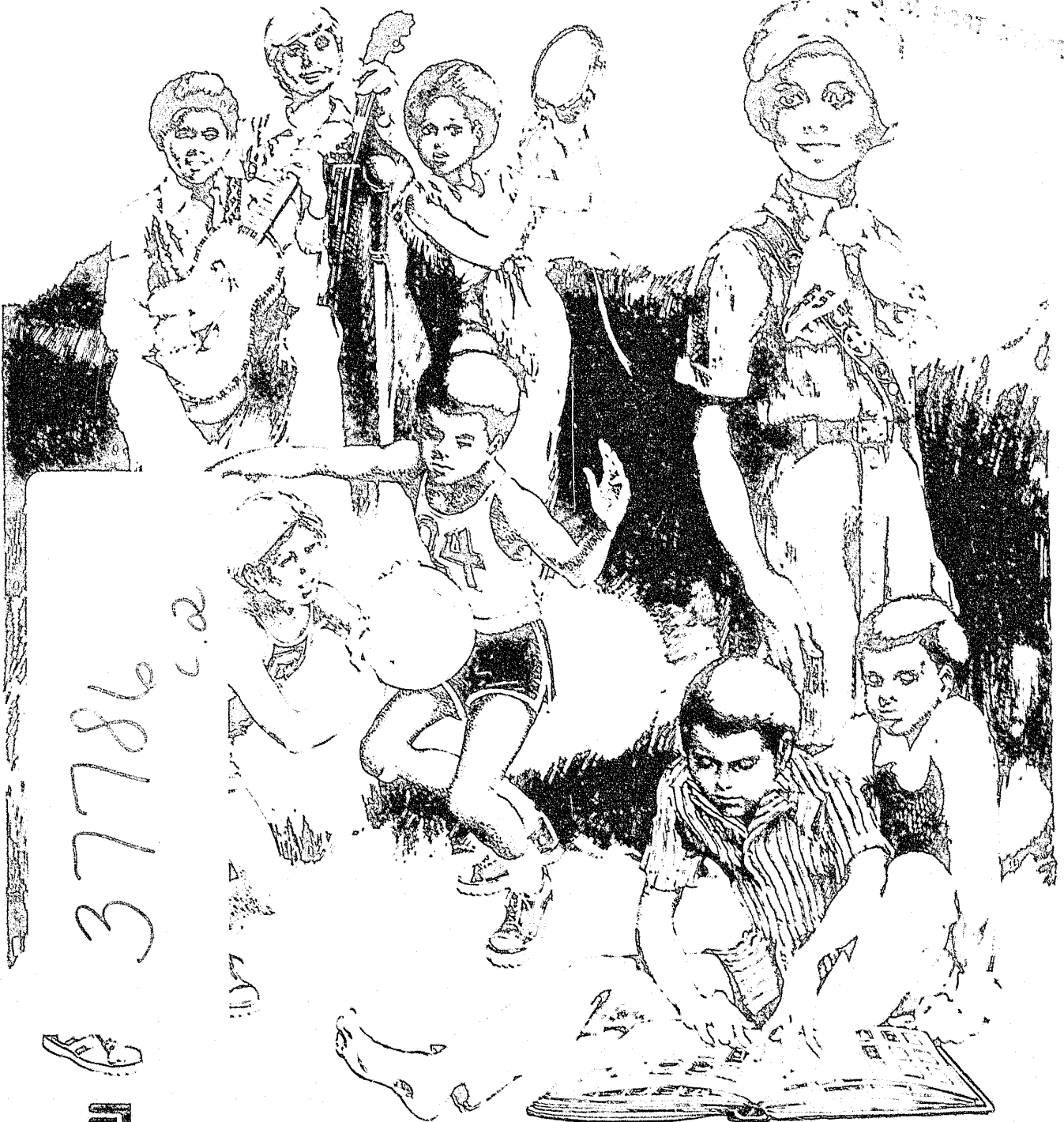


PROGRAMS TO PREVENT JUVENILE DELINQUENCY

NOVEMBER 1976

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● Office of Juvenile Justice and Delinquency Prevention ●
● Law Enforcement Assistance Administration ● U.S. Department of Justice ●

UNITED STATES DEPARTMENT OF JUSTICE
LAW ENFORCEMENT ASSISTANCE ADMINISTRATION
WASHINGTON, D. C. 20531



OFFICE OF JUVENILE JUSTICE
AND DELINQUENCY PREVENTION

NATIONAL INSTITUTE FOR JUVENILE
JUSTICE AND DELINQUENCY PREVENTION

PROGRAM ANNOUNCEMENT

Pursuant to the authority of Section 224 of the Juvenile Justice and Delinquency Prevention Act of 1974, the Law Enforcement Assistance Administration is giving major priority to the prevention of juvenile delinquency through the use of Special Emphasis discretionary funds. Only a limited number of programs can be funded through this effort. Careful evaluation will be initiated at the beginning of the program in order to provide information about the most workable approaches. This effort will assist communities and jurisdictions in planning and implementing similar programs in the future. This Announcement is a supplement to Section 2, Chapter 28 of the LEAA Discretionary Guideline Manual, M 4500.1E which can be obtained from LEAA Regional Offices and State Planning Agencies.


Because of your interest in the welfare of youth, we felt it important to notify you of the effort. This packet contains necessary information pertaining to the development of a full application for Federal Assistance under this National Program. Applications should be sent to the State Planning Agency, Regional Office and Central Office based on the specifications and guidelines provided in this packet and LEAA Guideline Manual M 4500.1E. Applications will be reviewed accordingly.

Applications will be rated and judged on the basis of all selection criteria outlined in the appendix of the enclosed guideline. You will note that these criteria emphasize objectives which are achievable through specific programmatic activities.

It is perhaps useful to note that funds for this initiative are allocated solely under the authority of the Juvenile Justice and Delinquency Prevention Act of 1974, and cash match requirements have been waived for this program.

In making this program announcement it is recognized that no one single agency or program can unilaterally ameliorate the diverse and complex conditions which are manifested in the delinquent behavior of youth. It is the intention of this program to assist private and public youth-serving agencies and organizations in implementing programs which promote the positive potentials of young people thereby reducing the likelihood of juvenile justice system involvement. Applicants are urged to coordinate submission of their applications with local planning units in support of continuation funding when Federal funds terminate.

Your participation is encouraged and welcomed.


Richard W. Velde
Administrator

NCJRS

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ACQUISITIONS



UNITED STATES DEPARTMENT OF JUSTICE
LAW ENFORCEMENT ASSISTANCE ADMINISTRATION
WASHINGTON, D. C. 20531



OFFICE OF JUVENILE JUSTICE
AND DELINQUENCY PREVENTION

NATIONAL INSTITUTE FOR JUVENILE
JUSTICE AND DELINQUENCY PREVENTION

ANNUNCIO DE PROGRAMA

Conforme a la Sección 224 de la Ley de Justicia Juvenil y Prevención de la Delincuencia de 1974, la Administración para la Ayuda del Mantenimiento de la Ley (Law Enforcement Assistance Administration - LEAA) está dándole prioridad a la prevención de la delincuencia juvenil mediante la utilización de fondos discrecionales. Al inicio del programa una evaluación cuidadosa será llevada a cabo para así poder determinar la metodología más efectiva. Dicha evaluación permitirá a jurisdicciones locales y estatales, el planificar e implementar programas similares en el futuro. Este anuncio complementa la Sección Z, Capítulo 78 del manual de la LEAA para Programas Discrecionales (M 4500.1E) el cual se puede obtener en las Oficinas Regionales de la LEAA o en las Agencias Estatales de Planificación (State Planning Agencies).

Debido al interés que hay en el bienestar de los jóvenes, entendemos que debemos informarle sobre este esfuerzo. Adjunto encontrará información sobre como realizar las gestiones pertinentes para solicitar fondos bajo este programa nacional. Solicitudes deberán ser sometidas a la Agencia Estatal de Planificación (State Planning Agency) aplicable, a la Oficina Regional de la LEAA y a la Oficina de Justicia Juvenil de la LEAA en Washington, D.C., conforme a los requisitos incluidos en los materiales adjuntos, así como aquellos que se estipulan en el Manual M4500.1E de la LEAA.

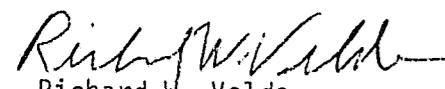
Las solicitudes serán examinadas y evaluadas conforme a los criterios de selección que se enumeran en el apéndice del manual (panfleto) adjunto. Notará que dichos criterios o elementos enfatizan la consecución de objetivos realizables mediante actividades programáticas específicas.

