

The background of the page is a blue-tinted photograph of a city street with multi-story buildings. A semi-transparent globe is overlaid on the right side of the image. A dark blue rectangular box with a white border is centered over the globe, containing the title text.

Gang-Free Schools and Communities Initiative



For Further Information

Because of the wide range of funding opportunities in FY 2000 and their various requirements and deadlines, the Office of Juvenile Justice and Delinquency Prevention (OJJDP) is publishing separate announcements for many of the programs under which funding is available. These program announcements address the program's nature and purpose, specify eligibility requirements and selection criteria, and identify deadlines and contact information. **The program announcements do not include application materials.** Application instructions, forms (including the SF-424), and review guidelines for all OJJDP funding opportunities are provided in the *OJJDP Application Kit* (SL 397). To apply for funding under the solicitation presented in this program announcement, you must obtain a copy of the *OJJDP Application Kit*.

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

Phone: 800-638-8736 (Monday through Friday, 8:30 a.m.–7 p.m. ET).

Fax: 301-519-5600 (to ask questions).
410-792-4358 (to order publications).

Fax on Demand: 800-638-8736 (select option 1, select option 2, and listen for instructions).

Because of the number of pages, the *OJJDP Application Kit* is available in four components (#9119, Introduction and Application and Administrative Requirements, 16 pages; #9120, Checklist and Application Forms, 24 pages; #9121, Privacy Certificate Guidelines and Statement and Peer Review Information, 19 pages; and #9122, Contact Lists, 16 pages). Copies are sent to your attention via fax immediately upon request. There may be a short delay, depending on the volume of requests.

E-Mail: puborder@ncjrs.org (publications, including the *OJJDP Application Kit*).
askncjrs@ncjrs.org (assistance).

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

Internet: ojjdp.ncjrs.org

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

Gang-Free Schools and Communities Initiative

John J. Wilson, Acting Administrator



U.S. Department of Justice
Office of Justice Programs
Office of Juvenile Justice and Delinquency Prevention
810 Seventh Street NW.
Washington, DC 20531

Janet Reno
Attorney General

Daniel Marcus
Acting Associate Attorney General

Mary Lou Leary
Acting Assistant Attorney General

John J. Wilson
Acting Administrator
Office of Juvenile Justice and Delinquency Prevention

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

OJJDP's Fiscal Year 2000 Gang-Free Schools and Communities Initiative

"When children in inner-city schools have to walk through metal detectors, when high schools in small towns like Jonesboro, Arkansas in my home state or Springfield, Oregon are torn apart by disturbed children with deadly weapons, when gang violence still ravages communities large and small, we have to do more."

—President William Jefferson Clinton
Remarks by the President at Safe Schools and Communities Event, August 27, 1998

Introduction

In fiscal year (FY) 2000, the Office of Juvenile Justice and Delinquency Prevention (OJJDP), in collaboration with the U.S. Departments of Education, Health and Human Services, Labor, and the Treasury, will launch two new gang programs designed to address and reduce youth gang crime and violence in schools and communities¹ across America. The two new programs are:

- ◆ **Gang-Free Communities Program.** This program will offer seed funding to up to 12 communities to replicate OJJDP's Comprehensive Gang Model—a promising approach to addressing a community's emerging or chronic youth gang problems. This replication effort will also include technical assistance and training through OJJDP's National Youth Gang Center (NYGC) and a self-evaluation effort.

¹ OJJDP's FY 2000 gang programs will involve implementing the OJJDP Comprehensive Gang Model based on lessons learned in OJJDP's five original urban/suburban demonstration sites; from the Little Village Project in Chicago, where selected strategies of the Model were tested; and from the gang problem assessment in OJJDP's Rural Gang Initiative (RGI) sites. OJJDP is focusing these two programs on urban and suburban communities (cities and counties) that are currently experiencing youth gang problems.

- ◆ **Comprehensive Gang Model: An Enhanced School/Community Approach to Reducing Youth Gang Crime.** This program will support up to four demonstration sites that will implement school-focused enhancements to the OJJDP Comprehensive Gang Model. These enhancements will build on the Model's original framework and current school and youth violence prevention efforts. This demonstration and testing effort will also include technical assistance and training through OJJDP's NYGC and an independent evaluation of each of the communities' efforts.

The OJJDP Comprehensive Gang Model's implementation process requires selected communities to conduct a gang problem assessment during the initial 12-month project period. Following the initial year of assessment and planning, funding for the Model's implementation may be available.

This publication includes three separate program announcements: two for the programs described above (the Gang-Free Communities Program and the Comprehensive Gang Model: An Enhanced School/Community Approach to Reducing Youth Gang Crime) and one for the National Evaluation of the Comprehensive Gang Model: An Enhanced School/Community Approach to Reducing Youth Gang Crime.

Background

The Problem

In 1998, more than 4,000 urban, suburban, and rural communities in the United States were experiencing youth gang problems. More than 30,000 youth gangs and 800,000 youth gang members were reported in the most recent systematic, annual

nationwide survey of law enforcement agencies conducted by OJJDP's National Youth Gang Center. As was the case in 1996 and 1997, survey respondents in 1998 reported a high degree of involvement by these youth gangs in aggravated assaults, larceny/theft, burglary, and robbery.

Research findings from OJJDP and the National Institute of Justice (NIJ) suggest that youth gangs continue to present a serious threat to public safety, despite the recent downturn in juvenile crime. OJJDP's Program of Research on the Causes and Correlates of Delinquency found that youth who are involved in youth gangs commit three to seven times as many delinquent and criminal offenses as youth who are not gang involved. The studies found that this trend holds true even when comparing gang youth with nongang youth who were delinquents. Involvement with the juvenile and criminal justice systems is usually not a new experience for youth who join gangs. Many of these youth not only have come into previous contact with the justice system but in many cases have also been involved in or in need of child protective, mental health, and other services. These youth are known to experience significant risk factors in numerous domains and pose a threat not only to their own safety but to the safety of their families and their communities as well. Often they have complex mental health needs requiring long-term, comprehensive, and collaborative services in the community (Wood et al., 1997).

The threat of gang crime and violence is not limited to the streets. According to the 1998 National Youth Gang Survey (Moore and Cook, 1999), 40 percent of youth gang members in the United States are estimated to be under age 17. Presumably, most of these youth are still in school. The percentage of public school students who reported that gangs were present in their schools nearly doubled from 17 percent in 1989 to 31 percent in 1995 (Kaufman et al., 1999). About two-thirds of the gangs students see in school are involved in violence, drug sales, or gun-carrying (Howell and

Lynch, forthcoming). Urban students were more likely to report that there were street gangs at their schools than were suburban students or rural students. Between 1989 and 1995, reports of gang presence increased in all three categories of students' place of residence (Kaufman et al., 1999). Thus, youth gang activity is also a threat to the very place sometimes assumed to be free from safety threats: the classroom. Unfortunately, recent research by Howell and Lynch (forthcoming) indicates that school security measures such as security guards, metal detectors, and locker checks "do not appear to be a solution in and of themselves to gang problems." This research also indicates that gangs are most prevalent where a large number of security measures are employed in schools (Howell and Lynch, forthcoming). While schools play a powerful role (after families) in socializing youth, they may also provide the opportunity for nongang youth to learn about and become involved in gangs (Curry and Decker, 1998).

Gangs also contribute significantly to victimization in areas surrounding schools. In fact, conflicts that begin at school may escalate in surrounding neighborhoods. An analysis of gang arrests in Orange County, CA, showed that violent gang crimes begin to escalate sharply early in the school day, peak early in the afternoon, and rise again long after the school day ends.

Communities experiencing youth gang problems are using many different types of antigang strategies and activities. Some are simple; others are complex. Examples include counseling programs, mentoring, recreational activities, outreach programs, court diversion, antigang sweeps, injunctions, special antigang statutes, and others that can be implemented as a part of a comprehensive communitywide approach or be implemented by themselves. A current OJJDP and NIJ study is attempting to determine how schools are responding to the youth gang problem. Preliminary results show that, on average, schools that report the presence of gangs have as many as 14 different antigang activities under way (Gottfredson

and Gottfredson, 1999). It appears, however, that the quality and fidelity of implementation of these programs and activities may be limited. Schools not only suffer from gang-related violence “spilling over” from the streets but are themselves rapidly becoming centers of gang activities, functioning particularly as sites for gang member recruitment and socializing (Burnett and Walz, 1999). Service providers and educators need to clearly understand and recognize the appeal of gangs, the precursors to gang affiliation, and the potential impairment of a gang member’s functioning. Such responses may help to prevent further gang association, recognize and serve youth’s emotional and behavioral health needs more accurately, reduce gang-related violence in schools, and provide collaborative, tailored services that reach beyond the traditional criminal justice system (Wood et al., 1997).

OJJDP’s Response

In 1994, OJJDP took a major step forward in implementing Part D of Title II of the Juvenile Justice and Delinquency Prevention (JJDP) Act, “Gang-Free Schools and Communities: Community-Based Gang Intervention” (Sections 281–283) (42 U.S.C. 5567–5667b) with the announcement of its Comprehensive Response to America’s Youth Gang Problem. The Comprehensive Response is a five-component initiative that includes the National Youth Gang Center, the demonstration and testing of OJJDP’s Comprehensive Gang Model (also referred to as the “Spergel Model” after its developer, Dr. Irving Spergel), training and technical assistance to communities implementing this Model, evaluation of the demonstration sites implementing the Model, and an information dissemination component conducted by the Juvenile Justice Clearinghouse (JJC). The implementation and testing of the Comprehensive Gang Model is the centerpiece of the initiative.

Since the Comprehensive Response was launched, major progress has been made in addressing

America’s youth gang problems, including the accomplishments described below:

- ◆ The National Youth Gang Center has established itself as the leading source for information on youth gang activity in America. NYGC has conducted four annual surveys of law enforcement agencies on youth gangs and held two national symposia on gangs. The Center provides technical assistance to communities across the country, develops numerous publications on gang-related issues, and develops electronic resources such as a comprehensive Web site (www.iir.com/nygc) and a youth gang discussion list that is open to juvenile and criminal justice professionals and others. NYGC’s Web site also provides communities with a resource for gang-related State statutes and local ordinances.
- ◆ The demonstration sites implementing OJJDP’s Comprehensive Gang Model (Mesa and Tucson, AZ; Riverside, CA; Bloomington, IL; and San Antonio, TX) recently concluded their fourth year of program implementation with Federal support. Two program sites, Mesa and Riverside, received an additional year of Federal support to enhance their strong implementation and allow for additional data collection on the effects of the program.
- ◆ A national evaluation of the five Comprehensive Gang Model sites has been conducted to identify lessons learned with the Model. Although process or implementation findings are still being developed, early preliminary outcomes generally indicate a reduction in criminal offending, including crimes against persons and property, and a reduction in drug selling and drug usage by youth targeted by the program.
- ◆ Training and technical assistance have been provided to each of the five demonstration sites and lessons learned from these sites have been highlighted or featured in many other

training events nationwide. Training and technical assistance on the OJJDP Comprehensive Gang Model and on various gang topics have also been provided to other communities around the country.

- ◆ Since 1995, OJJDP, through the Juvenile Justice Clearinghouse, has distributed more than 600,000 copies of gang-related publications to the juvenile justice field and communities. OJJDP has produced 15 gang-focused publications that highlight relevant gang issues or lessons learned from OJJDP demonstration sites, and others are forthcoming. JJC also developed specialized gang-related Web resources and information packages. The National Youth Gang Center supplemented this dissemination effort by routinely providing information and resources to the field and by linking its Web site to JJC to support JJC's dissemination efforts.

In addition to the efforts listed above, OJJDP also provided support to many other communities through training, technical assistance, information on gang issues and strategies, and funding. In 1998, OJJDP launched its Rural Gang Initiative (RGI) in response to feedback from the field about the need for an approach appropriate for rural communities. RGI was also developed in response to findings from the 1997 National Youth Gang Survey, which found that the number of gangs and gang members in rural areas was growing. The four communities selected to participate in RGI (Glenn County, CA; Mt. Vernon, IL; Elk City, OK; and Cowlitz County, WA) have recently concluded a 12-month detailed assessment of the local youth gang problem. This assessment entailed collecting data and information from law enforcement, schools, community agencies, parents, and youth, among other sources. Once the data were collected, the communities were able to conduct an analysis of their youth gang problem. Multidisciplinary steering committees in each of the communities have begun the process of devel-

oping a strategic plan to address the problems identified, using the OJJDP Comprehensive Gang Model.

