

Juvenile Justice Planning Committee FY 2006 Grant Writing Handbook

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Introduction

The Governor's Crime Commission serves as the chief advisory body to the Governor and the Secretary of the Department of Crime Control and Public Safety on crime and justice issues. The GCC administers the state's criminal justice and juvenile justice federal block grants awarded to the state of North Carolina. Linda Hayes is the Chair of the Crime Commission and has served in this capacity since 1995.

The Governor's Crime Commission has 44 members, including heads of statewide criminal justice and human service agencies; representatives from the courts, law enforcement, local government and the General Assembly; and private citizens.

Federal block grants are awarded each year to government, education and social service agencies to start new and innovative programs in the following areas:

- Juvenile Justice and Delinquency Prevention
- Criminal Justice Improvement
- Crime Victim Services

The Governor's Crime Commission announces the availability of grant funds statewide every fall. Applicants have up to three months to complete the application. The appropriate committee, the Commission, and the Secretary of Crime Control and Public Safety make decisions on the grant recipients and the awards are made in the spring.

The Juvenile Justice Planning Committee makes recommendations for funding of innovative programs that help troubled youth and hold them accountable for their crimes, prevent crime against young people including those abused or neglected by adults, and improve how authorities respond to juvenile crime.

Throughout the years, the Juvenile Justice Committee has distributed funding for innovative programs:

- Community based alternatives program for juvenile offenders throughout the state
- Original prototype of the court counseling program
- Interagency School Discipline Project, the precursor to Drop-Out Prevention
- In-School Suspension programs
- Reducing community contributors to delinquency
- Early intervention with high risk groups of children and families including after school and mentoring programs
- Statewide training of court personnel, social service workers, mental health professionals, juvenile justice professionals and law enforcement officers on child abuse and neglect, special education law, Juvenile Crime Prevention Council training and other relevant topics
- Support of the development of multi-disciplinary teams responding to child sexual abuse cases
- Structured Day Programs for court-involved youth that have been suspended or expelled from school

Section I. Juvenile Justice Planning Committee Funding Priorities

Every year, the Juvenile Justice Planning Committee holds a retreat to review and discuss pertinent issues related to the prevention and intervention of juvenile crime and victimization. From these discussions, the committee prioritizes funding for programs to reduce crime by and against juveniles. Program proposals that address the priorities are considered for funding.

Under each of the funding priorities, the Juvenile Justice Planning Committee has identified expected results of proposed programs and the impact on program participants, along with research-based elements that enhance effectiveness.

Below is a list of the FY 2006 funding priorities:

Program Priorities

The Juvenile Justice Planning Committee will fund programs in each of the priority areas, with all priority areas receiving equal weight:

- A. Services to address Disproportionate Minority Contact (DMC) in the juvenile justice system
- B. Targeted services for youth at risk of involvement with the juvenile justice system
- C. Targeted intervention services for court-involved youth
- D. Improved response for child victims of maltreatment

A. Services to address Disproportionate Minority Contact (DMC) in the Juvenile Justice System

The Disproportionate Minority Contact Committee has identified four demonstration counties to establish, plan, implement and evaluate a process that is intended to reduce the number of minority youth involved with the juvenile justice system in their county. These demonstration sites were chosen based on their diverse geographic locations, minority population, willingness to participate and other specific data related to DMC.

The first part of this funding priority for the upcoming grant cycle will consist of a direct solicitation to the four demonstration counties in order to successfully complete targeted DMC reduction strategies. Each county will be expected to follow their individualized county plans which include the assessment of minority over representation and disparities in decision making. This information will be used to ultimately reduce the number of minority juveniles having contact with the juvenile justice system.

The second part of this priority is funding for other counties interested in implementing activities specifically targeting the reduction of DMC. Selection of such proposals would be based on similar variables used to select the initial demonstration sites such as (1) geographic location, (2) minority population, (3) level of collaboration and (4) level of specificity on how funding will be used to decrease the level of minority over representation in the applicant's jurisdiction.

Outcomes

Outcomes state the expected results of your program and the impact on program participants. Outcomes should be stated in your goal(s).

Programs should demonstrate one or more of the following outcomes:

- Decrease number of minority youth who come into contact with the juvenile justice system (i.e. secure custody, commitment, formal petitions, etc).
- Decrease number of minority youth who are either suspended or expelled from school.
- Revisions and/or permanent changes to policies and procedures that directly may contribute to DMC

Performance Measures

Performance measures are particular values used to measure program results (objectives). You **must** include all of the following measures in your proposal (page 3 of Grant Application):

- Number of local agencies reporting improved data collection systems
- Number of contributing factors determined from assessment studies
- Percent of contact points reporting reduction in disproportionality at the local level
- Number and percent of recommendations from assessment studies implemented

In addition, you **must** select at least two (2) of the following output measures and two (2) of the outcome measures below to include in your grant proposal:

Outputs

- Number and percent of program staff trained
- Number of non-program personnel trained
- Number of program materials developed
- Number of objective decision-making tools developed

Outcomes

- Number and percent of program staff with increase knowledge of program area
- Number and percent of non-program personnel with increased knowledge of program area

Strategies/Key Elements

Research has shown that programs that incorporate certain elements into their design are more effective. Grant applications should mention at least one of the elements listed below in the project operation portion of their application:

- Provide appropriate detention alternatives for law enforcement and juvenile justice professionals
- Create a uniform data collection instrument to be used at all decision making points within the juvenile justice system
- Ensure minority youth that are suspended and expelled have access to alternative learning programs

Priority B - Targeted services for youth at risk¹ of involvement with the juvenile justice system

Outcomes

Outcomes state the expected results of your program and the impact on program participants. Outcomes should be stated in your goal(s).