Los fondos disponibles para este esfuerzo son hechos disponibles bajo la Ley de Justicia Juvenil y Prevención de la Delincuencia, la cual no necesariamente requiere fondos de pareo en especie.

Mediante este programa, reconocemos que ninguna agencia o entidad en particular puede unilateralmente minimizar o reducir las circunstancias que contribuyen al comportamiento desviado de jóvenes. Este esfuerzo está encaminado a ayudar a agencias y entidades públicas y



privadas que proveen servicios a jóvenes, a llevar a cabo programas que promueven el desarrollo y la participación de dichos jóvenes en actividades positivas, así reduciendo la posibilidad de contacto de dichos jóvenes con el sistema de justicia juvenil.


Richard W. Velde
Administrator

UNITED STATES DEPARTMENT OF JUSTICE

news
release



LEAA
Law Enforcement Assistance Administration

Public Information Office
Telephone (202) 376-3820

Washington, D.C. 20531

FOR IMMEDIATE RELEASE

The Law Enforcement Assistance Administration announced today it will make available \$10 million in funds to support innovative programs to prevent juvenile delinquency.

"Efforts to prevent delinquency are a priority of LEAA," said LEAA Administrator Richard W. Velde. "Often state and local agencies are so overburdened with the increasing number of juveniles committing crimes that they have neither the time nor the money to work on the real answer to juvenile delinquency--preventing it from occurring. That is why this program has been developed."

LEAA said private and public not-for-profit agencies may submit applications containing plans to serve youth in disadvantaged communities--both urban and rural--throughout the country. The agencies may operate on a national, regional, state or local level.

"This special emphasis initiative is the latest program designed and financed by the Office of Juvenile Justice and Delinquency Prevention. It is one of a series that will support local efforts to create diverse options for troubled youth," said Milton Luger, Assistant Administrator.

Interested groups should submit applications by January 30, 1977, the agency said.



Program guidelines are available from state criminal justice planning agencies, LEAA regional offices, or the Office of Juvenile Justice and Delinquency Prevention, Law Enforcement Assistance Administration, 633 Indiana Avenue, N.W., Washington, D.C. 20531.

M 4500.1E
September 27, 1976

SECTION 2. JUVENILE JUSTICE AND DELINQUENCY PREVENTION

28. PROGRAM TO PREVENT JUVENILE DELINQUENCY.

- a. Program Objective. The objective of this program is to develop and implement new approaches, techniques, and methods to prevent juvenile delinquency in communities where youth are in greatest danger of becoming delinquent through improving the abilities of not-for-profit private youth-serving agencies and organizations to implement programs which increase or expand social, cultural, educational, vocational, recreational and health services to youth.
- b. Program Description. This guideline provides a brief description of the Program to Prevent Juvenile Delinquency. A more detailed description, including specific application requirements, definitions of terms, and criteria for selection of projects, and a background paper, is provided in the Program Announcement for this program, available from LEAA Regional Offices or the Office of Juvenile Justice and Delinquency Prevention, LEAA, Washington, D.C. Potential applicants are urged to obtain the Program Announcement before preparing applications.
 - (1) Target Population. Youth in greatest danger of becoming delinquent living in communities characterized by high rates of crime and delinquency, high infant mortality rates, high unemployment and underemployment, sub-standard housing, physical deterioration and low median incomes.
 - (2) Results sought.
 - (a) To increase the number of youth from target communities utilizing the services of private and public not-for-profit youth-serving agencies and organizations;
 - (b) To increase the number and types of services available to youth in target communities through coordinative efforts among private and public youth-serving agencies;
 - (c) To increase the capacity of target communities to respond more effectively to the social, economic and familial needs of youth residing in target communities;
 - (d) To increase the capacity of national, regional and local youth-serving agencies to implement and sustain effective services to youth in target communities;
 - (e) To increase volunteer participation and broaden community support for delinquency prevention activities; and

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- (f) To disseminate information regarding successful prevention projects for replication through national youth-serving agencies and organizations.
- c. Program Strategy. Program approaches may include the following strategies either alone or in combination.
- (1) Direct service projects which must:
- (a) Provide for a significant increase in youth served from target communities.
 - (b) Involve youth and community residents in planning.
 - (c) Employ youth in project implementation.
 - (d) Utilize service models which result in new or improved social, educational, physical, and vocational skills of youth.
 - (e) Demonstrate an ability to include those youths in the target community who do not normally use or under-utilize private youth-serving agency services because of location of services, staffing patterns, types of services, and criteria for eligibility or termination of services.
 - (f) Address organizational policies, procedures, and practices which limit accessibility and restrict utilization of services by youth and families in target communities.
 - (g) Provide for appropriate training of staff, residents, and youth, as well as other support services essential to developing and maintaining viable programs.
- (2) Community development projects which must:
- (a) Be directed toward improving and increasing services for youth through involvement of residents and youth from target communities in planning and implementation of youth service programs.
 - (b) Address those community conditions and organizational/institutional policies, practices and procedures which limit accessibility and restrict utilization of services within target communities.

- (c) Facilitate the community's ability to support and sustain improved and expanded services to youth.
 - (d) Provide for appropriate training of staff, residents and youth, as well as other support services essential to developing and sustaining viable programs.
- (3) Projects to improve delivery of services to youth which must: (N.B.: Such projects should normally operate in combination with direct service or community development projects.)
- (a) Address one or more institutional/organizational problems known to interfere with maximum utilization of private agency/organizational resources by youth in target communities.
 - (b) Propose solutions which have potential for ameliorating problems and providing needed resources in diverse geographic locations and across the full spectrum of public and private not-for-profit youth-serving agencies.
 - (c) Focus improvements upon those affiliates located in communities of target populations.
 - (d) Show in specific and measurable terms how the capacity to serve youth in target communities will be improved.
- (4) Applications requirement. Specific application requirements are specified in the Program Announcement, available from LEAA Regional Offices or Central Office. These must be addressed in the submission of application.
- d. Dollar Range, Number and Duration of Grants. Awards for this program will be for a two year period, funded in annual increments. Applications must include budgets for a two year period, broken out for each budget year. LEAA's commitment to continue in the second year is contingent upon satisfactory grantee performance in achieving stated objectives in the previous program year and compliance with the terms and conditions in the grant. All project objectives must be achieved within two years and no continuations are contemplated beyond this time period. Grants will range up to \$1,000,000 for a two year period with grant sizes based upon number of agencies participating in a project, complexity of problems addressed, and number of youth to be served. **MATCHING FUNDS ARE NOT REQUIRED FOR PROJECTS IN THIS PROGRAM.**

e. Eligibility to receive grants. Applications are invited from agencies who propose to serve disadvantaged youth from rural and medium size jurisdictions as well as private youth-serving agencies who propose to serve youth from large cities. The primary applicant must have at least two years experience in development and implementation of services to youth. Where collaborations or multiple jurisdictions apply a single agency must be designated as the primary applicant. Applications are invited from:

- (1) National private not-for-profit youth-serving agencies or organizations to implement youth-serving projects through 5 to 10 identified local affiliates with populations of less than 350,000 with characteristics of the target population described in paragraph 28.b.(1).
- (2) Multiple units or collaborations of public and private not-for-profit youth-serving agencies and organizations in cities of 350,000 or more; counties of 500,000 or more; or contiguous multiple jurisdictions of 750,000 or more.
- (3) Statewide private not-for-profit youth-serving agencies/organizations in states with populations under 500,000 on behalf of three or more youth-serving agencies. Territorial private or public youth-serving agencies may submit on behalf of one or more youth-serving agency(s).
- (4) Regional not-for-profit youth-serving agencies/organizations or collaborations of private and public youth-serving agencies/organizations on behalf of three or more isolated rural communities with individual populations of 50,000 or less.

f. Submission and Processing Procedures.

- (1) Applications from national or regional not-for-profit youth-serving agencies must be submitted according to Track I procedures (Appendix 2, Paragraph 6).
- (2) Applications from other than national or regional not-for-profit youth-serving agencies must be submitted according to Track II procedures (Appendix 2, Paragraph 7).

g. Deadline for Submission of Applications. All applications must be mailed or hand-delivered to the appropriate LEAA Regional Office (for Track II) or Central Office (for Track I) by January 30, 1977. Applications sent by mail will be considered to be received on time if sent by registered or certified mail not later than January 30, 1977, as evidenced by the U.S. Postal Service postmark on the wrapper or envelope or on the original receipt from the U.S. Postal Service.

h. Evaluation Requirements. This program will be subject to a national evaluation. Applicants must include in their proposed budgets up to 10% of the total project costs for project evaluation. An evaluation plan must be included with the application; the evaluation plan must be designed to:

- (1) determine the extent to which youth in target communities increased their utilization of services provided by private and public youth-serving agencies and organizations;
- (2) determine the effects of the project on clients, community residents, social service agencies and juvenile justice system components;
- (3) determine the extent to which policies, practices, and procedures of private and public youth-serving agencies are modified to address more effectively the needs of the target community;
- (4) determine project cost effectiveness in relationship to number of youth served, services delivered and the number and degree of agency(s) participations; and
- (5) determine the impact of these changes upon delinquency of target youth as evidenced by officially reported law enforcement actions, self-report and victimization studies, and other relevant sources of data.

i. Special Requirements.