OJJDP has also supported the OJJDP Comprehensive Gang Model in five of its SafeFutures² sites. These sites are currently completing their fourth year of program operation.

OJJDP's Comprehensive Response to America's Youth Gang Problem, the Rural Gang Initiative, and other antigang efforts have yielded significant lessons and promising results since 1994. However, there is more to be learned and more to be achieved. The intent of OJJDP's FY 2000 Gang-Free Schools and Communities Initiative is to build on what has been accomplished, increase knowledge about youth gangs, and demonstrate successful gang prevention and intervention activities.

Approach

Youth Gang Problem Assessment and Planning

From experience with OJJDP's five demonstration sites, the Rural Gang Initiative sites, and other communities that are using the OJJDP Comprehensive Gang Model, it has been determined that a full assessment of the youth gang problem must be undertaken prior to any intervention attempts. Youth gangs are a complex problem intertwined with many causal factors. Because OJJDP believes that the solution to the problem lies within a comprehensive approach that addresses the problem's causes and symptoms, the problem assessment goes beyond other problem assessment approaches in use today, e.g., the SARA (Scanning, Analysis, Response, and Assessment) Model. Communities involved in OJJDP's RGI have completed a full assessment of the problem that uses crime analysis, surveys of youth and community members, focus groups,

² SafeFutures seeks to prevent and control youth crime and victimization by creating a continuum of care to enable communities to respond to youth needs through a range of prevention, intervention, treatment, and sanctions programs.

youth gang member interviews, resource assessments, and other data collection strategies. Once the assessment was completed, the communities used a basic problem-solving framework (consistent with that being used in policing environments and in other U.S. Department of Justice (DOJ) initiatives such as the Strategic Approaches to Community Safety Initiative (SACSI)). This framework was then complemented with strategic planning exercises to apply the OJJDP Comprehensive Gang Model.

Although the first year of OJJDP's FY 2000 Gang Initiative will focus on youth gang problem assessment and planning, it is important to provide background on OJJDP's Comprehensive Gang Model. The sites selected under the programs in this initiative may implement the Model following the assessment, based on the identified youth gang problem(s). The following description gives applicants an idea of what the Model requires in terms of process and strategy, driven by the assessment findings.

The OJJDP Comprehensive Gang Model

In 1995, when OJJDP sought to test its Comprehensive Gang Model developed by the University of Chicago's Dr. Irving Spergel, it urged five competitively selected communities to implement the Model by building on resources already in place in the community, especially as they related to gang prevention. The communities selected were Mesa and Tucson, AZ; Riverside, CA; Bloomington, IL; and San Antonio, TX. The goal of the initiative was not to create an entirely new system to respond to gang problems but to put into place the proper continuum of services, supports, and sanctions and to utilize the continuum through the Model's structured implementation process. This process consists of five steps:

- ◆ The community and community leaders acknowledge the youth gang problem.

- ◆ The community conducts an assessment of the nature and scope of the youth gang problem, leading to the identification of a target community or communities and population(s).
- ◆ Through a steering committee, the community and community leaders set goals and objectives to address the identified problem(s).
- ◆ The steering committee makes available relevant programming, strategies, services, tactics, and procedures consistent with the Model's five core strategies.
- ◆ The steering committee, with the assistance of a research partner, evaluates effectiveness, reassesses the problem, and modifies approaches as needed.

The goals of the OJJDP Comprehensive Gang Model are as follows:

- ◆ To reduce youth gang crime, especially violence, in targeted communities.
- ◆ To improve the capacity of the community, including its institutions and organizations, to prevent, intervene with, and suppress the youth gang problem through the targeted application of interrelated strategies of community mobilization, opportunities provision, social intervention, suppression, and organizational change and development.

The Model addresses the youth gang problem through five interrelated strategies, which are described below. The Model is multifaceted and multilayered, involving individual youth, family members, peers, agencies, and the community. It is based on research and community experiences that indicate the gang problem is systemic and is a response to rapid social change, local community disorganization, poverty, and other factors across multiple domains.

The approach used in the Model requires that key community leaders and organizations identify, reach out to, and communicate with each other about youth—those seriously involved in gang crime and those at high risk of gang involvement. They should make available and provide youth with services, opportunities, and social control in an interactive way. Program emphases may vary with the nature and degree of the problem, i.e., in communities with emerging or chronic gang problems.

Criminal and juvenile justice agencies, schools, community-based agencies, and grassroots groups are expected to share appropriate information and to modify policies and practices in order to collaborate at the policy level and through a street-level intervention team or teams. The intervention team is the primary mechanism through which the Model's key strategies are delivered to targeted youth. The team is usually made up of workers (including street outreach workers) from community-based youth agencies, police, probation, and grassroots organizations. Other organizations, such as schools, employment agencies, and community development and mental health or social service agencies have also participated on the intervention team in some of the demonstration sites. The multilevel collaboration required by the Model is geared toward short- and long-term capacity building and reduction of the problem at the individual, group, and community levels through a sequence of steps and actions.

The Model targets youth gang members most likely to be engaged in or at risk of committing serious or violent gang crimes. It holds that the lack of social opportunities available to this population and the degree of social disorganization present in a community largely account for its youth gang problem. Other contributing factors include institutional racism and deficiencies in social policies. Drawing on these theories to frame the development of the Model, the Univer-

sity of Chicago team surveyed law enforcement and other agencies in 65 U.S. cities (large and small) that reported having had a problem with gangs to learn their strategies and then visited cities that reported having had a positive impact on their gang problem. Analysis of the survey information and findings from the site visits, in conjunction with research, evaluation efforts, and relevant theory, led to the identification of the Model's five strategies.

The Model addresses the youth gang problem through five interrelated strategies. These five core strategies and their associated critical elements are as follows:

Community Mobilization

- ◆ Local citizens, including youth, community groups, and agencies, are involved, and programs and functions of staff within and across agencies are coordinated.
- ◆ A steering committee is available to initiate the project by involving representatives of key organizations and the community and to guide it over time by responding to barriers to implementation, developing sound policy, lending support to the project where and when appropriate, and taking general ownership of the communitywide response.
- ◆ The steering committee also is charged with creating and maintaining interagency and community relationships that facilitate program development. For example, the committee could create coordinated outreach and law enforcement policies and practices and facilitate the development of community groups such as block watches, neighbors/mothers against gangs, or other community alliances and coalitions.
- ◆ The program is supported and sustained across all levels (top, intermediate, and

street/line) of the criminal and juvenile justice systems, schools, community-based and grassroots organizations, and government.

Social Intervention

- ◆ Youth-serving agencies, schools, grassroots groups, and faith-based and other organizations provide social services to gang youth and youth at high risk of gang involvement as identified through street outreach and driven by the problem assessment findings.
- ◆ Social intervention is directed to the target youth individually and not primarily to the gang as a unit, although understanding and sensitivity to gang structure and “system” are essential to influencing individual gang youth and providing effective intervention.
- ◆ All key organizations located in the target area are encouraged to make needed services and facilities available to gang youth and youth at high risk of gang involvement.
- ◆ Targeted youth (and their families) are provided with a variety of services that assist them to adopt prosocial values and to access services that will meet their social, educational, and vocational needs. Mental health services are a critical ingredient.
- ◆ Street outreach is established to focus on core gang youth and later on high-risk youth, with special capacity to reach both nonadjudicated and adjudicated youth.
- ◆ The primary focus of street outreach services is ensuring safety while remaining aware of and linking youth and families to educational preparation, prevocational or vocational training, job development, job referral, parent training, mentoring, family counseling, drug

treatment, tattoo removal, and other services in appropriate ways.

- ◆ Outreach activities such as recreation and arts are carefully arranged so as not to become a primary focus but a means to establish interpersonal relationships, develop trust, and provide access to opportunities and other essential resources or services.
- ◆ In-school and afterschool prevention and education programs such as Gang Resistance Education and Training (G.R.E.A.T.), antibullying, peer mediation, tutoring, and others are being offered within the target area(s), as are community programs to educate parents, businesses, and service providers.

Provision of Opportunities

- ◆ The community, through an appointed steering committee, develops a variety of educational, training, and employment programs or services targeted to gang youth and those at high risk of gang involvement.
- ◆ Special access to social and economic opportunities in the community is provided for gang-involved youth and youth at high risk of gang involvement.
- ◆ Opportunities and services are provided in such a way that they do not encapsulate, segregate, or alienate gang youth or those at high risk from mainstream institutions.
- ◆ Mechanisms for identifying and addressing youth at risk of gang involvement are in place in the elementary, middle, and high schools within the targeted area(s).
- ◆ Education, training, and job opportunity strategies are integrated with those of social services, particularly youth outreach work, along with close supervision and social control, as necessary.

- ◆ Local residents and businesses are supportive and involved in the provision of educational and training opportunities and job contacts for targeted gang youth and those at high risk.
- ◆ Access to social opportunities also is provided to other gang members and associates of targeted youth.

Suppression

- ◆ There are formal and informal social control procedures and accountability measures, including close supervision or monitoring of gang youth by agencies of the criminal and juvenile justice systems and also by community-based agencies, schools, and grassroots groups.
- ◆ Gang suppression or control is structurally related to community- and problem-oriented policing and to gang enforcement and tactical units.
- ◆ Police administration and police officers on the intervention team assume key roles in the development and implementation of important aspects of the program, not only through suppression but through gang prevention, social intervention, and community mobilization.
- ◆ Gang crime data collection and analysis (i.e., crime analysis) are established to accurately and reliably assess the gang problem and its changes over time. Definitions of gang-related incidents, gangs, and gang members are maintained. Gang intelligence is routinely collected and analyzed. It is also highly desirable to have gang crime data geocoded³ and analyzed, preferably using automated “hotspot” mapping techniques.
- ◆ Police contact with targeted youth is regularly and appropriately quantified, shared, and

discussed with other members of the intervention team for purposes of team planning and collaboration. Contacts should be generally consistent with the philosophy of community- and problem-oriented policing.

- ◆ Aggregate-level data bearing on the gang problem are regularly shared with all components of the project, particularly the steering committee.
- ◆ Professional respect and appropriate collaboration between police and outreach workers and other team members are essential.
- ◆ Tactical, patrol, drug/vice, community policing, and youth division units that have contact with targeted youth and gang members provide support to the intervention team through information sharing and mutual collaboration and support.
- ◆ Targeted enforcement operations, when and where necessary, are consistent with program goals and are coordinated with the intervention team in order to have the maximum impact.

Organizational Change and Development

- ◆ Policies and procedures that result in the most effective use of available and potential resources within and across agencies are developed and implemented.
- ◆ The policies and practices of organizations, particularly of agencies providing intervention team staff, are adapted to conform to the goals and objectives of the project as identified through the strategic planning exercises.
- ◆ Each program, agency, or community representative on the steering committee ensures that its internal units are cooperating with and support the work of the intervention team.
- ◆ Various agencies learn not only to understand the complex nature of the gang problem and

³ Geocoding involves assigning *X* and *Y* coordinates to a location or address so that it can be placed on a map.

cooperate closely with each other in the development and implementation of the program but also to assist other organizations, particularly agencies involved with the intervention team, to achieve their respective mission objectives.

- ◆ In the process of collaboration, a team approach means a maximum sharing of information about targeted youth such that activities of team members are modified in a generalist direction, e.g., police take some responsibility for social intervention and outreach workers assist with the suppression of serious crime and violence.
- ◆ A case management system and associated data system are established so that contacts and services by all members of the intervention team can be monitored for purposes of effective targeting, tracking youth entry into and exit out of the program, and measuring outcomes at individual and program area levels.
- ◆ Staff development and training for the intervention team are conducted for the different types of team participants separately and collectively, especially regarding data sharing, joint planning, and implementation activities.
- ◆ Special training, close supervision, and administrative arrangements are established particularly for youth outreach workers and law enforcement to carry out their collaborative roles in a mutually trustworthy fashion.
- ◆ Organizational policies and practices become inclusive and community oriented with special reference to the interests, needs, and cultural background of local residents, including the targeted youth.