Programs should demonstrate one or more of the following outcomes:

- Prevented delinquency and undisciplined behavior as indicated by specified reductions of identified risk factors and/or quantitative increases in protective factors
- Improved pre-vocational and vocational competencies
- Improved outcomes for minority youth

Performance Measures

Performance measures are particular values used to measure program results (objectives). You **MUST** include both of the following measures in your proposal (page 3 of Grant Application form):

- Number of program youth served
- Number and percent of youth completing program requirements

¹ The Juvenile Justice Planning Committee adopted language based on research to define risk and protective factors. Applicants must include these factors known to correlate to behavior problems and resiliency in their problem statements. For more information, please see Appendix 2.

If you wish, you may select measures in addition to the ones listed above. Further information about performance measures can be found in Section III.

Strategies/Key Elements

Research has shown that programs that incorporate certain elements into their design are more effective. Grant applications should mention at least one of the elements listed below in the design of the proposed project:

- Involve family or youth’s support system in program
- Increase individual and family problem solving
- Demonstrate collaboration with other community agencies, such as faith-based organizations
- Include behavior management or monitoring and positive reinforcement

Program Examples

The committee is dedicated to supporting the best practices for preventing delinquency. Although funding will not be restricted to existing programs, the committee encourages applicants to use research-based programs and design elements that have demonstrated success in preventing delinquency:

1. Programs most effective in preventing juvenile delinquency, according to new research by Lipsey & Howell:
 - Parent training/counseling – Training or counseling without the juvenile present; may deal with child management skills or issues faced by parents in their role as parents.
 - Interpersonal skills training – Social and communication skills, interpersonal problems solving, conflict resolution, and assertiveness.
 - Tutoring – Tutoring, remedial education classes or activities, educational or supplemental experience beyond basic curriculum.

Along with the programs mentioned above, Lipsey & Howell’s research has demonstrated that specific supplementary services and design improve overall effectiveness. If your grant application proposes to provide the programs mentioned above, please incorporate the following design elements in your project:

Program	Supplementary Services (can be provided through referral)	Duration of Service	Face-to-Face Contact Days
Parent training/counseling	Tutoring or mentoring	30 weeks or more	Over 26 contact days
Interpersonal skills training	Family or individual counseling	17 weeks or more	Over 30 contact days
Tutoring	Parent training/counseling	25 weeks or more	Over 50 contact days

2. Mentoring programs (Mentoring.org (<http://www.mentoring.org>), published by the National Mentoring Partnership, covers issues on youth mentoring)
 - Develop rigorous standards and procedures
 - Ensure program is well-managed
 - Recruit and screen mentors and mentees
 - Ensure systematic and structured match of volunteers with at-risk children
 - Focus on friendship, trust, consistency and relationship building
 - Ongoing and close monitoring of volunteer matches. Case manager maintains regular contact with volunteer, child and child’s family.
 - Evaluate program’s effectiveness
3. Strengthening Families Program (www.strengtheningfamiliesprogram.org)

- Family skills training program for children ages 6 to 11 and their families, with modules for families with children ages 3-5 and 13-17
- Improves family relationships, parenting skills and youth's social and life skills

Note: Additional program examples for this priority as well as other funding priorities can be found on the Office of Juvenile Justice and Delinquency Prevention web site at <http://www.dsgonline.com/mpg2.5>.

Priority C - Targeted intervention services for court-involved youth

Outcomes

Outcomes state the expected results of your program and the impact on program participants. Outcomes should be stated in your goal(s).

Programs should demonstrate one or more of the following outcomes:

- Decreased recidivism rate of court-involved youth
- Increased the number of court-involved youth who complete school
- Increased the number of first-time offenders who are diverted to other services and alternatives
- Improved outcomes for minority youth

Performance Measures

Performance measures are particular values used to measure program results (objectives). You **MUST** include the following measures in your proposal (page 3 of Grant Application form):

- Number and percent of youth to successfully complete program

If you wish, you may select measures in addition to the one listed above. Further information about performance measures can be found in Section III.

Strategies/Key Elements

Research has shown that programs that incorporate certain elements into their design are more effective. Grant applications should mention at least one of the elements listed below in the design of the proposed project:

- Involve family or youth's support system in program
- Address mental health needs of child and family
- Address multiple factors contributing to delinquency, such as, but not limited to, substance abuse, child maltreatment, behavior problems, and school failure
- Provide delinquent youth and family with behavior management and monitoring tools and life skills
- Encourage continuation of youth's education
- Increase collaboration between court and schools
- Promote involvement of offender, victim, and community in repairing harm as a result of delinquent incident

Program Examples

The committee is dedicated to supporting the best practices for successful intervention in the lives of juveniles who have contact with the juvenile justice system. Although funding will not be restricted to existing programs, the committee encourages applicants to use research-based programs and design elements that have demonstrated success in reducing recidivism:

1. Programs most effective in reducing recidivism, according to new research by Lipsey & Howell:
 - Family counseling – Family counseling, family system intervention, functional family therapy, family crisis counseling; involves the juvenile and parent(s) or entire family.
 - Mentoring – Mentor spends time with a juvenile on a regular basis and provides support, friendship, advice, assistance, etc.