- (1) Sixty days following grant award, grantees must, if necessary, submit a updated budget and statement of work which reflect adjustments in tasks and milestones.
- (2) To support coordination and information exchange among projects, funds will be budgeted in applications to cover the cost of three meetings during the course of the two year project. The first meeting will be held shortly after grant award.

j. Criteria for Selection of Projects. Applications will be rated and ranked in four separate categories: national, regional, state and multiple units or collaborations of local youth-serving agencies. Only those meeting all criteria at the highest level will be considered for grant award. Other criteria being equal, LEAA reserves the right to require modifications to insure geographic spread and equitable distribution of resources in relation to need and diversification of programmatic design. Criteria are specified in the Program Announcement.

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1. APPLICATION REQUIREMENTS

In order to be considered for funding, applications must include the following:

- a. Project Goals and Objectives. Goal statements should be specifically related to youth, target communities and agencies which will be involved in implementation of the project and to problems addressed in Problem Definition and Data Needs. Define objectives for each of the problems identified in measurable terms, i.e., specific activities in relation to expected results.
- b. Problem Definition and Data Needs. Information about the the target community(s), agencies, and services presently operating within the community(s) is essential to review and selection of projects. State the approach or approaches your project will be utilizing (direct services,) community development, and/or capacity (building) and describe problems and needs accordingly. Sources of data may include but are not limited to state and local criminal justice planning agencies, local unit of government planning, local police departments and census data.
 - (1) Describe and document the problems of the target communities in terms of socio-economic and demographic characteristics including but not limited to crime and delinquency rates; population density; number of youth under age eighteen; infant and adult mortality rates; median income; adult and youth unemployment rates; percentage of families receiving public assistance; prevalence of sub-standard housing and physical deterioration.
 - (2) The number and kinds of agencies providing services to youth in the target community(s), the number and types of services provided; hours of operation, geographic location and transportation availability to services; the number of youth from the target community(s) utilizing those services; the present number and positions of board members, staff, and volunteers, including youth; and current community development activities.

- (3) Describe the manner in which the following items impede or facilitate the participating agencies' ability to provide youth services in the target community: national policy; local policy; organizational structure; operating budget; staff training; and technical assistance.

Identify and describe gaps and/or duplications in services and inadequate agency linkages which impede collaborative efforts in providing services to youth in the target community(s) and which will be impacted by this program.

Applications which utilize the community development approach should also describe problems which impede capacity building activities in the target community(s) including: neighborhood conditions; organizational policies, practices and procedures which limit accessibility and restrict service utilization; and the community's ability to advocate and support youth services.

Applications from national youth-serving agencies which propose a single approach to capacity building should provide information regarding institutional or organizational problems which impede maximum utilization of services by youth from target communities, ability of local agencies to provide and sustain effective services to youth in target communities, and collaborative efforts among local youth-serving agencies which result in eliminating gaps and duplication of services.

c. Program Methodology. Develop a project design which provides a clear description of the following.

- (1) The range of services to be provided to youth from the target community(s), including those services to be improved or expanded and new services to be developed. Indicate how accessibility to services will be increased and describe any conditions associated with eligibility to receive services (membership fees, parental consent, etc.).

- (2) The agencies to be involved in the project, the organizational structure for implementing the project, the ability to coordinate, plan and administer the project, and redirect resources. Applicants must provide letters of intent from all participating agencies which specify their role and responsibilities in planning and implementing the project. Written letters of agreement will be required if applicants are selected for grant award.
- (3) The methods of maximizing participation on youth and residents of the target community in the planning and implementation of the project.
- (4) The monitoring procedures for ensuring accountability of services delivery with respect to quality of service and juveniles served.
- (5) The method for protecting the legal rights of youth served and confidentiality of records.
- (6) Applications from national youth-serving agencies which propose a single approach of improved service delivery should provide a clear description of:
- (a) The activities necessary to effect change or ameliorate problems as identified in Problem Definition and Data Needs.
- (b) The capacity building project components and the number of clients, agencies, staff, board members and volunteers from participating agencies who would be involved in project implementation.
- (c) The techniques to be used to build the capacity of those local affiliates located in areas consistent with the characteristics defined for the target of this program include descriptions of the types and amounts of training and technical assistance that will be available.
- (d) The plan for disseminating information that will assist local youth-serving agencies in planning and implementing services for youth in greatest danger of becoming delinquent.

(e) The ability to make available basic data necessary for project evaluation.

d. Workplan. Prepare a work schedule which describes specific program objectives in relation to milestones, activities and timeframes for accomplishing the objectives.

e. Budget. Prepare a budget of the total costs to be incurred in carrying out the proposed project over two years with a breakout for each budget year. Describe any plans for supplementing LEAA funds with other Federal, State, or private funds as well as plans for sustaining project components beyond the two year funding period. Local, public and private funding sources should be explored as part of this effort in order to assure that the goals of the projects are consistent with the jurisdiction's over all thrust.

2. CRITERIA FOR SELECTION OF PROJECTS.

Applications will be rated and ranked in four separate categories: national, regional, state and multiple units or collaborations of local youth-serving agencies. Only those meeting all criteria at the highest level will be considered for grant award. Other criteria being equal, LEAA reserves the right to require modifications to insure geographic spread and equitable distribution of resources in relations to need and diversification of programmatic design. Applications for multiple units or collaborations of local agencies need not respond to item 1 below.

- (a) The extent to which target communities evidence those socio-economic and demographic conditions listed in paragraph 28.b (1) of the guideline. (50 points)
- (b) The extent to which the project expands the number of youth from target communities utilizing its services. (20 points)
- (c) The extent to which the projects demonstrate the ability to make services more accessible to youth who do not normally use or underutilize private youth-serving agency services because of restrictions in eligibility or termination criteria, membership fees, uniforms, hours of operation, location, etc. (20 points)

(d) The extent to which projects for improvement of service delivery demonstrate an ability to make better use of existing resources through improvements in interagency planning and coordination. (20 points)

(e) The extent to which projects for improved service delivery address significant institutional and organizational problems which interfere with maximum utilization of services by youth in target communities. (20 points)

(f) The extent to which the project design incorporates requirements listed in Problem Definition and Data Needs and proposes program models having potential for replicability. (30 points)

(g) The extent to which the project provides for the involvement of community residents, both young and adults, in planning and implementation of project activities. (15 points)

(h) The extent to which the project specifies the precise roles and responsibilities of all participating agencies in accomplishing stated objectives as evidenced by written agreements. (15 points)

(i) The extent to which projects attempt to eliminate gaps and duplications in services and redirect resources. (10 points)

(j) The extent to which the project specifies activities directed toward sustaining this project after LEAA funding ceases. (10 points)

(k) The extent to which applications from all categories of eligible applicants include non-affiliated private not-for-profit youth-serving agencies in program development and implementation in the affected jurisdiction. (15 points)

(l) The extent to which national agencies will disseminate information and support the replication of effective project components. (10 points)

(m) The extent to which services are made more accessible as evidenced by the reduction of eligibility requirements or conditions which prohibit or interfere with youth participation in youth service programs, e.g. membership fees, equipment, uniforms, etc. (10 points)

- (n) The extent to which the applicant agency involves the local agencies or rural communities in program planning and implementation. (15 points)
- (o) The extent to which projects demonstrate a cost effectiveness in relationship to the amount and types of programmatic activities. (10 points)

3. DEFINITIONS

For this program, the following definitions apply:

- (a) Accessibility refers to the extent and ease to which youth services are perceived by users as available, as well as to the physical proximity of services.
- (b) Capacity refers to a systematic approach which maximizes the ability to provide youth services and the degree to which they can be expanded and sustained.
- (c) Community development is the process through which target area residents participate in and influence those activities which reflect their lives.
- (d) Coordination is the process by which the various agencies and organizations responsible for achieving project objectives work together to provide a comprehensive non-duplicative service network.
- (e) Delinquency is behavior of a juvenile which would subject him or her to the jurisdiction of a juvenile court.
- (f) Disadvantaged youth are youth living in communities characterized by high rates of crime and delinquency, high infant mortality rates, high unemployment and underemployment, sub-standard housing, physical deterioration and low median incomes including, but not limited to females, minority youth, mentally retarded and emotionally or physically handicapped youth.
- (g) Jurisdiction means a unit of general local government such as a city, county, township, town, borough, parish, or village, or a combination of such units.