In addition to anecdotal evidence, qualitative data, and analysis of preliminary evaluation data from OJJDP's five initial demonstration sites, several researchers have found the Model and/or

the services and activities under its five core strategies to be promising (Howell, forthcoming; Curry and Decker, 1998; Sherman et al., 1998; Spergel et al., 1999).

In summary, the Model requires a multifaceted, multilayered approach that includes eight critical elements that distinguish it from other approaches to gangs:

- ◆ Continuous problem assessment using qualitative and quantitative data.
- ◆ Targeting of the area(s) and population(s) of individuals most associated with the problem as described in the assessment.
- ◆ A mix of the five key strategies: community mobilization, social intervention, opportunities provision, suppression, and organizational change/development.
- ◆ An intervention team.
- ◆ A steering committee of policymakers and community leaders to oversee and guide the project.
- ◆ A plan for coordinating efforts and sharing appropriate information among members of the intervention team, the steering committee, and persons within the partner organizations. This requires a determination of what information is needed by these various individuals and a mechanism for the timely sharing of that information.
- ◆ Community capacity building to sustain the project and address issues that are long-term in nature.
- ◆ Ongoing data collection and analysis to inform the process and evaluate its impact.

Equally important as the types of activities and strategies to be implemented through these

programs is the problem assessment and planning process that will be conducted during the first year of Federal funding. The program announcements that follow will emphasize and focus on this component.

At the conclusion of the initial year (focusing on assessment and planning), OJJDP intends to make available resources to support the implementation of the Model. Subsequent awards are dependent on grantee performance and availability of funds.

Gang-Free Communities Program

Purpose

To assist communities in responding to youth gang problems through a strategic, data-driven approach that includes prevention, intervention, and suppression of youth gang crime and violence. Following and building on this 1-year planning, assessment, and strategy development project, OJJDP's Comprehensive Gang Model will be implemented to address local youth gang problems across the country. Communities selected under this program will be required to leverage local resources in addition to Federal funds in order to implement the Model effectively.

Background

This program implements Title II, Part D, Section 282 of the Juvenile Justice and Delinquency Prevention (JJDP) Act of 1974, as amended. This program is offered to provide seed funding for communities interested in addressing their youth gang problem using a promising comprehensive model. The future funding level for this program is not anticipated to be sufficient to fund all aspects of the Model but is expected to assist communities in leveraging other non-Federal funds (State, local, private) and other community resources to implement this approach.

Goal

To support up to 12 communities in a planning and assessment process that supports the eventual implementation of the OJJDP Comprehensive Gang Model in a manner that comprehensively addresses youth gang crime, especially violence, and related problems in the community.

Objectives

The objectives of this project are to:

- ◆ Assist the selected demonstration sites in developing an understanding of the local youth gang problem, its origins, potential causes, and contributing factors.
- ◆ Assist the selected demonstration sites in understanding how the OJJDP Comprehensive Gang Model can be applied to the youth gang problem in the local community⁴ as identified and assessed through the planning process.
- ◆ Support the sites with relevant technical assistance, including technical assistance on the Model, gang incident data collection, crime analysis, gang problem assessment, community mobilization, strategy development, a self-evaluation process, and other issues.
- ◆ Provide support for local self-evaluation efforts in each of the selected communities and support for an implementation report or case study of the assessment, planning, and implementation efforts of each of the communities selected.

Program Strategy

As previously discussed, the OJJDP Comprehensive Gang Model addresses the youth gang problem through five interrelated strategies:

⁴ The community gang problem includes youth gang problems throughout the community. In contrast to OJJDP's Enhanced School/Community Approach (see the next program announcement beginning on p. 21), this program implements the OJJDP Model to address community youth gang problems without a special emphasis or focus on those problems in schools but does not exclude schools from the assessment process or the implementation of the Model. The communities selected under OJJDP's Enhanced School/Community Approach will be responsible for demonstrating an enhancement to the Model that will require substantial focus on and attention to gang problems within and around the community's schools.

(1) community mobilization; (2) social intervention, including street outreach; (3) opportunities provision; (4) suppression/social control; and (5) organizational change and development. The Model is multifaceted and multilayered, involving the individual youth, the family, the gang structure, agencies, and the community.

In order to effectively implement this Model and the gang prevention, intervention, and suppression strategies and activities called for, a thorough assessment of the gang problem must be completed. The assessment process used by OJJDP's Rural Gang Initiative demonstration sites serves as a model for completing the required assessment. The assessment and planning process will be the focus of this funding period. In subsequent years, OJJDP will consider providing implementation funds to these communities based on funding availability and grantee performance and each grantee's need for such an intensive approach to the youth gang problem.

The Assessment Process

Based on local community experiences and as required by the Model, the need for a detailed problem assessment and planning process prior to implementation is clear. OJJDP's initial five Comprehensive Gang Model demonstration sites spent approximately 9 to 18 months conducting their assessments of the local youth gang problem and planning the implementation of the Model based on their findings. In many cases, the capacity for collecting the necessary data (e.g., gang crime incident data, youth-related indicators, and risk factors) in the necessary manner (e.g., aggregated and deaggregated) did not exist. In some cases, limited service delivery began prior to the completion of the assessment and planning process, causing difficulties that needed to be resolved during the 4-year projects. To avoid similar situations and to prepare funded sites for program implementation and evaluation, OJJDP will make initial awards to conduct an

intensive 1-year youth gang assessment and planning process.

Jurisdictions selected for award under this announcement must have fully addressed in their application, and be willing and committed to undertake, the basic assessment and planning process described below.

Data Collection

If selected, as part of the planning process, jurisdictions must first identify and begin to collect data on problems affecting youth in the jurisdiction. The data to be collected will span several domains, including individual/peer, family, community, and school.⁵ Simply collecting data on youth gang crimes or in a single domain is insufficient because the youth gang problem and its causes are not limited to a single domain or dimension. The following are examples of domains and related indicators:

- ◆ **Individual/Peer.** Data on individuals/peers may include substance abuse, crime, delinquency, and victimization data and aggregate data regarding youth assets, problems, and experiences, as reported by youth who have come into contact with the juvenile justice or social service systems. Sources of data include both in-school and out-of-school youth.
- ◆ **Family.** Data on family may include family unit/composition data and information on family members' employment history, involvement in the criminal justice and/or welfare systems, and transiency history.
- ◆ **Community.** Data on the community may include population and demographic information

⁵ Data collection within the school domain will be conducted in accordance with all applicable provisions of law, including the Family Educational Rights and Privacy Act (20 U.S.C. 1232g). For more information, see *Sharing Information: A Guide to the Family Educational Rights and Privacy Act and Participation in Juvenile Justice Programs*. The *Guide* is available by calling the Juvenile Justice Clearinghouse at 800-638-8736 or by accessing it on OJJDP's Web site at ojjdp.ncjrs.org/pubs/general.html.

and data on juvenile delinquency and crime, youth gang crimes and violent incidents, other risk factors, services available, service characteristics, agency capacities for information sharing, and other organizational level indicators.

- ◆ **School.** Data on schools may include school attendance statistics and data on Chapter I (free or reduced lunch program) eligible youth, dropouts, suspensions, expulsions, seizures of weapons and drugs, gang-related incidents, disturbances, academic performance of youth in the jurisdiction, problems on school campuses, and demographics of students enrolled.

In general, data collected should be the most recent available, should include or span multiple years, and should be collected in a form that permits analysis below the community level. Geocoded data would be ideal, although it is not required. Although some data will presumably be available through routine reports and previous studies, this will likely be insufficient. Survey instruments will be provided by the National Youth Gang Center to assist with data collection from agencies, community members, youth in schools, and so forth.

Certain data, such as gang and nongang crime data, may need to be collected or cross-tabulated in a special manner to observe certain patterns, such as offense location and time of day and offender race, sex, and ethnicity trends. In cases where this level of detail is necessary, some original data collection and/or analysis may be necessary. Law-enforcement-based crime and delinquency data, especially youth gang incident data, are critical for this project. Therefore, it is a requirement that the law enforcement agency with primary jurisdiction in the area affected must already be collecting youth gang incident data in some form or have the capacity and willingness to begin doing so in the event of an award under this program. It is possible that, with the exception of gang incident data, other

data may be substituted or added. The assessment of the jurisdiction's gang problem must be based on data. Some of these data are already available, and some—because of their importance to the Model—must be collected for the gang problem assessment.

Applicants should note that not all data used in this process need be quantitative. The perceptions and anecdotal evidence of focus groups, citizens, youth, service providers, and others can be an important tool and can sometimes provide information that official records and other data cannot. Applicants should describe in their applications what data may be available and include a proposal for how these data would be collected and additional data identified and collected. Also, a discussion of data that are not available and methods for collecting supplemental data to compensate for any gaps in available data should be provided.

Data Analysis and Assessment

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

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

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- ◆ To what extent is gang crime contributing to overall crime in the community?

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

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

Planning and Strategy Development (Adaptation of the Model)

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

called the steering committee) be representative of the community to be served and include those who represent the interests of the various community groups in the area.

Those responsible for overseeing the process must fully brief members of the steering committee on what data have been collected, why they are important, and how they are being used. Then, the group can begin to discuss the findings of the assessment, suggest further areas of exploration, and formulate a strategy for youth gang prevention, intervention, and suppression that is responsive to the assessment's findings. A strategy developed through this process should be multidimensional and based on the assessment results. The strategy must also be consistent with and build upon the Model's required core strategies and elements as discussed in pages 5 through 10 of this document and below:

◆ Overarching Elements

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

◆ Core Strategies and Services

- ❖ Community mobilization.
- ❖ Social intervention (including street outreach).
- ❖ Opportunities provision (social, academic, and economic).
- ❖ Suppression (including traditional law enforcement, informal and formal social controls, accountability, and graduated sanctions).

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- ❖ Organizational change and development (including modification of agency responses to the youth gang problem and to service delivery).
 - ❖ Additional supports (as identified by the assessment).

◆ **Implementation of Core Strategies and Services**

- ❖ Highly coordinated and integrated services.

One key outcome of the assessment and planning process is to enable community agencies and leaders to differentiate between youth gang problems and problems of general delinquency, group delinquency, and crimes associated with adult street gangs or criminal organizations. This differentiation is critically important to developing a relevant youth gang prevention, intervention, and suppression strategy (see Howell and Decker, 1999).

Use of Technical Assistance

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

Evaluation

Applicants will be required to participate in and conduct a self-evaluation of their efforts during the future implementation phase. NYGC will provide technical assistance resources to assist sites in conducting this self-evaluation. Sites should also acknowledge their willingness to co-

operate with evaluation staff who will conduct case studies of the sites and the implementation process through NYGC.

Eligibility Requirements

Communities interested in applying for awards under this announcement must submit an application from a local unit of government. A "local unit of government" is defined as an agency or organization within a government structure with jurisdictional responsibilities for the areas affected by the project. Examples include county administrator or executive offices and local sheriff's, probation, and police departments. If the applicant has a limited scope of authority within the area affected by the project, agencies with authority for those areas not covered must provide written verification of their willingness to support the project or should become coapplicants. The relevant agencies and governmental bodies with jurisdiction in the county must also provide certification of their willingness to participate and cooperate with the project and the evaluation.

Applicants must confirm that they have the support of key community and agency leaders and are committed to working with the community and local agencies to complete a planning and assessment process addressing the local gang problem that is based on the OJJDP Comprehensive Gang Model. In addition, and most critically, applicants must demonstrate through letters of commitment from key community agency and governmental leaders that if implementation funding is awarded after the initial assessment and planning year, these leaders will be committed to bringing local resources to the table and seeking other non-Federal resources to assist in addressing the problem. These letters must indicate a commitment to the assessment process described in this announcement and to the Model described on pages 5–10. Agencies submitting letters should also provide an indication of the type of data the agency or organization can provide to the assessment.

Joint applications⁶ with nongovernment agencies will be considered when the primary applicant is a local unit of government. Potential partners include local colleges or universities and community-based service providers. At least one applicant must be capable of or provide assurances with regard to accessing law-enforcement-based data, including gang incident data. No matching funds are required under this program. Applicants must describe how key agency leaders, community members, and youth will be involved in the project (e.g., as steering committee members).

No actual service delivery will be funded during the initial 1-year project period. OJJDP will consider future seed funding to support the implementation of the Model in the selected communities at the conclusion of this project period based on availability of funds, grantee performance, and the applicability of the Model to the community's identified youth gang problem.