- Tutoring – Tutoring, remedial education classes or activities, educational or supplemental experience beyond basic curriculum.

Along with the programs mentioned above, Lipsey & Howell's research has demonstrated that specific supplementary services and design improve overall effectiveness. If your grant application proposes to provide the programs mentioned above, please incorporate the following design elements in your project:

Program	Supplementary Services (can be provided through referral)	Duration of Service	Face-to-Face Contact Days
Family counseling	Parent training or drug/alcohol counseling	15 weeks or more	Over 31 contact days
Mentoring	Drug/alcohol counseling, group counseling	20 weeks or more	Over 42 contact days
Tutoring	Parent training, family counseling	19 weeks or more	Over 32 contact days

Programs Recognized by the Office of Juvenile Justice & Delinquency Prevention as Model Programs (Mihalic, et al, 2004):

2. Multisystemic Therapy (MST) (Henggeler, Mihalic, Rone, Thomas, & Timmons-Mitchell, 1998)
 - Intensive family- and community-based treatment that addresses the multiple determinants of serious antisocial behavior in juvenile offenders
 - 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
 - Empowers parents with the skills and resources to combat their child's delinquency Provides therapy in youth's natural environment
 - The usual duration of MST treatment is approximately 60 hours of contact over four months, but frequency and duration of sessions are determined by family need.
 - Focuses on removing social networks that contribute to problem behavior and increasing pro-social peer relationships, adult relationships and recreational activities
3. Functional Family Therapy (FFT) (Alexander et al, 1998)
 - Short-term, intensive home-based therapy (8-26 sessions)
 - Targets at-risk or delinquent youth between the ages of 11 and 18 and their families
 - Flexible delivery of service by one and two person teams to clients in-home, clinic, juvenile court, and at time of re-entry from institutional placement
 - FFT is a phasic program with steps which build upon each other. These phases consist of:
 - *Engagement*, designed to emphasize within youth and family factors that protect youth and families from early program dropout;
 - *Motivation*, designed to change maladaptive emotional reactions and beliefs, and increase alliance, trust, hope, and motivation for lasting change;
 - *Assessment*, designed to clarify individual, family system, and larger system relationships, especially the interpersonal functions of behavior and how they related to change techniques;
 - *Behavior Change*, which consists of communication training, specific tasks and technical aids, basic parenting skills, contracting and response-cost techniques; and
 - *Generalization*, during which family case management is guided by individualized family functional needs, their interface with environmental constraints and resources, and the alliance with the FFT therapist/Family Case Manager.
4. Multidimensional Treatment Foster Care (Chamberlain & Mihalic, 1998)
 - Cost-effective alternative to institutionalization
 - Targets chronic offenders at risk of incarceration
 - Places offenders with well-trained families for 6-9 months
 - Foster families emphasize youth's strengths, behavior management, positive reinforcement, clear limits and separation from delinquent peers

- MTFC parents are contacted daily and attend weekly supervision and support meetings
- Foster families intensely supervise youth and act as mentor
- Juvenile's family receives therapy and is taught to use structured system at foster home, youth has constant contact with biological family
- Case manager closely monitors offender, family and foster care providers and interacts with other concerned adults

Priority D - Improved response for child victims of maltreatment

Outcomes

Outcomes state the expected results of your program and the impact on program participants.

Outcomes should be stated in your goal(s).

Programs should demonstrate one or more of the following outcomes:

- Increased knowledge and skills of mental health providers on evidence-based treatment for victims of child abuse (Applications proposing direct mental health services for victims should apply to the Crime Victims' Services Committee)
- Improved coordination of all child abuse and neglect training across the state. Project must coordinate with all agencies currently providing training, such as the Division of Social Services, Administrative Office of the Courts, law enforcement, NC Justice Academy, community colleges, advocacy groups, etc. The committee will accept proposals to create one central location for information about training, training resources, and collaboration of training providers
- Improved outcomes for foster care youth who are aging out of the system
- Improved outcomes for minority children
- Greater collaboration and coordination in communities to address child maltreatment
- Improved court response and coordination through adoption of Family Court concepts
- Improved child well-being and reduction of child abuse and neglect reports through implementation of evidence-based prevention programs (for information about programs, go to <http://www.preventchildabusenc.org/taskforce>)

Strategies/Key Elements

Research has shown that programs that incorporate certain elements into their design are more effective. Projects must demonstrate collaboration with state or county departments of social services. Grant applications should mention at least one of the elements listed below in the design of the proposed project:

- Collaboration of all stakeholders
- Involvement of families, including extended families, of child victims
- Multi-disciplinary training and cross training
- Evidence-based practices
- Cultural proficiency