- (h) Juvenile is a child or youth defined as such by State or local law, who by such definition is subject to the jurisdiction of the juvenile court.
- (i) Prevention is the sum total of activities which create a constructive environment designed to promote positive patterns of youth development and growth. The process includes direct services to youth and indirect activities which address community and institutional conditions that hinder positive youth development and lead to youth involvement with the juvenile justice system.
- (j) Private not-for-profit youth-serving agency means any agency, organization, or institution with experience in dealing with youth, for two years designated tax exempt by the Internal Revenue Service under Section 501(c)(3) of the Internal Revenue Code.
- (k) Program refers to the national prevention effort supported by the Office of Juvenile Justice and Delinquency Prevention.
- (l) Program model refers to the development and implementation of new approaches, techniques and methods with respect to juvenile delinquency prevention programs.
- (m) Project means the set of activities designed to achieve the overall objectives of delinquency prevention in a particular jurisdiction.
- (n) Public youth-serving agency means any agency, organization, or institution which functions as part of a unit of government and is supported by public revenue, for purposes of providing services to youth.
- (o) Regional not-for-profit youth-serving agency/organization is one which serves or advocates for a target population having similar characteristics of need or disadvantage located across a broad homogeneous geographic area.
- (p) Target community refers to an area within a jurisdiction which has a specific set of socio-economic and demographic characteristics which distinguish it from others within the same jurisdiction.

- (a) Youth in danger of becoming delinquent are youth living in communities characterized by high rates of crime and delinquency, high infant mortality rates, high unemployment and underemployment, sub-standard housing, physical deterioration and low median incomes.
- (r) Youth development is the cognitive, emotional, social and physical growth of youth moving toward adulthood.
- (s) Youth participation is the ongoing, active involvement of young people in the activities and decisions which directly affect their lives.

APPENDIX II
 STATISTICAL SUMMARY
 (must be included in application)

1. Population of jurisdiction to be impacted by this project:

	Name	Population
City(s)	_____	_____
	_____	_____
	_____	_____
County(s)	_____	_____
	_____	_____
	_____	_____
State(s)	_____	_____
	_____	_____
	_____	_____
Contiguous Multiple Jurisdictions	_____	_____
	_____	_____
	_____	_____
Region	_____	_____

2. Number of youth under 18 in jurisdiction(s) as defined in (1) above:

<u>Jurisdiction(s)</u>	<u>Population</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3. Population of target community(s) to be impacted (Source _____):

Total(s)	Youth under age 18
_____	_____
_____	_____
_____	_____
_____	_____

4. Crime rates of Target Community(s) to be impacted (Source _____):

Community	Crime Rate
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

5. Expected number of youth to be served by the project:

Year 1 _____
Year 2 _____

6. List agencies to participate in each project component:

Capacity Building	Community Participation	Services
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

7. Funds requested \$ _____

8. In-kind contributions \$ _____

9. Source(s) of expected continuation funding after grant expiration: _____

APPENDIX III

5. TWO TRACK SUBMISSION AND PROCESSING PROCEDURES. Two systems are used for submission and processing of applications. Program Descriptions (Chapters 1 through 4) indicate which system is to be used for projects in each program.

- a. Applications for projects involving more than one region or which have direct national impact are submitted and processed according to Track I procedures indicated below.
- b. Applications for projects involving a single jurisdiction or jurisdictions in one region only and which do not have direct national impact are submitted and processed according to Track II procedures indicated below.

6. TRACK I SUBMISSION AND PROCESSING.

- a. Prior to application, applicant discusses proposed project with appropriate State Planning Agency (see Appendix 6 for names and addresses) and regional and/or local planning units.
- b. Prior to submission of applications to LEAA, applicant notifies or submits application to appropriate A-95 Clearinghouse(s) in accordance with A-95 requirements (Appendix 11).
- c. Applicant sends original and two copies of application to:

Grants and Contracts Management Division
Law Enforcement Assistance Administration
633 Indiana Avenue, N.W.
Washington, D.C. 20531

by the deadline indicated in Program Description (Chapters 1 through 4).

- d. LEAA (Central Office) sends copy of application to appropriate LEAA Regional Office(s) and State Planning Agency(ies) for review within thirty days. If no comments are received within 30 days, Regional Office and SPA concurrence is assumed.
- e. LEAA (Central Office) reviews application and comments and recommends approval or disapproval to Administrator, LEAA.
- f. Administrator, LEAA, approves or disapproves application and, if approved, award is made.

7. TRACK II SUBMISSION AND PROCESSING.

- a. Prior to application, applicant discusses proposed project with appropriate State Planning Agency (see Appendix 6 for names and addresses) and regional and/or local planning unit.
- b. Prior to submission of application to LEAA and SPA, applicant notifies or submits application to appropriate A-95 Clearinghouse(s) in accordance with A-95 requirements (Appendix 11).
- c. Applicant sends original and two copies of application to cognizant LEAA Regional Office (see Appendix 5 for map and addresses) by deadline indicated in Program Description (Chapters 1 through 4).
- d. Applicant sends one copy of application to appropriate State Planning Agency (or Agencies in the case of multi-state projects) at the same time as applications are sent to LEAA.
- e. LEAA Regional Office reviews application within 10 days and, if application meets program requirements, sends it to appropriate LEAA (Central Office) program offices.
- f. LEAA program office reviews application within 30 days and recommends action to Regional Office or rejects application, giving reasons for rejection, and requesting Regional Office to inform applicant, SPA and A-95 Clearinghouse(s).
- g. If program office recommends action, Regional Office completes review of application and comments and recommends approval or disapproval to Regional Administrator.
- h. Regional Administrator approves or disapproves application.
- i. Applications which meet the following criteria are submitted by the Regional Administrator to the Administrator, LEAA, for final approval:

- (1) Proposed project cost of \$300,000 or more;
- (2) Proposed approach which has not been demonstrated or tested elsewhere;
- (3) Controversial nature; or
- (4) Construction projects.

8. PANEL REVIEW PROCESS. In many program areas, LEAA receives more grant applications than can be supported by available funds. The Panel Review Process is intended to promote more effective employment of discretionary funds by providing for a comparison of each grant application with all of the other grant applications under the same program. In addition, advisory reviews by panels of experts will reduce the unavoidable influences of individual staff member preferences.

Applications for grants under any LEAA discretionary program which employs the Panel Review Process (indicated in Program Descriptions, Chapters 1-4) are to be submitted so as to be received by LEAA at any time up to the deadline stated in the program description in this Guideline Manual. Additional material or replacement material also may be submitted and will be considered, provided that it reaches LEAA before the applicable deadline. Applications will not be processed in the receiving office prior to the deadline. After the deadline, all applications will be reviewed concurrently by a panel of expert authorities; their rankings and recommendations will be forwarded to the cognizant LEAA staff members for consideration in further concurrent processing and selection of projects to be funded. Applicants will be informed of LEAA's decision concerning funding as expeditiously as possible within 90 days of the program's closing deadline date.

9. NOTIFICATION. Applicants will be notified of approval or disapproval of their applications within 90 days of the indicated program deadline date for programs utilizing the Panel Review process (paragraph 8) or within 90 days of LEAA's receipt of application for programs not utilizing the panel review process.

APPENDIX IV

BACKGROUND PAPER

Programs to Prevent Juvenile Delinquency

INTRODUCTION

Lawbreaking is an isolated experience of many youth, but a commonplace event for too many others. Similarly, while most delinquent acts result in little more than concern and annoyance, a significant number cause lasting harm and sizable losses. Past efforts to reduce delinquency may have slowed the rate at which wrongdoing by juveniles has increased, but the incidence of serious offenses keeps growing. The hoped for containment of youthful crime is a need still largely unmet.

Preventing delinquency is unmistakably preferable to punishing. By the time a youth has become involved with the juvenile justice system, too much damage has already been done. It is clear, though, that prevention is a long-range and complex goal. In order to achieve a useful degree of success, ways must be found to deal with the causes of delinquency among contemporary youth and disrupt the sequence of events that result in wrongdoing. The design of prevention strategies to do this can be guided by our knowledge of the origins of delinquent behavior.