Applicants should identify existing capabilities (or make budgetary provisions) for Internet access as a method of obtaining technical assistance information. Budgetary provisions must be made for a local research partner⁷ who can provide data collection services, data collection activities and/or data collectors (in addition to or under a research partner), focus group activities, survey work, and other activities. Additional provisions should be considered for necessary computer equipment, a full-time project coordinator, and other aspects of the project as necessary. Additionally, applicants should anticipate having five to eight community representatives (steering committee members and project staff) attend two cluster meetings in Washington, DC, where they will meet with OJJDP staff, fellow grantees, and the training and technical assistance team. The

⁶ A "joint application" is constituted by listing the executives of both applicant agencies and having them sign the SF-424 and other required forms. Additionally, provisions for jointly managing the project and the funding must be described under "Management and Organizational Capability." The primary applicant is the first applicant listed and must be a local unit of government.

⁷ See "The Research Partner" description on page 19.

location of these meetings may be changed at a later date. However, all communities applying should budget for this travel. Equipment costs under this program are limited to 10 percent of the total Federal budget request.

Finally, communities applying under this program should propose a broad geographic target area as opposed to a specific neighborhood or community. The specific target communities and populations will be identified by the communities during the assessment process. For example, as opposed to identifying the ABC community or neighborhood as the target for services, applicants should initially focus on the entire county or city or, in cases of very large cities, should identify sectors or quadrants of the city or county (north, south, east, west) that will be the focus of the problem assessment. Statewide and regional (multicounty) applications will not be accepted under this program.

Selection Criteria

Applicants will be selected according to the criteria outlined below, with appropriate consideration to geographic diversity. Urban and suburban communities currently designated as U.S. Department of Labor Youth Opportunity grant sites, Youth Offender grant sites, and currently funded Weed and Seed sites are encouraged to apply. Sites may apply for only one of the programs under this FY 2000 Gang-Free Schools and Communities Initiative.

Problem(s) To Be Addressed (30 points)

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

Goals and Objectives (15 points)

Applicants must define goals and objectives for the planning process. Objectives should be specific and measurable where possible. It is suggested that applicants provide goals and objectives for conducting the planning process, adopting the Comprehensive Gang Model, accessing training and technical assistance, and conducting a self-evaluation of the future program implementation.

Project Design (20 points)

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

Management and Organizational Capability (25 points)

Applicants’ project management structure and staffing must be adequate and appropriate for the successful completion of the project. Applicants must present a management plan that identifies responsible individuals, their time commitment, major tasks, and milestones. Applicants must document evidence of the organization’s ability to conduct the project successfully, including staff experience in working with gang issues, such as experience in law enforcement, probation, schools, and gang outreach. Applicants should note that the project coordinator position is a key position within the Model. The project coordinator is responsible for arranging key leader meetings; overseeing all data collection, assessment, and planning activities; and working directly with the national technical assistance

provider, evaluator, and OJJDP. Applicants should clearly indicate that they will be the primary agency or organization designated to lead the planning effort and that they have the support of the community and other public and private agencies, thereby satisfying the collaborative requirements of this Model. Staff résumés should be attached (including those of the research partner(s)), as should letters of support and commitment from other agencies and job descriptions for any proposed positions.

Budget (10 points)

Applicants must provide a budget that is complete, detailed, reasonable, allowable, and cost effective in relation to the project’s activities. Applicants must demonstrate that sufficient local resources have been leveraged in order to implement this Model effectively during the assessment period and during implementation of the program. Equipment costs under this program are limited to 10 percent of the total Federal budget request. Applicants must use the budget forms included in the *OJJDP Application Kit*, which can be obtained by calling the Juvenile Justice Clearinghouse at 800–638–8736 or sending an e-mail request to puborder@ncjrs.org. The *Application Kit* is also available online at www.ojjdp.ncjrs.org/grants/about.html#kit or through fax-on-demand. (For fax-on-demand, call 800–638–8736, select option 1, then select option 2, and enter the following 4-digit numbers: 9119, 9120, 9121, and 9122. Application kits will be faxed in four sections because of the number of pages.)

Format

The narrative must not exceed 25 pages in length (excluding forms, assurances, and appendixes) and must be submitted on 8½- by 11-inch paper, double spaced on one side of the paper in a standard 12-point font. This is necessary to maintain

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

Award Period

OJJDP will award up to 12 planning and assessment grants for a 1-year budget and project period.

Award Amount

Up to 12 communities may receive a maximum of \$150,000 each under this program. A total of up to \$1.8 million is available for this program.

Confidentiality and Human Subjects

U.S. Department of Justice (DOJ) regulations require that projects involving research or statistics must maintain the confidentiality of information identifiable to a private person and that human research subjects must be protected from unreasonable risks and properly informed of the potential harms and benefits from their participation in research. Applicants must comply with the confidentiality requirements of 42 U.S.C. § 3789g and 28 CFR Part 22 by submitting a Privacy Certificate in accordance with 28 CFR § 22.23 as part of the application package. (See appendix B, “Privacy Certificate Guidelines and Statement,” in the *OJJDP Application Kit*.)

If the project involves research using human subjects, the applicant must comply with U.S. Department of Justice regulations at 28 CFR Part 46. This part generally requires that such projects be reviewed by an Institutional Review Board (IRB). IRB review is not required prior to submission of the application. However, if an award is made and the project involves research using human subjects, OJJDP will place a special condition on the award requiring that the project be approved by an appropriate IRB before Federal funds can be expended on human subjects activities. Applicants should

include plans for IRB review, where applicable, in the project timeline submitted with the proposal.

Catalog of Federal Domestic Assistance (CFDA) Number

For this program, the CFDA number, which is required on Standard Form 424, Application for Federal Assistance, is 16.544. This form is included in the *OJJDP Application Kit*, which can be obtained by calling the Juvenile Justice Clearinghouse at 800-638-8736 or sending an e-mail request to askncjrs@ncjrs.org. The *Application Kit* is also available online at www.ojjdp.ncjrs.org/grants/about.html#kit or through fax-on-demand. (For fax-on-demand, call 800-638-8736, select option 1, then select option 2, and enter the following 4-digit numbers: 9119, 9120, 9121, and 9122. Application kits will be faxed in four sections because of the number of pages.)

Coordination of Federal Efforts

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

The term “related efforts” is defined for these purposes as one of the following:

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

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

Delivery Instructions

All application packages should include the original application and five copies and should be mailed or delivered to the Office of Juvenile Justice and Delinquency Prevention, c/o Juvenile Justice Resource Center, 2277 Research Boulevard, Mail Stop 2K, Rockville, MD 20850; 301-519-5535. Faxed or e-mailed applications will not be accepted. **Note:** *In the lower left-hand corner of the envelope, you must clearly write “Gang-Free Communities Program.”*

Due Date

Applicants are responsible for ensuring that the original and five copies of the application package are received by 5 p.m. ET on Friday, September 1, 2000.

Contact

For further information, contact Jim Burch, Gang Programs Coordinator, at 202-307-5914, or send an e-mail inquiry to burchj@ojp.usdoj.gov.

References

See “References and Suggested Readings” on p. 41.

The Research Partner

The primary role of the research partner is to support overall program development based on

the OJJDP Comprehensive Gang Model and assist with program design and modification. The research partner is responsible for assisting the local site in problem assessment and program development, design, and modification. This entails assisting the site with ongoing gang problem assessment, interpreting and applying the Model and its supporting theory, and assisting the site with tracking and documenting program activities and monitoring the success of the program in terms of its goals and objectives. The research partner role is also designed to assist the site in building capacity to develop and implement future data-driven juvenile justice programs and strategies. The research partner is also responsible for working collaboratively with the evaluation staff where and when appropriate. The research partner should have the necessary knowledge, skills, abilities, and background to accomplish the tasks described below and to assist with large data collection efforts in the targeted community. In the first year of the project, the research partner will play a key role in assisting local agencies in conducting a youth gang problem assessment.

Suggested Roles and Responsibilities:

- ◆ Initial and continued problem assessment, which includes assistance with:
 - ❖ Collecting law enforcement incident/arrest and contact data.
 - ❖ Conducting community survey(s).
 - ❖ Conducting school/student survey(s).
 - ❖ Collecting other data.
- ◆ MIS/case management assistance, including:
 - ❖ Tracking youth/families served.
 - ❖ Tracking overall program performance.

◆ Program development assistance, including:

- ❖ Helping to translate and relate theory to model to action.
- ❖ Monitoring emerging research.

◆ Program documentation assistance, including:

- ❖ Monitoring/documenting performance.
- ❖ Monitoring/documenting successes/challenges.

- ❖ Addressing needs for program sustainability.

- ◆ Assistance with building local capacity for future data-driven efforts.

Time commitment: Estimated at 0.5 to 0.75 full-time equivalent (FTE).

Comprehensive Gang Model: An Enhanced School/Community Approach to Reducing Youth Gang Crime

Purpose

To assist up to four communities in responding to school and community youth gang problems through a data-driven approach that includes prevention, intervention, and suppression. Through this 1-year planning, assessment, and strategy development project, the OJJDP Comprehensive Gang Model will be used as the approach to dealing with local youth gang problems in communities and schools. A key outcome of this program is the development of an enhanced model approach or approaches to comprehensively address youth gang problems that exist in the community and the community's schools.

Background

This program implements Title II, Part D, Section 282 of the Juvenile Justice and Delinquency Prevention (JJDP) Act of 1974, as amended. This program is jointly funded by OJJDP and the Center for Mental Health Services of the U.S. Department of Health and Human Services (HHS). The U.S. Department of the Treasury's Bureau of Alcohol, Tobacco and Firearms (ATF) and the U.S. Department of Education's Safe and Drug-Free Schools Program are also collaborating with OJJDP in this program. ATF's Comprehensive Gang Resistance, Education, and Training (G.R.E.A.T.) Program is consistent with the OJJDP Comprehensive Gang Model and the enhancements anticipated through this demonstration effort. These Federal partners recognize the threat that youth gangs pose to communities and to the schools and youth in those communities.

They also are aware of the significant need for comprehensive mental health and other services for youth involved in gang activity and those at risk of gang involvement. The ATF Comprehensive G.R.E.A.T. Program mirrors the intended emphasis of this program—addressing youth gang problems in schools and communities through an integrated and comprehensive approach.

In November 1999, OJJDP convened a 21-member advisory group in order to provide insight into the development of this program and its potential for addressing youth gang violence in schools and communities. The group was made up of practitioners, policymakers, experts in school and community youth gang violence, a school psychologist, educators, school safety and security experts, and youth gang researchers. Valuable and insightful feedback was received during the 1-day meeting. Specifically, it was determined that the OJJDP Comprehensive Gang Model's school component could be enhanced in light of the advancements in school security and violence prevention and the changes in school policy since the school component of the Model was originally articulated in 1991. It is OJJDP's intention that the communities supported under this program will implement the Model and be involved in developing and enhancing the Model's current school component. During the initial year, each selected community will receive training on the component as originally designed and consider enhancements and updates to it as necessary. The communities selected will be expected to demonstrate the enhanced school component in a way that builds on important local activities already in place, such

as school security measures and other school-based gang prevention, intervention, and suppression efforts. It is expected that these types of activities will be consistent with the Model and will enhance its implementation. The end result will be the implementation of gang prevention, intervention, and suppression activities, programs, and strategies in both schools and communities that are closely integrated to deal with youth gang problems that exist in the community and in the school. Communities involved in the joint Federal Safe Schools/Healthy Students initiative and in ATF's Comprehensive G.R.E.A.T. Program are expected to have many of the necessary elements in place and are encouraged to apply. The expected end result is the implementation and testing of the Model with an enhanced school component or focus that will result in a more comprehensive and integrated approach.

The advisory group also recommended that OJJDP do the following:

- ◆ Consider a community's potential for or demonstrated use of research-based "indicators of school program success" in the selection of communities under this program (see Gottfredson and Gottfredson, 1999).
- ◆ Require communities to demonstrate some level of success in community collaboration involving multiple partnerships that include schools.
- ◆ Require that communities, schools, and school administrators acknowledge or be open to acknowledging youth gang presence and, potentially, youth gang problems.
- ◆ Consider selecting sites that can provide assurances that the staff selected under the initiative are successful in what they do, are well qualified, and have ties to the community or communities chosen or most likely to be served.