Program Examples

The committee is dedicated to supporting the best practices for responding to and preventing child maltreatment. Although funding will not be restricted to existing programs, the committee encourages applicants to use research-based programs and design elements that have demonstrated success in reducing maltreatment and improving outcomes of children:

1. Trauma-Focused Cognitive Behavioral Therapy (National Child Traumatic Stress Network, www.nctsn.net)
 - Treatment is clinic-based, individual, and short-term (12-16 weekly, 60-90 minute sessions)
 - Involves individual sessions with child and with non-offending parent, along with joint parent-child sessions

2. Services for Youth Transitioning Out of Foster Care (Children, Families, and Foster Care, Volume 14, Number 1 - Winter 2004, from *The Future of Children*, a publication of the David and Lucile Packard Foundation, available online at http://www.futureofchildren.org/pubs-info2825/pubs-info_show.htm?doc_id=209538)
 - Mentoring
 - Life Skills Training - Teach skills to access education, acquire employment, and live independently:
 - Money management
 - Finding and securing housing
 - Personal safety
 - Vocational training
 - College exam preparation
 - Driver's education
 - Community service
 - Access to governmental services
 3. Family Group Conferencing (Dougherty, 2003, *Practices That Mitigate the Effects of Racial/Ethnic Disproportionality in the Child Welfare System*, for Casey Family Programs, available online at http://www.casey.org/NR/rdonlyres/F2CF350A-1A46-4E02-80EA-3746F2A70F20/132/casey_mitigating_disproportionality.pdf) / Child & Family Teams (part of NC's Multiple Response System initiative)
 - Allow family to participate in broad range of decisions about child well-being
 - Provide extended family support, including engaging natural support persons of family
 - Encourage kinship care
 - Allow families to contribute ideas about culture issues that should be considered in decision-making
 4. Family Court (For more information, go to North Carolina's Family Court website - <http://www.nccourts.org/Citizens/CPrograms/Family/Default.asp>)
 - Assignment of one judge to a single family with multiple cases
 - Coordination of all cases involving same family
 - Team planning-including child and family, when appropriate
- Child Abuse Prevention:
5. Home Visitation
 - Nurse-Family Partnership (Olds, Hill, Mihalic, & O'Brien, 1998)
 - Certified nurses perform frequent home visits
 - Targeted population is single, at-risk mothers having their first child
 - Visits begin early in pregnancy and continue until child's second birthday
 - Low caseload
 - Focus on parental behavior and modifiable environmental conditions
 - Nurses build mothers' self-esteem and confidence by emphasizing planning and achieving small, measurable objectives
 - Nurses follow protocols and keep detailed records
 - Parents as Teachers (www.parentsasteachers.org)
 6. Parent-Child Interaction Therapy (PCIT) (www.pcit.org)
 - An empirically-supported treatment for conduct-disordered young children that places emphasis on improving the quality of the parent-child relationship and changing parent-child interaction patterns
 - Parents are taught specific skills to establish a nurturing and secure relationship with their child while increasing their child's prosocial behavior and decreasing negative behavior.

Section II. Grant Writing Tips

GENERAL INSTRUCTIONS

Please read and follow all instructions for completing the online grant application. These instructions can be found on the Governor's Crime Commission's web site at <http://www.ncgccd.org>.

Pre-applications must be submitted online and signature pages and letters of support must be **received** by the Governor's Crime Commission office **no later than 5:00PM on Tuesday, January 31, 2006**.

IDENTIFY THE PROBLEM

The first step in the grant writing process is to identify the problem that your agency plans to address. The identified problem may be a result of an assessment of your community's risk and protective factors found in your county's Juvenile Crime Prevention Council plan. Include a description of the population the program will target and the number of youth to be served (please include in the project summary section of the application). Assess the risk and protective factors of delinquency among juveniles in the targeted community; and, describe how specific risk/protective factors shall be reduced/ strengthened through their services (leading to objective outcome measures). Identify how your program will complement and utilize existing resources. If your project targets "at-risk" youth or families, you must define what specific risk factors make them at risk for involvement with the juvenile justice system, using the theoretical approach described in Appendix 2.

IDENTIFY SOLUTION TO THE PROBLEM

Once your agency has identified the problem, the next step is to determine how to address and solve this problem. It is important at this stage to ensure that the proposed solution matches with the identified problem. For example, your agency may identify family management as a prevalent problem in the community. A possible solution to this problem may be to provide parent education and training. Your agency will also want to consider if there are other existing programs in the community that are currently providing services to address the identified problem, which will reduce the chance of duplicating services.

Your agency must also determine if its proposed solution to the problem fits within its county's Juvenile Crime Prevention Council's (JCPC) plan of action. Agencies should contact their county JCPC Chairperson, well in advance of the January 31 deadline, to review this plan of action (Chairpersons are listed on the web at www.djjdp.org/jcpc/chairpersons.html). Explain how the proposed program meets the needs of the county's "plan of action" for the expenditure of juvenile sanctions and prevention funds drawn up by the Juvenile Crime Prevention Council (JCPC) as defined in statute 143B-549:

The Councils (Juvenile Crime Prevention Councils) shall annually review the needs of juveniles in the county who are at risk of delinquency or who have been adjudicated, undisciplined or delinquent and the resources available to address those needs.