STATEMENT OF THE PROBLEM

Over the past fifty years, numerous approaches to delinquency and delinquency prevention have been proposed, written about and tested. However, the current state of the art can be summarized rather easily: the prevention aspect of juvenile delinquency is the least sophisticated aspect of delinquency intervention. Very little that we have done to prevent lawbreaking activities has seemed to work (Pink and White, 1973). Delinquency as a phenomenon continues to suffer from a shortage of hard data useful in describing its dynamics. But whatever approaches are taken to resolve the problem will have to consider a few core characteristics.

The first of these characteristics is a dramatic increase in juvenile crime during recent years. This does not refer to changes in status offenses, but to increases in arrests for offenses which would be felonies if committed by adults. From 1960 through 1974, official statistics show an increase of 138 percent in youth arrests for all crimes, and an increase in youth arrests for the four violent index crimes--murder, rape, robbery, and aggravated assault--of 254 percent during the same period (FBI, 1975). Even allowing for a substantial margin of error because of changes in reporting procedures and growth in the size of the youth population--the increase in arrests implies a rapid and major increase in real offense rates.

A second persistent characteristic is that disproportionate numbers of youth from low income, low status families in the inner city fill the court

records and juvenile correctional facilities of this country. What these figures mean continues to be a subject of debate. Studies which distinguish between "official" delinquency and delinquent behavior have argued that official records more often reflect differential rates of apprehension, disposition by the police, and adjudication by the courts, than they reflect real differences in delinquency rates (see for example Nye et al., 1958, Empey & Erickson, 1966; Gold, 1966; and Williams & Gold, 1972). A wide spectrum of other observers are prepared to argue that real delinquency rates remain especially severe among youth from poor, crowded, urban environments (for a review of leading work on this point, see Schur, 1969; see also The President's Commission on Law Enforcement and the Administration of Justice, 1967).

Whether the statistics reflect real differences in offense rates or real differences in arrest rates, the official records delineate an especially severe problem in the inner city. The dimensions can be illustrated by figures from a specific city, Philadelphia. In the most ambitious cohort study to date in this country (Wolfgang, 1972), the concentration of the most serious aspects of the problem among lower socioeconomic status (SES) areas of the city was marked. If only one-time delinquents are considered, the incidence of arrest for boys from lower SES areas was only 16 percent above that of the boys from higher SES areas. But if only recidivists are considered--the delinquents who accounted for 90 percent of the index crimes--then the incidence in the lower SES areas was almost two-and-one-half times that in higher SES areas (for these and the following figures, see Wolfgang, 1972 esp. pp. 65-77).

This finding reflects disparities between upper and lower SES areas on all of the most serious crimes. Applying Wolfgang's and Sellin's "seriousness" scale, which gives greatest weight to use of violence, the weighted rate for juvenile injury offenses was more than four times higher in lower SES areas than in higher SES areas. The rate for use of weapons in lower SES areas was more than six times higher than the rate in higher SES areas. From the lower SES areas of Philadelphia, more than one out of every three boys was contacted by the police for a property offense, compared to about one out of ten in the higher SES areas. For robbery, the numbers were one out of 29 in the lower SES areas versus one out of 167 in the higher SES areas. For assault one out of every seven boys in the lower SES areas was arrested, versus one out of every 33 in the higher SES areas.

The meaning of "inner city" is ordinarily construed in terms of major American cities, and of pockets within them with names like Bedford-Stuyvesant and Watts. But, in fact, inner cities appear in urban areas of virtually all sizes, and there are pockets of rural America which resemble inner cities in their high rates of crime and delinquency, infant mortality, unemployment and underemployment, sub-standard housing, physical deterioration, and low family incomes. The magnitude of the delinquency problem in most of these "high risk" communities is severe by any definition, and warrants a high priority for action.

DELINQUENCY PREVENTION OVERVIEW

Many approaches to delinquency prevention have been proposed. For purposes of an overview, these efforts can be classified according to several

foci: the individual offender; the offender's social and physical environment; and the delinquency-defining process (after Cardarelli, 1975). These categories overlap, and the differences among them are, in part, a matter of emphasis. They are helpful in calling attention to the variety of approaches to delinquency prevention that have been considered, however, and a summary review of activities representative of each of these three approaches is given below.

The individual approach dominated the field from the 1920s until the 1950s, and is still a component of many prevention programs. This position focuses on the pathology of the individual as a contributing factor; it includes the identification of emotional, motivational, and attitudinal factors that could explain delinquency (Healey & Bronner, 1936; Glueck & Glueck, 1950). In general, advocates of prevention from the individual perspective see psychotherapy, social casework, individual counseling, or behavior therapy as the means by which clients will be able to resolve their personality conflicts and assume a positive orientation toward society (Trojanowicz, Trojanowicz, & Moss, 1975; Schwitzgebel & Polk, 1974; Stumphauzer, 1976).

One of the first programmatic expressions of the individual approach was the series of Child Guidance Centers established by Healey in the 1920's (Healey, 1929). The goals of these centers were to study psychiatric problems of pre-delinquent and delinquent children and to develop means of treating them. Similar counseling programs became predominant during the 1940s and 1950s, but social scientists recognized that not all delinquent behavior resulted from repressed desires, unconscious conflicts, or any other ready psychiatric explanations. Typologies were developed to distinguish among delinquent types (Alexander & Staub, 1956). One of the most prominent of these has been the Interpersonal Maturity Level Classification designed by Sullivan, Grant, and Grant (1957) and modified by Warren (1971), designed to facilitate a match between the treatment strategy and the individual's level of functioning.

The individual approach to delinquency is still vigorous, characterizing the vast majority of existing delinquency prevention programs (Cardarelli, 1975). Innovations also continue, as problems within the individual are seen to interact with programs based on other approaches.

The environmental approach views situational conditions as the dominant factor in stimulating and perpetuating delinquent activity (Shaw & McKay, 1969; Gold & Mattick, 1975). This approach assumes that their cultural and social systems produce reactions in individuals which cause them either to conform to, or deviate from, legitimate standards. It further assumes that the delinquent behavior of youth living in "high-risk" settings can be reduced by remodeling and reorganizing the community so that potential offenders can find positive alternatives to delinquent activity (Merton, 1957). Programs using this approach attempt to deal with significant social institutions which have impact on youth, including legitimate institutions like the school or family and "illegitimate" institutions like gangs, street corner groups, and pool halls (Empey & Lubeck, 1971). These programs have been characterized by community-wide efforts to offset social and family disorganizations (Gibbons & Jones, 1975), to mobilize the community and its service providers to meet the needs of youth (Miller, 1962), and to develop

educational programs that will help prepare youth to find their place in society (Knudten, 1975; Wenk, 1975).

Numerous large-scale efforts focusing on social and institutional change have been initiated since the 1930s. The Chicago Area Project is representative of some of the earlier efforts (Burgess, Lohman, & Shaw, 1938). This project was based on the premise that crime and delinquency are in large part the products of alienation attributable to powerlessness among youth living in disadvantaged environments. It attempted to set up autonomous "Community Committees" of neighborhood citizens, and provide them with professional planning expertise. The Committees were expected to develop broad remedial programs that utilized existing neighborhood agencies, institutions, and manpower.

Another major class of environmentally-based programs was based on the notion of opportunity-enhancement (Morris & Rein, 1967), which reached its peak of application in the 1960s. The theoretical underpinnings of these programs were expressed in Cloward and Ohlin's theory of delinquency and opportunity (1960). Cloward & Ohlin developed the thesis that while lower-class youth have internalized conventional goals, these are blocked by their social and economic environment, which produce frustrations which, in turn, lead to non-conformist (and delinquent) behavior. According to this logic, prevention efforts should be targeted toward institutions which could, but are not, providing youth with opportunities for success in conventional areas. Reflecting these assumptions, the massive Mobilization for Youth project was begun in New York City in 1962. This project attacked conditions believed to cause delinquency; it funneled funds into employment programs, education programs, community organizations, and the provision of services to individuals and families. Although intended to "prove opportunity theory" by finding variance in delinquency according to a community's ability to cope with and conquer barriers to mobility, MFY was too long-range, complex, and loosely controlled to determine these effects (Cardarelli, 1975).

One of the more recent programs within the same social-institutional framework is the California Youth Authority's Youth Development/Delinquency Prevention Project (Knight, Goldstein, Gutierrez, 1974). This project seeks to increase public tolerance of youthful acting-out behavior, to increase a youth's attachment to social norms through concerted community action, and to reduce opportunities to commit crimes. One demonstration effort, for example, used an existing crisis intervention center to serve as the nucleus for a community development operation aimed at involving both governmental agencies and indigenous groups.