Although the advisory group provided very valuable feedback and guidance to OJJDP in developing this initiative, OJJDP also intends to rely considerably on the preliminary findings of the OJJDP- and NIJ-supported research efforts of Dr. Gary Gottfredson of Gottfredson Associates. Dr. Gottfredson's work focuses on school responses to youth gang problems, the frequency of such responses, their quality, and their characteristics. OJJDP will closely monitor the findings of this research effort and will attempt to incorporate lessons learned from it.

OJJDP expects to provide support for the development of the enhancements to the Model's school component and its prescribed activities through implementation funding following the initial year of planning and assessment. Additionally, OJJDP will provide evaluation and training and technical assistance components for this program.

For more background information on the OJJDP Comprehensive Gang Model, see pages 5 through 10 of this publication.

Goal

To support up to four communities in a planning and assessment process for applying and eventually implementing the OJJDP Comprehensive Gang Model, with specific enhancements to the school component. The process will comprehensively address gang crime and related problems in the community, with a special emphasis on these problems in the community's schools.

Objectives

The objectives of this project are to:

- ◆ Assist the selected demonstration sites in developing a thorough understanding of the local gang problem, its origins, local potential causes, and local contributing factors.

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- ◆ Assist the selected demonstration sites in understanding how the OJJDP Comprehensive Gang Model can be applied to the local community and school gang problem as identified and assessed through the planning process.
 - ◆ Support the sites with relevant technical assistance, including technical assistance on the Model, gang incident data collection, crime analysis, gang problem assessment, community mobilization, strategy development, school safety, and other issues.
 - ◆ Support an independent outcome evaluation of the demonstration effort in order to learn about the effectiveness of the OJJDP Comprehensive Gang Model and an enhanced school component in reducing gang crime and violence.

Program Strategy

As previously discussed on pp. 5–10, the OJJDP Comprehensive Gang Model addresses the youth gang problem through five interrelated strategies: (1) community mobilization; (2) social intervention, including street outreach; (3) opportunities provision; (4) suppression/social control; and (5) organizational change and development. The Model is multifaceted and multilayered, involving the individual youth, the family, the gang structure, agencies, and the community.

Special Focus on Schools

Within the OJJDP Comprehensive Gang Model, the involvement and support of 12 different types of agencies and organizations are contemplated to varying degrees depending on the nature, scope, and local characteristics of the problem. Under this program, OJJDP is interested in developing, demonstrating, and testing an enhanced approach that requires a special focus on schools in the targeted community. This emphasis requires that communities link community-based gang prevention, intervention, and suppression efforts with

those implemented in the school setting and that special or enhanced programming be planned and implemented within the school setting. The school-based programming will be integrated with community-based programming efforts and will focus on the needs of in- and out-of-school youth at high risk of gang involvement and those who are already gang involved. Consistent with the Model and as emphasized within this program, these needs will include academic, vocational, social (especially including mental health), and others. In addition to those activities and strategies contemplated or required by the OJJDP Comprehensive Gang Model, schools may be able to plan for, implement, and/or create linkages to other promising programs related to youth gangs and the challenges they bring to the school setting. Examples of this type of programming include antibullying programs, truancy reduction efforts, alternative disciplinary approaches, conflict resolution/mediation, antigang/violence curriculums, mentoring, and other promising efforts. It is expected that schools and school systems taking proactive measures toward school security would also integrate these efforts into the overall school security plan. These efforts, in conjunction with broader educational reforms including smaller schools, class size reductions, better prepared teachers, school-to-work transitions, and overall efforts to raise academic standards and restore hope in schools, will result in safer schools with fewer gang problems.

This program differs from OJJDP's Comprehensive Gang Initiative and the five demonstration projects implemented in 1995 in that it draws on lessons learned in the 5-year effort. It also places a special, increased emphasis on youth gangs and gang activities in school settings. It incorporates the relevant strategies and activities identified in the Model as well as other promising school-based gang/violence prevention efforts and school safety efforts, such as those being used in Safe Schools/Healthy Students sites. The selected sites will play a significant role in assessing the Model's school

component as originally proposed and identifying and demonstrating the aspects of an enhanced school component.

The school component of the OJJDP Comprehensive Gang Model, as originally developed, included the following objectives:

- ◆ Creation of a structure for supporting a flexible curriculum and ensuring a safe school environment.
- ◆ Application of consistent sanctions and means to protect the school population and the surrounding community from gang depredations.
- ◆ Development of a support system for learning and for providing academic, vocational, and social opportunities.
- ◆ Implementation of appropriate training, staff selection, information systems, and program evaluation.
- ◆ Early intervention to prevent and deter gang involvement.
- ◆ Provision of vocational education, job preparation, and employment experiences.
- ◆ Active parental involvement in academics and gang violence prevention efforts.
- ◆ Coordination, liaison, and outreach to community agencies and programs.

It is the intent of this program to fully achieve these objectives and others within the framework of the OJJDP Comprehensive Gang Model, with a special focus on school gang problems. Emphasis will also be placed on providing necessary mental health services to gang-involved youth, their families, and their peers.

In order to effectively implement this Model and the gang prevention, intervention, and suppres-

sion strategies and activities called for, a thorough assessment of the gang problem must be completed. The assessment process used in OJJDP's Rural Gang Initiative (RGI) serves as a framework for completing the required assessment. The assessment and planning process will be the focus of the grant during this funding cycle. In subsequent years, OJJDP will consider providing implementation funds to these communities based on funding availability, grantee performance, and the grantees' need for the Model's intensive approach.

The Assessment Process

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

Jurisdictions selected for award under this announcement must have fully addressed in their application, and be willing and committed to

undertake, the basic assessment and planning processes described below.

Data Collection

If selected, as part of the planning process, jurisdictions must first identify and begin to collect data on problems affecting youth in the jurisdiction. The data should span several domains, including individual/peer, family, community, and school.⁸ Simply collecting data on youth gang crimes or in a single domain is insufficient because the youth gang problem and its causes are not limited to a single domain or dimension. The following are examples of domain levels and related indicators:

- ◆ **Individual/Peer.** Data on individuals/peers may include substance abuse, crime, delinquency, and victimization data and aggregate data regarding youth assets, problems, and experiences, as reported by youth who have come into contact with the juvenile justice or social service systems. Sources of data include both in-school and out-of-school youth.
- ◆ **Family.** Data on family may include family unit/composition data and information on family members' employment history, involvement in the criminal justice and/or welfare systems, and transiency history.
- ◆ **Community.** Data on the community may include population and demographic information and data on juvenile delinquency and crime, youth gang crimes and violent incidents, other risk factors, services available, service characteristics, agency capacities for information sharing, and other organizational level indicators.

⁸ Data collection within the school domain will be conducted in accordance with all applicable provisions of law, including the Family Educational Rights and Privacy Act (20 U.S.C. 1232g). For more information, see *Sharing Information: A Guide to the Family Educational Rights and Privacy Act and Participation in Juvenile Justice Programs*. The *Guide* is available by calling the Juvenile Justice Clearinghouse at 800-638-8736 or by accessing it on OJJDP's Web site at ojjdp.ncjrs.org/pubs/general.html.

- ◆ **School.** Data on schools may include school attendance statistics and data on Chapter I (free or reduced lunch program) eligible youth, dropouts, suspensions, expulsions, seizures of weapons and drugs, gang-related incidents, disturbances, academic performance of youth in the jurisdiction, problems on school campuses, and demographics of students enrolled.

In general, data collected should be the most recent available, should include or span multiple years, and should be collected in a form that permits analysis below the community level. Geocoded data would be ideal, although it is not required. Although some data will presumably be available through routine reports and previous studies, such data will likely be insufficient. Survey instruments will be provided by the National Youth Gang Center (NYGC) to assist with data collection from agencies, community members, youth in schools, and so forth.

Certain data, such as gang and nongang crime data, may need to be collected or cross-tabulated in a special manner to observe certain patterns, such as offense location and time of day and offender race, sex, and ethnicity trends. In cases where this level of detail is necessary, some original data collection and/or analysis may be necessary. Law-enforcement-based crime and delinquency data, especially youth gang incident data, are critical to this project. Therefore, it is a requirement that the law enforcement agency with primary jurisdiction in the area affected must already be collecting youth gang incident data in some form or have the capacity and willingness to begin doing so in the event of an award under this program. It is possible that, with the exception of gang incident data, other data may be substituted for or added to this listing of data. The assessment of the jurisdiction's gang problem must be based on data. Some of these data are already available, and some—because of their importance to the Model—must be collected for the gang problem assessment.

Applicants should note that not all of the data used in this process need to be quantitative. The perceptions and anecdotal evidence of focus groups, citizens, youth, service providers, and others can be an important tool and can sometimes provide information that official records and other data cannot. Applicants should describe in their applications what data may be available and include a proposal for how these data would be collected and additional data identified and collected. Also, a discussion of data that are not available and methods for collecting supplemental data to compensate for any gaps in available data should be provided.

Data Analysis and Assessment

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

- ◆ Where do youth gang members originate?
- ◆ Who are they (demographics)?
- ◆ What do they do? When? Where?
- ◆ Why have youth gangs formed here?
- ◆ What helps youth gangs operate here?
- ◆ What keeps youth in the gangs?
- ◆ To what extent does youth gang crime contribute to overall crime in the community?

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

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

Planning and Strategy Development (Adaptation of the Model)

Once the selected applicants have collected the necessary data and conducted an assessment of the youth gang problem, a planning and strategy development process based on the Comprehensive Gang Model can begin in earnest. It is essential that key agency leaders and a diverse group of community and youth representatives be involved at this stage and committed to the Model. It is imperative that this group (the steering committee) be representative of the community to be served and include those who represent the interests of the various community groups living in the area. For this program, it is especially important that schools be well represented on the steering committee.

Those responsible for overseeing the process must fully brief members of the steering committee on what data have been collected, why they are important, and how they are being used. Then the committee can begin to discuss the findings of the assessment, suggest further areas of exploration, and formulate a strategy for youth gang prevention, intervention, and suppression that is responsive to the assessment's findings. A strategy developed through this process should be multi-dimensional and based on the assessment results. The strategy must also be consistent with and build upon the Model's required core strategies and elements as discussed in pages 5 through 10 of this document and below:

◆ **Overarching Elements**

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

◆ **Core Strategies and Services**

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

- ❖ Additional supports (as identified by the assessment).

◆ **Implementation of Core Strategies and Services**

- ❖ Highly coordinated and integrated services.

One key outcome of the assessment and planning process is to enable community agencies and leaders to differentiate between youth gang problems and problems of general delinquency, group delinquency, and crimes associated with adult street gangs or criminal organizations. This differentiation is critically important to developing a relevant youth gang prevention, intervention, and suppression strategy (see Howell and Decker, 1999).

Use of Technical Assistance

Grantees will be able to obtain technical assistance throughout the planning process from OJJDP's National Youth Gang Center. Grantees are expected to use OJJDP's technical assistance at key points in the planning process in an effort to create support for and commitment to the Model. Potential areas of technical assistance may include data collection and analysis, system design and development, gang definitions, collaborative processes, community mobilization, and the Comprehensive Gang Model. NYGC is expected to work closely with organizations such as OJJDP's National School Safety Resource Center (NSSRC) and others that focus on school safety and mental health issues.

Participation in National Evaluation

Applicants must certify their commitment to participating in the national evaluation of the Enhanced School/Community Approach. As part of this certification, applicants should recognize that the national evaluator will require access to planning meetings and minutes and direct access to key policymakers in their jurisdiction. Applicants

must also certify their willingness, if selected, to share assessment data and findings with the national evaluator, including data from a variety of other system components.

Policymakers writing in support of applications should indicate their willingness to facilitate proper access to necessary data and data sources.