Notify the JCPC Chair in writing of your intent to apply for funding and how the proposed program activities fit the needs identified in the county's plan of action. Please attach a copy of this letter to your signature pages. Although approval is not required, letters of support are beneficial.

If your program plans to address child abuse and neglect, explain how you will collaborate with your county (a directory of county departments is available online at www.dhhs.state.nc.us/dss/local/index.htm) or the state Child Protective Services (www.dhhs.state.nc.us/dss/cps/index.htm), along with your local JCPC. For statewide child abuse and neglect projects, explain how you will collaborate with the NC Division of Social Services/Child Protective Services and the Department of Juvenile Justice and

Delinquency Prevention. Although not required, letters of support from these agencies are highly recommended.

Describe any multi-county collaboration and/or multi-agency partnerships. You should include letters of support from agencies or counties identified in the "Project Operation" of your grant. Attach letters of support to the signature page. Letters submitted after the January 31 deadline will not be included with grant application in time for review.

Establish clear and appropriate evaluation components relative to your objectives and performance measures.

IDENTIFY THE APPROPRIATE PROGRAM PRIORITY

Once your agency has determined the appropriate solution to the identified problem, the next step is to determine the most suitable program priority in which the proposed solution would fit. The Juvenile Justice Planning Committee has identified the following list of program priorities for the 2006 funding period:

- A. Services to address Disproportionate Minority Contact (DMC) in the juvenile justice system
- B. Targeted services for youth at risk of involvement with the juvenile justice system
- C. Targeted intervention services for court-involved youth
- D. Improved response for child victims of maltreatment

It is important to note that all of the program priorities have equal weight. In addition, each program priority is complimented with a list of outcomes, supportive research, identified strategies/key elements, and program examples. A listing of all the program priorities, outcomes, performance measures, strategies/key elements, and program examples can be found in Section I and on the Governor's Crime Commission's web site at <http://www.ncgccd.org>.

After identifying the appropriate program priority, your agency will need to ensure that its proposed solution demonstrates one or more of the outcomes listed for the selected program priority. For example, if your agency determines that its proposed solution would fit under Priority B, then its grant proposal would need to demonstrate that the project could achieve one or more of the following outcomes: 1) Prevented delinquency and undisciplined behavior as indicated by specified reductions of identified risk factors and/or quantitative increases in protective factors, 2) Improved pre-vocational and vocational competencies, or 3) Improved outcomes for minority youth. This outcome list is not exhaustive and you may include additional outcomes in your proposal.

The program priorities include strategies and key elements that are based on research of effective programs which the committee considered in determining desired outcomes for each program priority. **Applicants MUST include one or more into the design of their program.** For example, if you are proposing a program to prevent delinquency, you would explain how you are ensuring family involvement in the program and providing counseling or education to increase problem solving skills of child and family.

Each priority has a list of program examples identified from previous research. It is important to note that applicants are not limited to submitting grant proposals that only reflect the program examples listed under each priority. The committee encourages you to develop a program based on these best practices or to adopt a promising program based on sound theory and incorporation of elements of effective programs. However, the duplication of any of these program examples does not automatically guarantee funding.

SUSTAINING YOUR PROGRAM

Another important piece of your program is your plan to sustain your program beyond initial grant funding. Governor's Crime Commission grants are typically awarded for two years. Grants should be used for start-up projects, program enhancement and expansion, or as seed money. They should not be counted on to be a long-term solution for funding your entire organization. You should begin thinking about how to sustain your program BEFORE you apply. A number of excellent resources are available online to help you plan for the continuation of your program:

- The Institute for Educational Leadership (a nonpartisan organization that seeks to improve educational opportunities and results for children, youth and families) and the Office of Juvenile Justice & Delinquency Prevention partnered to create a series of toolkits to build community capacity to provide an integrated system of care for vulnerable youth and their families. One of the toolkits focuses on building sustainability for demonstration projects - <http://www.iel.org/pubs.html#sittap>
- The Afterschool Alliance created another excellent workbook for sustaining programs for at-risk youth - <http://www.afterschoolalliance.org/sustain.pdf>

You MUST provide the following information in the "Project Cost Assumption" section of the grant application:

- a. Name three specific activities that you will be doing in the first year of your grant to financially sustain your project (specific steps you may take to ensure longer term funding).
- b. Name the community resources, with which you will be partnering, that have the potential to partially sustain your project in the future (you may include "in kind" contributions, but more importantly, include who may be helping with other funding).
- c. Provide a brief description of your plan to financially sustain this project after the two-year funding period.

FISCAL REQUIREMENTS

Eligible Applicants

Federal program guidelines identify eligible applicant agencies that are allowed to apply directly for funding. Therefore, it is important for your agency to determine if it is eligible to apply directly to the Governor's Crime Commission for funding or if it must apply through an eligible applicant agency (i.e. pass through). The following agencies are eligible to either apply directly for funding or act as a pass through agency for non-eligible applicants:

Local units of government
Councils of government
Universities or colleges
Independent school districts
State agencies
Eastern Band of Cherokee

Non-profit agencies may only apply through one of the above eligible applicant agencies for funding. Thus, it is imperative that non-profit agencies communicate their intentions on utilizing an eligible applicant agency as a pass through early in the application process, which will eliminate problems in obtaining their approval before the application deadline.