The third theoretical approach, emphasizing the "labelling" process, offers still a different view of delinquency prevention. This position considers most delinquency programs as harmful as well as ineffective. It questions the use of the legal system to enforce conformity of behavior to social norms (Schur, 1973). Fundamental to this approach is the observation that delinquents are frequently not different from nondelinquents. Virtually all youth in the community, it is argued, have at some time been guilty of "delinquent" misconduct. Singling out only some of those delinquents may contribute to their behavior, however. Prevention activities must avoid the effects of labeling and, instead, should strive for a "universality" of application to all children (Taplin, 1974).

Consistent with this approach is Lemert's (1972) contention that criminal careers develop because youth are stigmatized as deviant by social control agencies (the police, the courts, etc.). This negative experience itself stimulates youth offenses and perpetuates a cycle that frequently carries into adulthood. Advocates of this position favor changes in social policy which would minimize intervention in the lives of so-called delinquents and increase equity in the dispensation of justice. In part, this approach is reflected in current trends of deinstitutionalization and diversion.

Before leaving this overview it would seem appropriate to ask if any of these approaches work? There are two very different answers. First, virtually no prevention program has been able to document its impact on juvenile crime (Dixon & Wright, 1975; Lejins, 1967). Second, many programs were nonetheless concerned with filling in gaps and deficiencies in youths' lives which are highly correlated with delinquency. Programs of this sort at least appear to be aimed at the right targets.

The reasons for the lack of demonstrable prevention results are not obscure. One of them is that delinquency is too complex and springs from too many causes to be prevented by any one program (Cardarelli, 1975). A single program typically engages only a fraction of a youth's time and attention, and it is not surprising that its effects may be overpowered by the other day-to-day forces acting on the child, or by the accumulation of effects that occurred prior to the child's involvement in the program.

A second reason has to do with developmental influences on delinquency. It appears that roughly half of the juveniles who are contacted by the police are not contacted a second time (Wolfgang et al., 1972, pp. 65-67). Further, it has frequently been noted that positive changes in behavior occur independently of a youth's experience in a prevention project (Pink & White, 1973). This leads to the view that correction of youthful behavior is more a matter of maturation than of programmatic intervention. Prevention in this context is not measured by the absence of any evidence of criminal behavior, but by a damping of effects to the level of "ordinary" maturational deviance, so that a slide into chronic criminal activity is avoided.

These comments point also to a third important reason for the lack of demonstrable results: the state-of-the-art in evaluation technology. Demonstrating that an event has not occurred but would have occurred in the absence of a program is a difficult technical problem. Developing accurate measures and data collection procedures for assessing delinquent behavior is equally difficult, as is the task of isolating the effects of any social action programs from the many other sources of variance. Combined, these obstacles typically demand more from evaluations of prevention programs than available resources or the state-of-the-art can bear. Consequently, the real prevention value of many programs remains essentially untested.

PROGRAM CONSIDERATIONS

Clearly the tasks necessary for a comprehensive delinquency prevention effort are not ones which any single federal agency or any set of federal agencies can accomplish alone. One key consideration in program design, therefore, is the opportunity for multiplier effects from federal funds

allocated to the programs, i.e., opportunities to spend monies in ways which generate new, parallel efforts by other resource groups.

A second important consideration is the current state-of-the-art in preventing delinquency. There are no single approaches which have been consistently and demonstrably successful in preventing delinquency. No one has high-confidence solutions, except for the most sweeping injunctions to cure social ills, and replicating model approaches on a nationwide basis is premature. This does not mean, however, that action should be deferred until high-confidence solutions have been found. Rather, it means that modest expectations are in order: if we are as yet unable to solve the problem, we can at least provide services that are going to be part of the eventual solution, and which have the added virtue of being intrinsically valuable services for children in high-risk communities. If, for example, large numbers of children in these communities have no positive role models, services which provide those role models are likely to be useful as one counterforce to the conditions encouraging delinquent behavior. If large numbers of children are growing up without acquiring occupational skills from the public school system, services that provide other routes to these skills are similarly likely to be useful. If the most common way that large numbers of children in high-risk communities can build self-esteem is through non-adaptive behavior, services that provide alternative routes to pride and self-confidence are likely to be advantageous.

In all these cases, an explicit rationale linking the service to delinquency-preventing influences can be developed even if it also is true for all of these cases, that a single delinquency-preventing influence may not be adequate to prevent delinquency. The underlying logic may be most directly expressed the following way: Until that time when we know how to fine-tune programs to prevent delinquency, let us at least provide the services which are known to be important to the normal, positive development of the child.

The examples of pertinent services just cited point to a third major consideration: that there are many important improvements which can be made in high-risk environments without massive infusions of dollars. Even while fundamental problems like unemployment, inadequate housing, and racial discrimination are being addressed on a much broader scale, it is possible to make concrete improvements in the life of a child in a high-risk environment. Human resources are the indispensable ingredient for many of these services, not buildings or equipment.

A fourth important consideration concerns the behavior of youth the program might attempt to influence. Until recently, most prevention efforts were directed largely toward reducing delinquent and anti-social behavior in youths from high-risk groups. This "negative" emphasis is not a necessary feature of delinquency prevention projects, however. Services that promote "positive" growth (as suggested by Pearl, 1972; Empey, 1974; or others) may be more beneficial and easier to implement.

The final consideration is that adequate potential for adopting a positive orientation, for mobilizing human resources, for providing basic youth-development services, and for producing multiplier effects for the Federal effort all exist in the form of an extensive, active set of private

family and youth-service agencies. The range from long-established, national organizations having broad objectives to rather specialized agencies which have been developed over the past several years. "Hot lines" for emergency counseling, drug centers, and runaway services are examples of these newer and increasingly common youth-serving agencies.

The overall magnitude of the private service delivery effort is not known because of the lack of statistics covering all of the organizations, but it is clearly large. The National Collaboration on Youth, composed of some of the largest private youth-serving organizations testified before the Senate Subcommittee to Investigate Juvenile Delinquency that their organizations served 30,000,000 youth, utilizing 4,000,000 volunteer staff and 36,000 professional staff in 1974 (Congressional Record, 4/29/75). These programs generally were not established explicitly to "prevent delinquency." Rather, their aims have been to help children and young adults solve problems, open new options for them, or simply to enrich their environments. But their relationship to prevention through the positive development of youth is self-evident. Such efforts should be supported and encouraged.

POSITIVE YOUTH DEVELOPMENT

"Positive youth development" is an approach to delinquency prevention that cuts across the three categories of causality previously reviewed (individual, environmental, and definitional). Several formulations of this approach have been described.

In one, the positive development of youth is characterized as the cultivation of three human social 'senses': the sense of competence, the sense of belongingness, and the sense of usefulness (Pearl, 1972; see also Pink & White, 1973). With the growth of each of these capacities, the human organism is expected to develop a healthy self-image, move toward the attainment of personal goals, and resist patterns of behavior inconsistent with social well-being (Rogers, 1961; Logsdon & Ewert, 1973).

Social competence is defined as a "productive and mutually satisfying reaction between one child and his peers or adults" (O'Malley, p. 10). In essence, social competence is demonstrated when a child (1) can take the role of another, or experience empathy; (2) possesses a varied repertoire of behaviors that can be applied in different situations; and (3) has the intrapersonal resources to employ these tactics in situations where they are appropriate (Weinstein, 1969). It exists, in short, when youth are prepared to play a variety of roles in society and perform them according to the rules of the game (Cohen & Short, 1971).

The second social sense relevant for positive development of youth is belongingness. The antithesis of belongingness is alienation or the feeling of powerlessness, despair, and normlessness (Reimanis, 1974). For some theorists, a sense of alienation is indicated when an individual feels out of touch with those around him and senses that the direction of his life is controlled by external forces (Jersild, 1955; Jackson, 1965). As a result, personal and social growth is stultified and human behavior becomes less subject to internal self-control. Alienation is seen as a socially imposed condition that impedes the healthy growth of a child or adolescent and negatively affects his social behavior.

The third social sense is a sense of usefulness to oneself and one's society. Despite our culture's regard for youth, children are frequently prevented from assuming meaningful and productive roles in society. This is particularly true when considering social institutions like the school and the world of work, where children are often consigned to passive or pro forma functions. The child's only social requirements commonly are staying in school and staying out of the way of the real world. While he is in school, a child is not responsible for any task, any service, or any socially valued product. And when a child is not successful in school, the sense of uselessness is exacerbated, because he is effectively cut off from his only acceptable social setting (Polk, 1974).