Eligibility Requirements

Communities interested in applying for awards under this announcement must submit a joint application⁹ from a local unit of government and a local school district or districts. Joint applications are invited from local units of government and local school districts in urban and suburban areas. A “local unit of government” is defined as an agency or organization within a government structure with jurisdictional responsibilities for the areas affected by the project. Examples include county administrator or executive offices and local sheriff’s, probation, and police departments. If the applicant has a limited scope of authority within the area affected by the project, agencies with authority for those areas not covered either must provide a written verification of their willingness to support the project or must become coapplicants. The relevant agencies and governmental bodies with jurisdiction in the county must provide certification of their willingness to participate and cooperate with the project and the evaluation. Joint applications are required. School districts applying must include letters of commitment from the school board and letters from the school principals in the proposed target area or districtwide (one letter signed by each principal and one letter signed by the board or its chairperson/designee will be sufficient). These letters must indicate a commitment to this approach and to addressing youth gang problems.

⁹ A “joint application” is constituted by listing the executives of both applicant agencies and having them both sign the SF-424 and other required forms. Additionally, provisions for jointly managing the project and the funding must be described under “Management and Organizational Capability.” The primary applicant is the first applicant listed and must be a local unit of government.

Applicants must confirm that they have the support of key community and agency leaders and are committed to working with the community and local agencies to address the local gang problem by completing a planning and assessment process that is based on the OJJDP Comprehensive Gang Model. Potential partners include local colleges or universities, justice system agencies, and community-based service providers. The selection and use of a local research partner will be required.¹⁰ At least one applicant must be capable of or provide assurances with regard to accessing law-enforcement-based data, including gang incident data. Applicants must describe how key agency leaders, community members, and youth will be involved in the project (e.g., as steering committee members) and must include letters of commitment for this project and for potential future implementation of the Model from key public and private agencies.

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

Applicants should identify existing capabilities (or make budgetary provisions) for Internet access as a method of obtaining technical assistance information. Budgetary provisions should also be considered for a research partner, data collection or collectors, focus group activities, survey work, computer equipment, a full-time project coordinator, and other aspects of the project. Additionally, applicants should anticipate having five to eight community leaders/steering committee members and project staff attend two cluster meetings in Washington, DC, where they will meet with OJJDP staff, fellow grantees, the training and technical assistance

¹⁰ See “The Research Partner” description on p. 31.

team, and the national evaluator. The location of these meetings may be changed at a later date. Equipment costs under this program are limited to 10 percent of the total Federal budget request.

Finally, communities applying under this program should propose a broad geographic target area as opposed to a specific neighborhood or community. The specific target communities and populations will be identified by the communities during the assessment process. However, because a key emphasis of this program is to demonstrate a community/school approach to dealing with gang problems, the communities applying must indicate (under “Problem(s) To Be Addressed”) and describe in as much detail as possible existing school and community gang problem(s). The communities selected will be experiencing some degree of youth gang problems in their communities and schools. State-wide or regional (multicounty) applications will not be accepted under this program.

Selection Criteria

Applicants will be selected according to the criteria outlined below, giving appropriate consideration to geographic diversity. Communities currently designated as Safe Schools/Healthy Students demonstration sites and ATF Comprehensive G.R.E.A.T. Program demonstration sites are encouraged to apply. Sites may apply for only one of the programs under this FY 2000 Gang-Free Schools and Communities Initiative.

Problem(s) To Be Addressed (30 points)

Applicants must provide a detailed statement of the existing youth gang problems in the community and its schools and describe how the problems are currently being tracked and addressed in the community and specifically within the school(s). Applicants must provide assurances and documentation that they are in fact experiencing a significant local youth gang problem

and describe how this problem is affecting the local school(s).

Goals and Objectives (15 points)

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

Project Design (20 points)

Applicants must present a well-detailed proposed “plan for planning.” Applicants should address the data collection and analysis requirements and tasks listed on pages 25–26, along with any other significant issues related to the planning and assessment process design. Applicants should also provide initial thoughts on the applicability of the Comprehensive Gang Model and its school component to the community’s youth gang problem. Each of the school component’s objectives (listed on p. 24) should be addressed.

Management and Organizational Capability (25 points)

Applicants’ project management structure and staffing must be adequate and appropriate for the successful completion of the project. Applicants must present a management plan that identifies responsible individuals, their time commitment, major tasks, and milestones. Applicants must document evidence of the organization’s ability to conduct the project successfully, including staff experience in working with gang issues, such as experience in law enforcement, probation, schools, and gang outreach. Applicants should note that the project coordinator is a key position. The project coordinator is responsible for arranging key leader meetings; overseeing all

data collection, assessment, and planning activities; and working directly with the national technical assistance provider, evaluator, and OJJDP. Applicants should clearly indicate that they will be the primary agency or organization designated to lead the planning effort and that they have the support of the community and other public and private agencies, thereby satisfying the collaborative requirements of the Model. Staff résumés and letters of support and commitment from other community agencies and groups must be attached.

Budget (10 points)

Applicants must provide a budget that is complete, detailed, reasonable, allowable, and cost effective in relation to the project's activities. Equipment costs under this program are limited to 10 percent of the total Federal budget request. Applicants must use the budget forms provided in the *OJJDP Application Kit*, which can be obtained by calling the Juvenile Justice Clearinghouse at 800-638-8736 or sending an e-mail request to puborder@ncjrs.org. The *Application Kit* is also available online at www.ojjdp.ncjrs.org/grants/about.html#kit or through fax-on-demand. (For fax-on-demand, call 800-638-8736, select option 1, then select option 2, and enter the following 4-digit numbers: 9119, 9120, 9121, and 9122. Application kits will be faxed in four sections because of the number of pages.)

Format

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

Award Period

OJJDP will award up to four planning and assessment cooperative agreements for a 1-year budget and project period.

Award Amount

Up to four communities may receive a maximum of \$150,000 each under this program. A total of up to \$600,000 is available for this program.

Confidentiality and Human Subjects

U.S. Department of Justice (DOJ) regulations require that projects involving research or statistics must maintain the confidentiality of information identifiable to a private person and that human research subjects must be protected from unreasonable risks and properly informed of the potential harms and benefits from their participation in research. Applicants must comply with the confidentiality requirements of 42 U.S.C. § 3789g and 28 CFR Part 22 by submitting a Privacy Certificate in accordance with 28 CFR § 22.23 as part of the application package. (See appendix B, "Privacy Certificate Guidelines and Statement," in the *OJJDP Application Kit*.)

If the project involves research using human subjects, the applicant must comply with U.S. Department of Justice regulations at 28 CFR Part 46. This part generally requires that such projects be reviewed by an Institutional Review Board (IRB). IRB review is not required prior to submission of the application. However, if an award is made and the project involves research using human subjects, OJJDP will place a special condition on the award requiring that the project be approved by an appropriate IRB before Federal funds can be expended on human subjects activities. Applicants should include plans for IRB review, where applicable, in the project timeline submitted with the proposal.

Catalog of Federal Domestic Assistance (CFDA) Number

For this program, the CFDA number, which is required on Standard Form 424, Application for Federal Assistance, is 16.544. This form is included in the *OJJDP Application Kit*, which can be obtained by calling the Juvenile Justice Clearinghouse at 800-638-8736 or sending an e-mail request to puborder@ncjrs.org. The *Application Kit* is also available online at www.ojjdp.ncjrs.org/grants/about.html#kit or through fax-on-demand. (For fax-on-demand, call 800-638-8736, select option 1, then select option 2, and enter the following 4-digit numbers: 9119, 9120, 9121, and 9122. Application kits will be faxed in four sections because of the number of pages.)

Coordination of Federal Efforts

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

The term “related efforts” is defined for these purposes as one of the following:

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

provide a substance abuse treatment or education component within a criminal justice project).

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

Delivery Instructions

All application packages should include the original application and five copies and should be mailed or delivered to the Office of Juvenile Justice and Delinquency Prevention, c/o Juvenile Justice Resource Center, 2277 Research Boulevard, Mail Stop 2K, Rockville, MD 20850; 301-519-5535. Faxed or e-mailed applications will not be accepted. **Note:** *In the lower left-hand corner of the envelope, you must clearly write “Comprehensive Gang Model: An Enhanced School/Community Approach to Reducing Youth Gang Crime.”*

Due Date

Applicants are responsible for ensuring that the original and five copies of the application package are received by 5 p.m. ET on Friday, September 15, 2000.

Contact

For further information, contact Jim Burch, Gang Programs Coordinator, at 202-307-5914, or send an e-mail inquiry to burchj@ojp.usdoj.gov.

References

See “References and Suggested Readings” on p. 41.

The Research Partner

The primary role of the research partner is to support overall program development based on the

OJJDP Comprehensive Gang Model and assist with program design and modification. The research partner is responsible for assisting the local site in problem assessment and program development, design, and modification. This entails assisting the site with ongoing gang problem assessment, interpreting and applying the Model and its supporting theory, and assisting the site with tracking and documenting program activities and monitoring the success of the program in terms of its goals and objectives. The research partner role is also designed to assist the site in building capacity to develop and implement future data-driven juvenile justice programs and strategies. The research partner is also responsible for working collaboratively with the evaluation staff where and when appropriate. The research partner should have the necessary knowledge, skills, abilities, and background to accomplish the tasks described below and to assist with large data collection efforts in the targeted community. In the first year of the project, the research partner will play a key role in assisting local agencies in conducting a youth gang problem assessment.

Suggested Roles and Responsibilities:

- ◆ Initial and continued problem assessment, which includes assistance with:
 - ❖ Collecting law enforcement incident/arrest and contact data.
 - ❖ Conducting community survey(s).

- ❖ Conducting school/student survey(s).
- ❖ Collecting other data.
- ◆ MIS/case management assistance, including:
 - ❖ Tracking youth/families served.
 - ❖ Tracking overall program performance.
- ◆ Program development assistance, including:
 - ❖ Helping to translate and relate theory to model to action.
 - ❖ Monitoring emerging research.
- ◆ Program documentation assistance, including:
 - ❖ Monitoring/documenting performance.
 - ❖ Monitoring/documenting successes/challenges.
 - ❖ Addressing needs for program sustainability.
- ◆ Assistance with building local capacity for future data-driven efforts.

Time commitment: Estimated at 0.5 to 0.75 full-time equivalent (FTE).

National Evaluation of the Comprehensive Gang Model: An Enhanced School/Community Approach to Reducing Youth Gang Crime

Purpose

To support OJJDP's Comprehensive Response to America's Youth Gang Problem through a process evaluation of OJJDP's Comprehensive Gang Model: An Enhanced School/Community Approach to Reducing Youth Gang Crime and the development of an appropriate evaluation design to measure program implementation and outcomes for subsequent adaptation of the OJJDP Comprehensive Gang Model.

Background

This program implements Title II, Part D, Section 282 of the Juvenile Justice and Delinquency Prevention (JJDP) Act of 1974, as amended. This program is implemented with support from the Center for Mental Health Services of the U.S. Department of Health and Human Services (HHS). The U.S. Department of the Treasury's Bureau of Alcohol, Tobacco and Firearms (ATF) and the U.S. Department of Education's Safe and Drug-Free Schools Program are also collaborating with OJJDP in this program. The Enhanced School/Community Approach is consistent with the approach being taken by ATF to develop a Comprehensive Gang Resistance, Education, and Training (G.R.E.A.T.) Program that includes community-based gang prevention services for at-risk youth.

The Evaluation of the Enhanced School/Community Approach is part of OJJDP's ongoing effort to test the Comprehensive Gang Model. This evalu-

ation is preceded by two OJJDP-sponsored evaluations of the Comprehensive Gang Model and one evaluation of an earlier version of this model in the Little Village area of Chicago. While knowledge of previous evaluations will be beneficial in designing and conducting the Evaluation of the Enhanced School/Community Approach, the evaluation for this program must respond to the unique challenges and opportunities present in the program sites and the special emphasis on schools.

The Little Village Gang Violence Reduction Project operated out of the Chicago Police Department with funding from the Illinois Criminal Justice Information Authority. The evaluation was conducted by a team of University of Chicago researchers led by Dr. Irving Spertzel. In addition to tracking program implementation and services delivered, the evaluation design included pre- and post-program measures of individual, gang, and community-level indicators to assess program outcomes such as number of arrests for violent offenses, gang member self-reports of violent offending, and community members' perceptions of safety and gang crime. Data were collected in a comparison area and for a comparison group of youth gang members. The results of the evaluation showed that according to both official police arrest records and gang member self-reports, violent offending decreased significantly for youth in the program. Furthermore, a community survey of residents in the target area reported significant improvements in

perceptions of safety, level of crime, and fear of victimization (Spergel et al., 1999).