Match Requirements

All applicants are required to provide a 25% cash match on the total project budget. To determine the cash match, use the following formula:

Total Grant Budget * .25 = Match Required

Example

\$100,000 (Total Budget) * .25 = \$25,000 (Match Required)

A limited number of match waivers will be granted to applicants that apply through the Juvenile Justice Planning Committee. The awarding of waivers will be based on the availability of funds and the committee's overall rating of the grant proposal. Because "match free" funds are limited and very competitive, applying for a waiver may reduce the likelihood of funding. Applicants must indicate a match waiver request on their grant application.

Non Allowable Costs

The following items are considered non-allowable costs that cannot be included in an agency's project budget:

Indirect Costs (i.e. maintenance of facilities, administrative salaries or costs not readily assigned to a particular project).

Purchase of vehicles

Purchase of buildings

Purchase of land

Construction costs

Section III. Writing Objectives and Performance Measures

Building Objectives and Measures Worksheet

On page 3 of the online application, you will be asked to define the objectives and performance measures you will use to determine the success of your program. Program Objectives are derived from the program goal(s) and explain how the program goal will be accomplished. Objectives are well-defined, specific, and quantifiable statements of the desired results of the program. More specifically, each objective should have: 1) an indicator, 2) a target, and 3) a date for completion. Performance Measures are particular values used to measure program results (the objective). Evaluation Methods are those specific tools used in measuring performance.

Your overall chance of receiving funding can be influenced by how specific, realistic and measurable you define your objectives and performance measures. The following worksheet will assist you in creating measurable and specific objectives and performance measures. Answer each question as it pertains to your proposed program:

Building Objectives:	Example
1. What activity will you engage in? With whom (organizations, community leaders, youth, parents)?	Substance abuse education for all (n=50) the youth participating in the Utopia Day Program.
2. What outcome do you expect from this activity? (Be sure there is a direct connection between the activity and the desired outcome)	Students will improve their knowledge of the negative effects of substance abuse.
3. What tools/methods will the program use to measure the outcome?	The youth will take a pre-test and post-test, before and after completion of the substance abuse education program to test an increase in knowledge.
4. What degree or level (percentage or numbers) of the desired outcome do you want to achieve to indicate success? Over what period of time?	75% of the youth that complete the substance abuse education program will have a 25% increase from pre-test to post-test.
5. How many people will directly benefit from this activity? Or, what systems, partnerships, community networks, or groups will directly benefit from this activity?	Approximately 50 youth will benefit from this program in the 2002 -2003 school year.
6. Restate your objective (steps 1-5): All of the youth (n=50) at the Utopia Day Program, during the 2002-2003 school year, will improve their knowledge of the negative effects of illegal substances by participating in the substance abuse education program. Of the youth that complete the program, at least 75% will have at least a 25% increase (from pre-test to post-test) in their knowledge of the negative effects of substance abuse.	
7. Performance Measures (for the above objective): Increase test score from pre-test to post-test.	
8. Evaluation Methods (for the above objective): Pre-test and post-test that are developed specifically to evaluate the substance abuse education curriculum.	

Federal Requirements for Performance Measures

To meet new Federal mandates, the Office of Juvenile Justice and Delinquency Prevention (OJJDP), which provides most of the federal grant funds to the Juvenile Justice Planning Committee, developed a performance measurement system for grants awarded to States. Performance measurement defines and tracks selected indicators that measure how a program is achieving results. There are many different ways to define performance terms such as “objectives”, “measures”, “indicators”, “outputs”, and “outcomes”. “Objective” has been defined in Section III of this handbook. For our purposes, we use “indicators” and “measures” interchangeably to mean particular values used to measure a program’s results. “Outputs” refers to the products of a program’s activities. “Outcomes” measure the benefits or changes as a result of the program.

For several years, the Governor’s Crime Commission has asked its grant applicants to define and report on performance measures for each objective outlined in the application. The new federal mandate requires grantees to track and report on measures **pre-defined** by OJJDP.

How do the new performance measurement requirements affect my grant application?

Depending on the priority under which your program falls, you may be asked to include up to two of the pre-define performance measures required by OJJDP:

Priority A: Disproportionate Minority Contact – (Refer back to page 4 of this workbook)

Priority B: Delinquency Prevention for At-Risk Youth – You **MUST** include the following measures –

- Number of program youth served
- Number and percent of youth completing program requirements

Priority C: Intervention Services for Court-Involved Youth – You **MUST** include the following measure –

- Number and percent of youth to successfully complete program

Priority D: Child Maltreatment – You are not required to use any pre-define measures.

Insert performance measures on Page 3 of the Grant Application form. Create objectives and evaluation methods relevant to the measures.

