim-Offender Mediation (VOM)

*Purpose Area: Restorative justice*

VOM involves a face-to-face meeting, in the presence of a trained mediator, between the victim of a crime and the perpetrator of the crime.

During the meeting, the victim and offender can talk to each other about what happened, the effects of the crime on their respective lives, and their feelings about the crime. They may also choose to create a mutually agreed-upon plan to repair any damages that occurred as a result of the crime. Research has shown that victims who participate in VOM receive more restitution than those who do not. In addition, victims who are VOM participants feel safer and less fearful than victims who are non-participants.

For additional information, see: <http://voma.org/index.html>