The first OJJDP-sponsored effort to implement and evaluate the Comprehensive Gang Model is currently in its fifth year. This study, also led by Dr. Spergel, is focused on implementation and outcomes of the Comprehensive Gang Model in the five communities noted earlier in this publication (Mesa and Tucson, AZ; Riverside, CA; Bloomington, IL; and San Antonio, TX). The evaluation design for this study built on the approach used in Little Village. Instruments and procedures were modified and additional measures were incorporated. For example, organizational surveys were added to measure indicators of information sharing, community mobilization, and organizational change. However, the framework of the design was unchanged. Although this evaluation is still in progress, early results are promising and are consistent with those found in the Little Village evaluation.

The Rural Gang Initiative (RGI) has an evaluation component that is being carried out by the National Council on Crime and Delinquency (NCCD). For the first 12 months of the initiative, the four RGI program sites are involved in a comprehensive assessment and program planning process. Still in its early stages, NCCD's process evaluation includes case studies of the assessment activities and program planning in each site and the creation of an evaluation design that will measure both program implementation and outcomes. The case studies employ both qualitative and quantitative data. The final design for the impact evaluation of RGI is still under development, but it is already apparent that it will be quite different from those developed for the previous efforts. For example, due to the smaller population in rural sites, it may be impossible or impractical to identify and use comparison groups in this design. Although many of the broad domains for data collection will remain (e.g., self-reported offending, indicators of service delivery, official reports of

offending), instruments and procedures for data collection, analysis, and coordination with the sites will be modified.

The framework of the Enhanced School/Community Approach most closely reflects that of the Rural Gang Initiative, with its early programmatic emphasis on assessment and adaptation of the Comprehensive Gang Model and its evaluation emphasis on case studies and planning for an impact evaluation. However, the focus on schools and the inclusion of urban sites will make this evaluation an important and unique addition to OJJDP's ongoing effort to test the Comprehensive Gang Model.

Goals

The goal of OJJDP's Comprehensive Gang Model: An Enhanced School/Community Approach to Reducing Youth Gang Crime program is to support up to four communities in a planning and assessment process for implementing the OJJDP Comprehensive Gang Model in a manner that effectively addresses gang problems in the community with a special focus on the schools. The goal of this national evaluation is to address the development and process of school and community collaboration around the assessment and program planning activities, with special attention to the methods used to translate assessment findings into program plans. Further, the evaluator must develop an impact evaluation design that measures both program implementation and outcomes and is suited to the schools and communities that are selected and the program plans developed during their first year of funding.

Objectives

The objectives for this project are to:

- ◆ Conduct a process evaluation to accomplish the above goals by using appropriate qualitative and quantitative methods.

-
- ◆ Design an impact evaluation to assess the effectiveness of the Comprehensive Gang Model and the Enhanced School/Community Approach to Reducing Youth Gang Crime. The design must meet scientifically rigorous standards for evaluation. The evaluator must design instruments to support the impact evaluation.
 - ◆ Produce the following items at the conclusion of the project period: (1) a freestanding case study report for each program site, (2) an impact evaluation design, (3) draft instruments that support the impact evaluation, and (4) a final report that incorporates all of these items.

National Evaluation Strategy for the Enhanced School/Community Approach

One award for a national evaluator will be made under this competitive solicitation. The national evaluator will work with up to four program sites that will engage in a thorough assessment and program planning process during the first 12 months of funding. The process evaluation will document the assessment and program planning activities in each site. OJJDP anticipates that case studies will be the primary research method used in this process evaluation. However, some common activities and challenges will be faced by all the program sites. Where possible, the process evaluation will include comparisons among sites and analyses of factors related to more and less successful efforts. Further, the national evaluator will be responsible for creating an impact evaluation design that may be implemented should additional funding be made available for program implementation.

Case Studies

The case studies should draw on multiple sources of data, such as school and agency docu-

ments, minutes from meetings, preliminary assessment reports, structured interviews, and observations. Although the sites will be required to cooperate with the national evaluator, efforts should be made to minimize the evaluation burden on site personnel and school staff. The case studies should cover three main areas: school and community collaboration, assessment activities, and program planning.

School and Community Collaboration

The national evaluator must document the nature of school and community collaboration in each of the program sites. Key agency leaders, school administrators, and community and youth representatives should be making meaningful contributions to the assessment and program planning process. The effort should be guided by a group, which may be called the steering committee, that represents the interests of the community to be served. Potential research questions in this area include, but are not limited to, the following:

- ◆ How are members selected for the steering committee?
- ◆ How does the steering committee draw input from schools, youth, and others in the community?
- ◆ How are decisions made within this group?
- ◆ To what extent does the composition of the steering committee reflect the community and the school district(s) to be served?
- ◆ How do steering committee activities change over the course of the project?

Assessment Activities

With guidance from the technical assistance provider and OJJDP, the sites will engage in a variety of assessment activities employing both quantitative and qualitative measures of the gang

problem in the school district(s) and community. The national evaluator must document the procedures and instruments used by the sites and should highlight factors related to more and less successful data collection efforts. Potential research questions in this area include, but are not limited to, the following:

- ◆ How do sites implement data collection in the various domains that are central to school- and community-level gang problem assessment?
- ◆ How do sites use resources that are available through the technical assistance provider?
- ◆ How do sites use resources in their schools and communities to further the assessment?
- ◆ What approaches or strategies specific to each site facilitate data collection?
- ◆ What factors particular to each funded community or school district(s) facilitate data collection?

Program Planning

The management and analysis of data collected for the assessment will require specific technical skills. Sites will be encouraged to enlist a research partner to assist in these activities. However, the steering committee will retain primary responsibility for translating these findings into a program plan and for directing any additional gang problem assessment activities. The process of moving from assessment findings to an appropriate program design is a critical step in the overall effort. The national evaluator must document the program planning process and assess the extent to which the process and the resulting plan are appropriate given the assessment findings. Potential research questions in this area include, but are not limited to, the following:

- ◆ How does the steering committee collaborate with the research partner and the technical as-

sistance provider in the interpretation of the assessment findings and the design of the program plan?

- ◆ How does the steering committee respond to conflicting assessment findings from multiple sources?
- ◆ How does the steering committee set priorities for programming?
- ◆ How well does the program plan flow from the assessment results?
- ◆ How well does the program plan fit with local conditions in the schools and community?

Impact Evaluation Design

In addition to designing an impact evaluation, the national evaluator is also responsible for drafting instruments for use in this evaluation. The national evaluator must have a clear understanding of the Comprehensive Gang Model and the program plans that are developed at each of the sites in order to design an appropriate impact evaluation. Since the sites will not complete their program plans until the end of their 12-month funding cycle, the national evaluator must finalize the impact evaluation design and the development of draft instruments during the last 3 months of this 15-month project period. However, design work on the impact evaluation should begin earlier in the project. Through the course of conducting the case studies, the national evaluator will become familiar with each site's capacity to secure and provide gang-related data. Preliminary assessment results and school and community characteristics will provide additional early indicators to guide design decisions. Designs and instruments developed for previous and ongoing evaluations of the Comprehensive Gang Model will be available through the technical assistance provider and OJJDP. Finally, the national evaluator is encouraged to seek input from stakeholders at the sites for their perspectives.

The national evaluator should draw on these sources and others to create an impact evaluation design that supports analysis for individual sites and across sites. The impact evaluation design must include measures of program implementation and program outcomes, and it must be able to relate outcomes to program services.

Cooperation With Technical Assistance

Applicants should certify their willingness to cooperate and collaborate with the technical assistance providers. Potential areas for collaboration and joint tasks with the technical assistance provider should be described, and the benefits of such collaboration should be highlighted.

Products

At the conclusion of the project period, the national evaluator will be responsible for providing OJJDP with (1) a freestanding case study report for each program site, (2) an impact evaluation design as described above, (3) draft instruments that support the impact evaluation (pretesting of these instruments is not necessary at this point), and (4) a final report that incorporates all of these items.

Eligibility Requirements

OJJDP invites applications from public and private agencies, organizations, institutions, and individuals. Organizations with strong backgrounds conducting research with schools and communities are encouraged to apply. Private, for-profit organizations must agree to waive any profit or fee. Joint applications from two or more eligible applicants are welcome, as long as one is designated as the primary applicant for purposes of correspondence, award, and management. Others may be indicated as coapplicants.

Project Abstract

Applications must include a project abstract that clearly summarizes the problems to be addressed, the goals of the project, the project design, and the management and organizational capability of the applicant. The abstract should be no longer than 250 words and must be submitted on 8^{1/2}- by 11-inch paper, double spaced on one side of the paper in a standard 12-point font.

Selection Criteria

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

Understanding of the Problem (25 points)

Applicants must demonstrate a clear understanding of the need for comprehensive, community-wide approaches to gang prevention, intervention, and suppression. Discussion should highlight the importance of assessment in effective youth gang programming and the particular needs that schools face as they address youth gangs. Applicants should discuss how to apply state-of-the-art evaluation methods to address collaborative youth gang programs with a school focus. Applicants should discuss both the challenges and the opportunities inherent in this project.

Goals and Objectives (15 points)

Applicants must state goals and measurable objectives for the process evaluation and the design of the impact evaluation. These should be guided by the requirements set forth in this program announcement and should be clearly defined and attainable. Process objectives should be linked to clearly stated outcomes.

Project Design (25 points)

The application should describe in detail the overall design of the project. The application should include a detailed description of the methods to be used to document and analyze the assessment and program planning activities of the sites. This description should include specification of the information and data elements that will be collected and the sources of these data. Considerations regarding data availability and collection in school environments should be included. This section must directly address the three main areas to be covered in the case studies: school and community collaboration, assessment activities, and program planning. Further, this section should clearly describe procedures for developing an impact evaluation design that covers both program implementation and outcomes. Any measures for involving local stakeholders in the impact evaluation design should be noted. Applicants must ensure that other tasks described under the “National Evaluation Strategy for the Enhanced School/Community Approach” section of this announcement (pp. 35–37) are addressed appropriately.

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

Management and Organizational Capability (25 points)

The applicant’s management structure and staffing must be adequate and appropriate for the successful implementation of the project. The applicant must identify responsible individuals and key consultants, their time commitment, and major tasks. Key staff and consultants should have significant experience in youth gang re-

search; community needs assessment; case study methodology; and program evaluation, including both process and impact evaluations using both qualitative and quantitative methods. They should demonstrate the ability to work effectively with school administrators and personnel. Staff and key consultant résumés must be attached as part of the appendixes.

Budget (10 points)

Applicants must provide a budget that is complete, detailed, reasonable, allowable, and cost effective in relation to the project’s activities. The budget must be comprehensive and should include travel costs for site visits and two cluster meetings of all the sites. Applicants must use the budget forms included in the *OJJDP Application Kit*, which can be obtained by calling the Juvenile Justice Clearinghouse at 800–638–8736 or sending an e-mail request to puborder@ncjrs.org. The *Application Kit* is also available online at www.ojjdp.ncjrs.org/grants/about.html#kit or through fax-on-demand. (For fax-on-demand, call 800–638–8736, select option 1, then select option 2, and enter the following 4-digit numbers: 9119, 9120, 9121, and 9122. Application kits will be faxed in four sections because of the number of pages.)

Format

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

Award Period

This project will be funded in the form of a cooperative agreement for a 15-month budget and project period.

Award Amount

The award amount for the 15-month budget and project period will be up to \$235,000.

Confidentiality and Human Subjects

U.S. Department of Justice (DOJ) regulations require that projects involving research or statistics must maintain the confidentiality of information identifiable to a private person and that human research subjects must be protected from unreasonable risks and properly informed of the potential harms and benefits from their participation in research. Applicants must comply with the confidentiality requirements of 42 U.S.C. § 3789g and 28 CFR Part 22 by submitting a Privacy Certificate in accordance with 28 CFR § 22.23 as part of the application package. (See appendix B, “Privacy Certificate Guidelines and Statement,” in the *OJJDP Application Kit*.)

If the project involves research using human subjects, the applicant must comply with U.S. Department of Justice regulations at 28 CFR Part 46. This part generally requires that such projects be reviewed by an Institutional Review Board (IRB). IRB review is not required prior to submission of the application. However, if an award is made and the project involves research using human subjects, OJJDP will place a special condition on the award requiring that the project be approved by an appropriate IRB before Federal funds can be expended on human subjects activities. Applicants should include plans for IRB review, where applicable, in the project timeline submitted with the proposal.