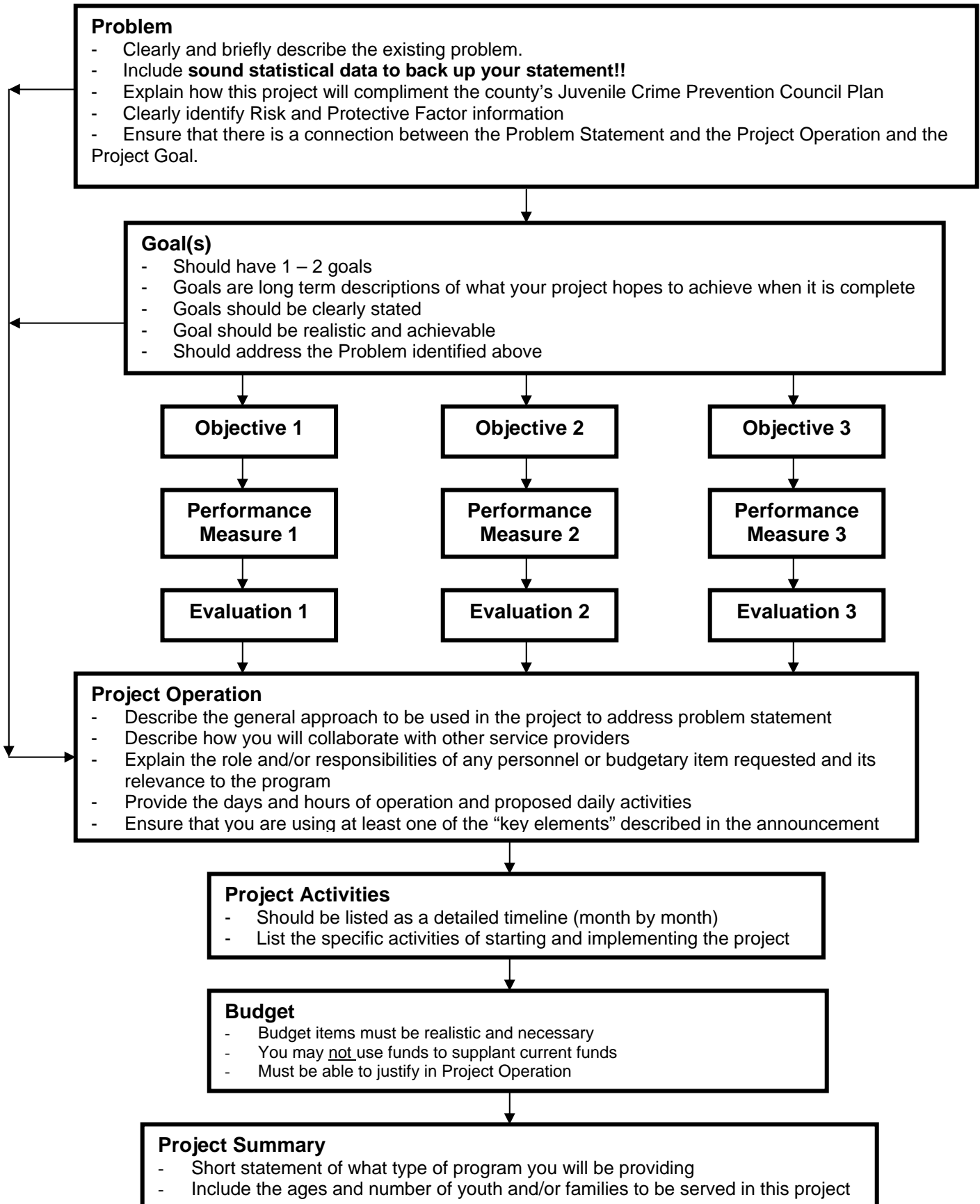
If your project is recommended for funding and invited to submit a full application, you will receive instructions on additional measures to incorporate in your program design and how and when to begin reporting on the measures.

Examples of Performance Measures

Funded projects will be required to select a certain number of measures and report on the output or outcome data, depending on the source of the funding. Some examples of performance measures include:

Performance Measures	Data to Report
Output Examples:	
Number of program slots	a. Number of program slots:
Number & percent of staff trained in programming	a. Number of staff trained: b. Number of staff: c. Percent (a/b):
Outcome Examples:	
Number and percent of youth to complete program successfully	a. Number of youth to successfully complete program requirements: b. Number of youth served: c. Percent (a/b):
Number of days of program participation per youth	a. Average number of days youth are enrolled in program:

Section IV. Grant Writing Flowchart



Appendix

1- DISPROPORTIONATE MINORITY CONTACT (DMC) IN NORTH CAROLINA'S JUVENILE JUSTICE SYSTEM

FACT SHEET

What is Disproportionate Minority Contact (DMC)?

Under the Juvenile Justice and Delinquency Prevention Act, disproportionate minority contact exists when there is a disproportionate number of minority youth who come into contact with the juvenile justice system at various decision levels. The Juvenile Justice and Delinquency Prevention Act of 2002 broadened the scope of the DMC initiative from 'confinement' to 'contact' where as the examination of minority overrepresentation at all decision points including intake, and referral to detention may take place. Focus has been broadened from just confinement as research has shown that minority youth are overrepresentation at more than just the correctional level.