Youth are also systematically excluded from the world of work (Musgrove, 1969). The once routine jobs that were frequently filled by youth are no longer available, and the legislation to prevent society's exploitation of child labor has had the side effect of excluding youth from other satisfying skilled work. This denial of work experience effectively prevents youth from making a responsible contribution to their own community and to their own personal development (Polk, 1974).

A second formulation of positive youth development approaches delinquency-related goals through one or more of four mechanisms (Empey, 1974): (1) assisting youth to develop legitimate identities, free of negative labeling; (2) promoting in youth a sense of belonging, usefulness, and competency, thus enhancing their control (and recognition of their control) over their own futures; (3) providing youth with socially acceptable, responsible, and personally gratifying roles; and (4) encouraging social institutions to assist in these efforts by changing their usual ways of doing business.

Still a third formulation of the idea of positive development suggests mechanisms which offer youth the communications, coping, and decision-making skills they need to enter the mainstream of society; value clarification experiences; opportunities for artistic self-expression; meaningful work experience; and involvement in community service and community decision making (Rutherford, 1976; NIDA, 1975).

POSITIVE YOUTH SERVICES APPROACHES

Many elements of the positive approach to delinquency prevention can be fostered by providing a variety of direct services to youth. These services may be grouped into two subcategories: those focusing on improving the coping skills and self-concept of adolescents, and those focusing on providing youth with marketable skills and increased opportunity in society so that they have some stake in conformity. Although these foci frequently overlap in service programs, for convenience's sake they will be considered separately.

The adjustment aspect of the problem is traditionally remediated through counseling, with the aims often expressed in terms of personality organization, the expression of repressed desires and frustrations, ego-development, or interpersonal maturity. Counseling techniques used with youth include traditional psychotherapy, group therapy, family therapy, family crisis therapy, peer counseling, and reality therapy. Each of these techniques rests on the premise that acting-out youth are emotionally unprepared to

participate in acceptable societal roles and that psychological counseling is a means of preparing them to do so.

Other attempts at improving youth's self-concept have focused on the school as a primary socializing institution. Since school failure is highly correlated with delinquency (Polk & Schafer, 1972), intervention efforts attempt to provide positive school experiences for non-achieving youth. Remedial programs for youth with learning disabilities, enrichment programs for cultural groups, and peer tutoring programs for low achievers are examples of services to improve youth's school experiences (Berman, 1974). Other programs have developed intensive summer enrichment courses designed to improve the self-concept, school attitude, academic achievement, and socialization/maturation of youth (Logsdon & Ewert, 1973).

Recreational programs have also been promoted as adjustment services. Anecdotal accounts of their effectiveness are numerous (see Michener, 1976), but there is no hard evidence that organized recreation serves this function (Lutzn & Orem, 1967). A possible contribution to these disappointing results is that youth no longer seek play activities, but instead seek out adult-like roles in society (Beck & Beck, 1967). Programs such as Mobilization for Youth in New York have attempted to combine work and play by providing both social and academic learning experiences which double as play. Due to the difficulty of evaluating complex programs such as the Mobilization for Youth, the effectiveness of this strategy has not been determined (Gibbons, 1976).

The second, or opportunity aspect of direct services attempt to enhance the economic and social success opportunities of youth. These services are based upon the argument that youth in danger of becoming delinquent typically reach that point because they have been denied status in the mainstream of society (Cohen, 1955). These services are designed to open up previously closed avenues for achieving success within the legitimate societal structure (Cloward & Ohlin, 1960).

A broad range of service models seeking these outcomes have been offered since the 1960s. The majority of them have emphasized manpower training. Manpower programs usually have offered vocational training in industrial arts and have been closely tied to private groups of businessmen and industrial leaders. Some programs have combined academic training and skill training. By associating with individuals from the actual world of work, it was intended that youth enrolled in these programs would acquire a positive self-image and develop self-confidence as well as receive income from their work performance (YDDP, 1971; Project MAP October 1972; Searcy, 1973; OEO, 1972).

Broader instructional programs have been less numerous. They generally have concentrated on training older disadvantaged youth to provide academic instruction to younger disadvantaged youth, with the older youth benefiting from the experience of responsibility (Cloward, 1967). Leadership programs help train youth from inner city areas to become involved in youth work when they return to their communities (YDDP, 1971). Health programs have offered training in pollution and neighborhood cleanup. In some instances, cleanup crews have received stipends from other youth services (Project MAP, May 1972). Other programs also have created new socially productive roles for youth. These new roles include curriculum builders, teachers, community

service-providers, entrepreneurs, community problem-solvers, communicators, and as helping resources for other youth (National Commission on Resources for Youth, 1974).

PRIVATE YOUTH SERVING AGENCIES

As previously noted, precise information on the breadth and extent of services provided by the private sector to youth is not known. However, even a cursory examination provides an idea of their current and potential impact upon their communities.

Private youth-serving organizations offer several extremely important strengths which enable them to serve as vehicles for prevention programs. First, the organizational structure of many of these provides a potential for the rapid and inexpensive expansion of services and mobilization of resources. Few of these agencies are burdened either financially or operationally with the elaborate bureaucracies often associated with public agencies. They have effectively utilized volunteer staff for implementing many of their projects. Also, the organizational structure of these organizations is conducive to disseminating information about promising approaches. Many local agencies are affiliated with a national association which has existing resources for information transfer.

A second important attribute of private youth-service organizations is their natural involvement in the community. Adults serving in these programs are frequently indigenous to the community and thereby do not have to contend with problems of neighborhood acceptance. With community support, many organizations have already been able to establish collaborative arrangements with other service agencies so that the range of youth providers has been expanded and organized. The net result in some localities is a well-organized group of youth-service organizations to serve the needs of youth without duplication of services.

Still a third facilitating attribute of private service organizations is their extensive use of volunteers. This feature has two advantages. One is that volunteer staff appear to be more effective at certain crucial tasks than professionals. This phenomenon has been documented with counselors in the crisis intervention field and with volunteer assistants to probation officers in the criminal justice field (Fox, 1973). The second advantage is the ability of a volunteer staff to make a relatively small budget go a long way in providing services. As noted earlier, the size of the youth population to be served, and the highly personalized services which are required, make the use of paid personnel on a broad scale prohibitively expensive. Participation by large numbers of concerned volunteers is one of the very few ways to get help to these youth.

Private youth-service organizations also face several obstacles. Unfortunately, many tend to be least active in the poor, deteriorating, high-crime inner city areas where youth problems are most severe. Because of their organizational characteristics, these organizations cannot bulldoze their way into a community, nor can they easily sustain an effort over a long period of time in the absence of community support. By the nature of their purpose and structure, these organizations go where they are wanted. Because of their often precarious financing, they must go where they can be

self-sustaining quickly. But the result of these constraints has too often been to limit their potential positive impact on those youth who are in greatest need of their services.

Although the impact of this limitation varies by organization, it tends to be most acute for those groups which rely on large numbers of local volunteers to deliver services. Volunteers are easy to recruit when they live in a cohesive community, have money to pay for babysitters, possess an automobile to transport themselves to meetings, and when their own basic needs for income and recreation are already being satisfied. Volunteers can be very hard to recruit when any of these conditions are not met. Since most private non-profit service organizations rely on at least some degree of volunteer staffing, the problem of getting into the highest need areas is widespread. The difficulty can, however, be overcome by special effort. Several private organizations have already developed programs for recruiting, training, and supporting volunteers in all types of environments.

A second obstacle to taking full advantage of the potential of these organizations is that youth participation in their programs is voluntary, and often the youth in least of help are most likely to join. It is a circular problem--no matter what the socioeconomic environment, supportive parents will try to direct their children toward constructive activities. But these are also the children who by virtue of having supporting parents tend to be best equipped to "avoid" delinquency. Youth-serving organizations can be located in the target environments and still not serve the youth who are showing up most often on police blotters.

The third obstacle faced by many of these agencies is maintaining the relevance of their services. A service which is important to a suburban child may have to be drastically transformed before it has the same value for a child in a high-risk community. In many cases, the basic operating assumptions of an agency may have to be reviewed for realism in terms of services planned for these children.