Catalog of Federal Domestic Assistance (CFDA) Number

For this program, the CFDA number, which is required on Standard Form 424, Application for Federal Assistance, is 16.544. This form is included in the *OJJDP Application Kit*, which can be obtained by calling the Juvenile Justice Clearinghouse at 800-638-8736 or sending an e-mail request to puborder@ncjrs.org. The *Application Kit* is also available online at www.ojjdp.ncjrs.org/grants/about.html#kit or through fax-on-demand. (For fax-on-demand, call 800-638-8736, select option 1, then select option 2, and enter the following 4-digit numbers: 9119, 9120, 9121, and 9122. Application kits will be faxed in four sections because of the number of pages.)

Coordination of Federal Efforts

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

The term “related efforts” is defined for these purposes as one of the following:

- ◆ Efforts for the same purpose (i.e., the proposed award would supplement, expand, complement, or continue activities funded with other Federal grants).
- ◆ Another phase or component of the same program or project (e.g., to implement a planning

effort funded by other Federal funds or to provide a substance abuse treatment or education component within a criminal justice project).

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

Delivery Instructions

All application packages should include the original application and five copies and should be mailed or delivered to the Office of Juvenile Justice and Delinquency Prevention, c/o Juvenile Justice Resource Center, 2277 Research Boulevard, Mail Stop 2K, Rockville, MD 20850; 301-519-5535. Faxed or e-mailed applications will not be accepted. **Note:** *In the lower left-hand corner of the envelope, the applicant must clearly write “National Evaluation of the Comprehensive Gang Model: An Enhanced School/Community Approach to Reducing Youth Gang Crime.”*

Due Date

Applicants are responsible for ensuring that the original and five copies of the application package are received by 5 p.m. ET on Friday, September 1, 2000.

Contact

For further information, contact Phelan Wyrick, Program Manager, Research and Program Development Division, at 202-353-9254, or send an e-mail inquiry to wyrickp@ojp.usdoj.gov.

References

See “References and Suggested Readings” on p. 41.

References and Suggested Readings

Burnett, G., and Walz, G. 1999. *Gangs in Schools*. ERIC Clearinghouse on Urban Education Digest. New York, NY: ERIC Clearinghouse on Urban Education.

Curry, D.G., and Decker, S.H. 1998. *Confronting Gangs, Crime and Community*. Los Angeles, CA: Roxbury Publishing Company.

Gottfredson, G.D., and Gottfredson, D.C. 1999 (July). Survey of school-based gang prevention and intervention programs: Preliminary findings. Paper presented at the National Youth Gang Symposium, Las Vegas, NV. (Available online at www.iir.com/NYGC.)

Howell, J.C. Forthcoming. *Youth Gang Programs and Strategies*. Summary. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

Howell, J.C., and Decker, S.H. 1999. *The Youth Gangs, Drugs, and Violence Connection*. Bulletin. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency.

Howell, J.C., and Lynch, J.P. Forthcoming. *Youth Gangs in Schools*. Bulletin. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

Kaufman, P., Chen, X., Choy, S.P., Ruddy, S.A., Miller, A.K., Chandler, K.A., Chapman, C.D., Rand, M.R., and Klaus, P. 1999. *Indicators of School Crime and Safety, 1999*. Report. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, and U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics.

Moore, J., and Cook, I. 1999. *Highlights of the 1998 National Youth Gang Survey*. Fact Sheet. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

Sherman, L.W., Gottfredson, D.C., MacKenzie, D.L., Eck, J., Reuter, P., and Bushway, S.D. 1998. *Preventing Crime: What Works, What Doesn't, What's Promising*. Washington, DC: U.S. Department of Justice, Office of Justice Programs, National Institute of Justice.

Spergel, I.A. 1995. *The Youth Gang Problem: A Community Approach*. New York, NY: Oxford University Press.

Spergel, I.A., and Grossman, S.F. 1997. The Little Village Project: A community approach to the gang problem. *Social Work* 42(5):456–470.

Spergel, I.A., Grossman, S.F., Wa, K.M., Choi, S., and Jacob, A. 1999. *Evaluation of the Little Village Gang Reduction Project: The First Three Years*. Executive Summary. Chicago, IL: Illinois Criminal Justice Information Authority.

Wood, M., Furlong, M.J., Rosenblatt, J.A., Robertson, L.M., Scozzari, F., and Sosna, T. 1997 (August). Understanding the psychosocial characteristics of gang-involved youths in a system of care: Individual, family, and system correlates. *Education and Treatment of Children* 20(3):281–294.

Publications From OJJDP

OJJDP produces a variety of publications—Fact Sheets, Bulletins, Summaries, Reports, and the *Juvenile Justice* journal—along with videotapes, including broadcasts from the juvenile justice telecommunications initiative. Through OJJDP's Juvenile Justice Clearinghouse (JJC), these publications and other resources are as close as your phone, fax, computer, or mailbox.

Phone:

800-638-8736
(Monday–Friday, 8:30 a.m.–7 p.m. ET)

Fax:

410-792-4358 (to order publications)
301-519-5600 (to ask questions)

Online:

OJJDP Home Page:

www.ojjdp.ncjrs.org

To Order Materials:

www.ncjrs.org/puborder

E-Mail:

askncjrs@ncjrs.org (to ask questions about materials)

Mail:

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P.O. Box 6000, Rockville, MD 20849-6000

Fact Sheets and Bulletins are also available through fax on demand.

Fax-on-Demand:

800-638-8736, select option 1, select option 2, and listen for instructions.

To ensure timely notice of new publications, subscribe to JUVJUST, OJJDP's electronic mailing list.

JUVJUST Mailing List:

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In addition, JJC, through the National Criminal Justice Reference Service (NCJRS), is the repository for tens of thousands of criminal and juvenile justice publications and resources from around the world. They are abstracted and placed in a database, which is searchable online (www.ncjrs.org/database.htm). You are also welcome to submit materials to JJC for inclusion in the database.

The following list highlights popular and recently published OJJDP documents and videotapes, grouped by topical areas.

The OJJDP Publications List (BC000115) offers a complete list of OJJDP publications and is also available online.

In addition, the OJJDP Fact Sheet Flier (LT000333) offers a complete list of OJJDP Fact Sheets and is available online.

OJJDP also sponsors a teleconference initiative, and a flier (LT116) offers a complete list of videos available from these broadcasts.

Corrections and Detention

Beyond the Walls: Improving Conditions of Confinement for Youth in Custody. 1998, NCJ 164727 (116 pp.).

Disproportionate Minority Confinement: 1997 Update. 1998, NCJ 170606 (12 pp.).

Disproportionate Minority Confinement: Lessons Learned From Five States. 1998, NCJ 173420 (12 pp.).

Juvenile Arrests 1997. 1999, NCJ 173938 (12 pp.).

Reintegration, Supervised Release, and Intensive Aftercare. 1999, NCJ 175715 (24 pp.).

Courts

Guide for Implementing the Balanced and Restorative Justice Model. 1998, NCJ 167887 (112 pp.).

Innovative Approaches to Juvenile Indigent Defense. 1998, NCJ 171151 (8 pp.).

Juvenile Court Statistics 1996. 1999, NCJ 168963 (113 pp.).

Offenders in Juvenile Court, 1996. 1999, NCJ 175719 (12 pp.).

RESTTA National Directory of Restitution and Community Service Programs. 1998, NCJ 166365 (500 pp.), \$33.50.

Trying Juveniles as Adults in Criminal Court: An Analysis of State Transfer Provisions. 1998, NCJ 172836 (112 pp.).

Youth Courts: A National Movement Teleconference (Video). 1998, NCJ 171149 (120 min.), \$17.

Delinquency Prevention

1998 Report to Congress: Juvenile Mentoring Program (JUMP). 1999, NCJ 173424 (65 pp.).

1998 Report to Congress: Title V Incentive Grants for Local Delinquency Prevention Programs. 1999, NCJ 176342 (58 pp.).

Combating Violence and Delinquency: The National Juvenile Justice Action Plan (Report). 1996, NCJ 157106 (200 pp.).

Combating Violence and Delinquency: The National Juvenile Justice Action Plan (Summary). 1996, NCJ 157105 (36 pp.).

Effective Family Strengthening Interventions. 1998, NCJ 171121 (16 pp.).

Juvenile Accountability Incentive Block Grants Strategic Planning Guide. 1999, NCJ 172846 (62 pp.).

Parents Anonymous: Strengthening America's Families. 1999, NCJ 171120 (12 pp.).

Prenatal and Early Childhood Nurse Home Visitation. 1998, NCJ 172875 (8 pp.).

Treatment Foster Care. 1999, NCJ 173421 (12 pp.).

Gangs

1996 National Youth Gang Survey. 1999, NCJ 173964 (96 pp.).

Gang Members on the Move. 1998, NCJ 171153 (12 pp.).

Youth Gangs: An Overview. 1998, NCJ 167249 (20 pp.).

The Youth Gangs, Drugs, and Violence Connection. 1999, NCJ 171152 (12 pp.).

Youth Gangs in America Teleconference (Video). 1997, NCJ 164937 (120 min.), \$17.

General Juvenile Justice

Comprehensive Juvenile Justice in State Legislatures Teleconference (Video). 1998, NCJ 169593 (120 min.), \$17.

Guidelines for the Screening of Persons Working With Children, the Elderly, and Individuals With Disabilities in Need of Support. 1998, NCJ 167248 (52 pp.).

Juvenile Justice, Volume VII, Number 1. 2000, NCJ 178256 (40 pp.).

A Juvenile Justice System for the 21st Century. 1998, NCJ 169726 (8 pp.).

Juvenile Offenders and Victims: 1999 National Report. 1999, NCJ 178257 (232 pp.).

OJJDP Research: Making a Difference for Juveniles. 1999, NCJ 177602 (52 pp.).

Promising Strategies To Reduce Gun Violence. 1999, NCJ 173950 (253 pp.).

Sharing Information: A Guide to the Family Educational Rights and Privacy Act and Participation in Juvenile Justice Programs. 1997, NCJ 163705 (52 pp.).

Missing and Exploited Children

Portable Guides to Investigating Child Abuse (13-title series).

Protecting Children Online Teleconference (Video). 1998, NCJ 170023 (120 min.), \$17.

When Your Child Is Missing: A Family Survival Guide. 1998, NCJ 170022 (96 pp.).

Substance Abuse

The Coach's Playbook Against Drugs. 1998, NCJ 173393 (20 pp.).

Drug Identification and Testing in the Juvenile Justice System. 1998, NCJ 167889 (92 pp.).

Preparing for the Drug Free Years. 1999, NCJ 173408 (12 pp.).

Violence and Victimization

Combating Fear and Restoring Safety in Schools. 1998, NCJ 167888 (16 pp.).

Guide for Implementing the Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders. 1995, NCJ 153681 (255 pp.).

Report to Congress on Juvenile Violence Research. 1999, NCJ 176976 (44 pp.).

Serious and Violent Juvenile Offenders. 1998, NCJ 170027 (8 pp.).

Serious and Violent Juvenile Offenders: Risk Factors and Successful Interventions Teleconference (Video). 1998, NCJ 171286 (120 min.), \$17.

State Legislative Responses to Violent Juvenile Crime: 1996–97 Update. 1998, NCJ 172835 (16 pp.).

White House Conference on School Safety: Causes and Prevention of Youth Violence Teleconference (Video). 1998, NCJ 173399 (240 min.), \$17.

Youth in Action

Community Cleanup. 1999, NCJ 171690 (6 pp.).

Cross-Age Teaching. 1999, NCJ 171688 (8 pp.).

Make a Friend—Be a Peer Mentor. 1999, NCJ 171691 (8 pp.).

Plan A Special Event! 1999, NCJ 171689 (8 pp.).

Planning a Successful Crime Prevention Project. 1998, NCJ 170024 (28 pp.).

Stand Up and Start a School Crime Watch! 1998, NCJ 171123 (8 pp.).

Two Generations—Partners in Prevention. 1999, NCJ 171687 (8 pp.).

Wipe Out Vandalism and Graffiti. 1998, NCJ 171122 (8 pp.).

Youth Preventing Drug Abuse. 1998, NCJ 171124 (8 pp.).

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