Juvenile minority overrepresentation is now measured using the Relative Rate Index Calculation. Although the focus has changed from measuring the instances of confinement to the varying levels of contact within the system, the purpose of the DMC requirement is still the same: to ensure the equal and fair treatment for every youth in the juvenile justice system regardless of race and ethnicity. For the purposes of the DMC statute minority youth are defined as those belonging to the American Indian or Alaskan Native, Black or African-American, Hispanic or Latino, Asian, or Native Hawaiian or Pacific Islander racial categories. The Relative Rate Calculation examines the rate at which minority youth have contact with the juvenile justice system at different levels based on their per capita population. For example, Black youth from a particular jurisdiction that has a Relative Rate Index of 3.3 translates to this minority category being more than 3 times more likely to be admitted to detention than their white counterparts. For specific step by steps instructions on calculating the Relative Rate Index, please visit <http://oijdp.ncjrs.org/dmc/pdf/StepsinCalculatingtheRelativeRateIndex.pdf>

Minority overrepresentation in the juvenile justice system is an issue at the national, state, and local levels. In North Carolina, minority youth are highly over-represented in the rate of detention and youth development center admissions. In calendar year 2004, minority youth represented 31% of North Carolina's population. Out of the 473 total youth who were admitted to youth development centers this year, 74% were minority. Minority youth also represented 56% of the total detention admissions during this same year². At the national level, a report published in 2000 compares minority and white youth referred to court for the same offenses³. This type of comparison controls for outcome differences based on differences in the offenses committed. According to the report, African-American youth were more likely to be placed out to the home than white youth committing the same offense. White youth were more likely to be placed on probation than African-American youth. Further, African-American youth with no prior admission record were six times more likely to be detained in public facilities than white youth charged with the same offenses.

What are the causes of DMC?

Why is the rate of minority youth having contact with the juvenile justice system so unequal to white youth in the same situation? While there may be differences in the rates at which minority and majority youth come to the attention of juvenile justice authorities, the decision making process, the availability of resources within the juvenile justice system and organizational coordination may also contribute to the over-representation of minority youth in the system. In order to effectively address DMC in the state, each decision-making point in the juvenile justice system must be unbiased and decisions made must be consistent and applied to all youth.

² North Carolina Department of Juvenile Justice and Delinquency Prevention. *Creating Success for Youth: 2004 Annual Report*.

³Poe-Yamagata,E., & Jones,M. (2000) *And Justice for Some: Differential Treatment of Minority Youth in the Justice System. Building Blocks for Youth*, Washington,D.C. Available at www.buildingblocksforyouth.org

Plans to Address DMC

North Carolina's Governor's Crime Commission is currently addressing the issue of Disproportionate Minority Contact by engaging in the following:

- Four demonstration counties are partnering with the GCC in developing individual DMC reduction plans. Best practices in these areas will be shared statewide
- The GCC has collaborated with the NC Dept. of Juvenile Justice and Delinquency Prevention in the development of a data collection system (NC-JOIN) that allows for accurate data collection at each decision point in the juvenile justice system. Any disparities in decision making will be more visible and efforts to address the differences in decisions can be targeted
- Continuous efforts are being made to raise the awareness of the DMC issue in the state. The state is striving to make DMC a priority for all youth serving professionals and agencies through conference presentations and providing technical assistance to grantees providing services to the states youth

2 - Defining “At-Risk” Juveniles

Risk And Protective Factors For Juvenile Delinquency – Moving Toward An Understanding Of “At-Risk” In The Context Of GCC Funding

As part of the planning process, the Juvenile Justice Planning Committee resolved to place some context around the term “at-risk child” when programs or agencies apply for future GCC funding. From a series of discussions and additional research, the committee adopted a general but important set of ideas that will be useful toward improving the frame of reference when programs use the term “at-risk” to describe children, families or communities. The Juvenile Justice Planning Committee agreed to include language from research that identifies risk/protective factors known to correlate both with resiliency as well as behavioral problems in children (Wasserman, G., Keenan, K., Tremblay, R., Coie, J., Herrenkohl, T. Loeber, R., and Petechuk, D., 2003).

To these ends, the Committee agreed to ask future applicant programs or agencies who seek to serve “at-risk” children and youth to define “at-risk for becoming delinquent” using language that has become accepted in the literature in these areas. When proposing a program or service, applicants *must* include a definition of “at-risk” using the language in this theoretical approach.

For example, an agency seeking to provide afterschool services for “at-risk” youth should discuss, in their application, the specific risk and/or protective factors observed in their projected population to be served (e.g., what risk factors or protective factors have been seen in these youth to qualify them as “at-risk?”); and, the agency or program should link their proposed services specifically to those risk/protective factors targeted by their services (e.g., what services will be used to reduce observed risk factors in children, or increase protective factors for children?). By linking risk/protective factors to the program’s proposed services, measurable outcomes are more likely to be relevant.

Attached you will find a grid that provides specific examples of risk factors.

REFERENCE

Wasserman, G., Keenan, K., Tremblay, R., Coie, J., Herrenkohl, T., Loeber, R., & Petechuk, D., (2003). Risk and Protective Factors of Child Delinquency. Bulletin. Washington, D.C.: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

3 – Staff Contacts

The staff of the Juvenile Justice Planning Committee is available to answer any questions during the application period. If you need any assistance, please do not hesitate to contact one of the following staff members:

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