APPENDIX V

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FEDERAL ASSISTANCE		2. APPLICANT'S APPLICATION	a. NUMBER	3. STATE APPLICATION IDENTIFIER	a. NUMBER
1. TYPE OF ACTION <input type="checkbox"/> PREAPPLICATION <input type="checkbox"/> APPLICATION <small>(Mark appropriate box)</small> <input type="checkbox"/> NOTIFICATION OF INTENT (Opt.) <input type="checkbox"/> REPORT OF FEDERAL ACTION		<i>Leave Blank</i>	b. DATE 19 Year month day	b. DATE 19 Year month day	ASSIGNED 19
4. LEGAL APPLICANT/RECIPIENT			5. FEDERAL EMPLOYER IDENTIFICATION NO.		
a. Applicant Name : b. Organization Unit : c. Street/P.O. Box : d. City : f. State : h. Contact Person (Name & telephone No.) :		e. County : g. ZIP Code:		6. PROGRAM <small>(From Federal Catalog)</small> a. NUMBER b. TITLE	
7. TITLE AND DESCRIPTION OF APPLICANT'S PROJECT		8. TYPE OF APPLICANT/RECIPIENT A-State B-Interstate C-Substate D-District E-City F-School District G-Special Purpose District H-Community Action Agency I-Higher Educational Institution J-Indian Tribe K-Other (Specify): Enter appropriate letter <input type="checkbox"/>			
10. AREA OF PROJECT IMPACT <small>(Names of cities, counties, States, etc.)</small>		11. ESTIMATED NUMBER OF PERSONS BENEFITING		9. TYPE OF ASSISTANCE A-Basic Grant B-Supplemental Grant C-Loan D-Insurance E-Other Enter appropriate letter(s) <input type="checkbox"/>	
13. PROPOSED FUNDING		14. CONGRESSIONAL DISTRICTS OF:		12. TYPE OF APPLICATION A-New B-Renewal C-Revision D-Continuation E-Augmentation Enter appropriate letter <input type="checkbox"/>	
a. FEDERAL \$.00	b. APPLICANT .00	a. APPLICANT	b. PROJECT	15. TYPE OF CHANGE <small>(For 12a or 12c)</small> A-Increase Dollars B-Decrease Dollars C-Increase Duration D-Decrease Duration E-Cancellation Enter appropriate letter(s) <input type="checkbox"/>	
c. STATE .00	d. LOCAL .00	16. PROJECT START DATE 19 Year month day		17. PROJECT DURATION Months	
e. OTHER .00	f. TOTAL \$.00	18. ESTIMATED DATE TO BE SUBMITTED TO FEDERAL AGENCY 19 Year month day		19. EXISTING FEDERAL IDENTIFICATION NUMBER	
20. FEDERAL AGENCY TO RECEIVE REQUEST <small>(Name, City, State, ZIP code)</small>				21. REMARKS ADDED <input type="checkbox"/> Yes <input type="checkbox"/> No	
22. THE APPLICANT CERTIFIES THAT		a. To the best of my knowledge and belief, data in this preapplication/application are true and correct, the document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is approved.		b. If required by OMB Circular A-95 this application was submitted, pursuant to instructions therein, to appropriate clearinghouses and all responses are attached: (1) <input type="checkbox"/> <input type="checkbox"/> (2) <input type="checkbox"/> <input type="checkbox"/> (3) <input type="checkbox"/> <input type="checkbox"/>	
23. CERTIFYING REPRESENTATIVE		a. TYPED NAME AND TITLE		b. SIGNATURE	
				c. DATE SIGNED 19 Year month day	
24. AGENCY NAME				25. APPLICATION RECEIVED 19 Year month day	
26. ORGANIZATIONAL UNIT		27. ADMINISTRATIVE OFFICE		28. FEDERAL APPLICATION IDENTIFICATION	
29. ADDRESS				30. FEDERAL GRANT IDENTIFICATION	
31. ACTION TAKEN		32. FUNDING		33. ACTION DATE 19 Year month day	
<input type="checkbox"/> a. AWARDED	a. FEDERAL \$.00	b. APPLICANT .00		35. CONTACT FOR ADDITIONAL INFORMATION <small>(Name and telephone number)</small>	
<input type="checkbox"/> b. REJECTED	c. STATE .00	d. LOCAL .00			
<input type="checkbox"/> c. RETURNED FOR AMENDMENT	e. OTHER .00	f. TOTAL \$.00			
<input type="checkbox"/> d. DEFERRED					
<input type="checkbox"/> e. WITHDRAWN					
34. STARTING DATE 19 Year month day		36. ENDING DATE 19 Year month day		37. REMARKS ADDED <input type="checkbox"/> Yes <input type="checkbox"/> No	
38. FEDERAL AGENCY A-95 ACTION		a. In taking above action, any comments received from clearinghouses were considered, if agency response is due under provisions of Part 1, OMB Circular A-95, it has been or is being made.		b. FEDERAL AGENCY A-95 OFFICIAL <small>(Name and telephone no.)</small>	

SECTION I—APPLICANT/RECIPIENT DATA

SECTION II—CERTIFICATION

SECTION III—FEDERAL AGENCY ACTION

GENERAL INSTRUCTIONS

This is a multi-purpose standard form. First, it will be used by applicants as a required facesheet for pre-applications and applications submitted in accordance with Federal Management Circular 74-7. Second, it will be used by Federal agencies to report to Clearinghouses on major actions taken on applications reviewed by clearinghouses in accordance with OMB Circular A-95. Third, it will be used by Federal agencies to notify States of grants-in-aid awarded in accordance with Treasury Circular 1082. Fourth, it may be used, on an optional basis, as a notification of intent from applicants to clearinghouses, as an early initial notice that Federal assistance is to be applied for (clearinghouse procedures will govern).

APPLICANT PROCEDURES FOR SECTION I

Applicant will complete all items in Section I. If an item is not applicable, write "NA". If additional space is needed, insert an asterisk "*", and use the remarks section on the back of the form. An explanation follows for each item:

- | Item | Item |
|--|---|
| 1. Mark appropriate box. Pre-application and application guidance is in FMC 74-7 and Federal agency program instructions. Notification of intent guidance is in Circular A-95 and procedures from clearinghouse. Applicant will not use "Report of Federal Action" box. | D. Insurance. Self explanatory.
E. Other. Explain on remarks page. |
| 2a. Applicant's own control number, if desired. | 10. Governmental unit where significant and meaningful impact could be observed. List only largest unit or units affected, such as State, county, or city. If entire unit affected, list it rather than subunits. |
| 2b. Date Section I is prepared. | 11. Estimated number of persons directly benefiting from project. |
| 3a. Number assigned by State clearinghouse, or if delegated by State, by areawide clearinghouse. All requests to Federal agencies must contain this identifier if the program is covered by Circular A-95 and required by applicable State/areawide clearinghouse procedures. If in doubt, consult your clearinghouse. | 12. Use appropriate code letter. Definitions are:
A. New. A submittal for the first time for a new project.
B. Renewal. An extension for an additional funding/budget period for a project having no projected completion date, but for which Federal support must be renewed each year.
C. Revision. A modification to project nature or scope which may result in funding change (increase or decrease).
D. Continuation. An extension for an additional funding/budget period for a project the agency initially agreed to fund for a definite number of years.
E. Augmentation. A requirement for additional funds for a project previously awarded funds in the same funding/budget period. Project nature and scope unchanged. |
| 3b. Date applicant notified of clearinghouse identifier. | 13. Amount requested or to be contributed during the first funding/budget period by each contributor. Value of in-kind contributions will be included. If the action is a change in dollar amount of an existing grant (a revision or augmentation), indicate only the amount of the change. For decreases enclose the amount in parentheses. If both basic and supplemental amounts are included, breakout in remarks. For multiple program funding, use totals and show program breakouts in remarks. Item definitions: 13a, amount requested from Federal Government; 13b, amount applicant will contribute; 13c, amount from State, if applicant is not a State; 13d, amount from local government, if applicant is not a local government; 13e, amount from any other sources, explain in remarks. |
| 4a-4h. Legal name of applicant/recipient, name of primary organizational unit which will undertake the assistance activity, complete address of applicant, and name and telephone number of person who can provide further information about this request. | 14a. Self explanatory. |
| 5. Employer identification number of applicant as assigned by Internal Revenue Service. | 14b. The district(s) where most of actual work will be accomplished. If city-wide or State-wide, covering several districts, write "city-wide" or "State-wide." |
| 6a. Use Catalog of Federal Domestic Assistance number assigned to program under which assistance is requested. If more than one program (e.g., joint-funding) write "multiple" and explain in remarks. If unknown, cite Public Law or U.S. Code. | 15. Complete only for revisions (item 12c), or augmentations (item 12e). |
| 6b. Program title from Federal Catalog. Abbreviate if necessary. | |
| 7. Brief title and appropriate description of project. For notification of intent, continue in remarks section if necessary to convey proper description. | |
| 8. Mostly self-explanatory. "City" includes town, township or other municipality. | |
| 9. Check the type(s) of assistance requested. The definitions of the terms are:
A. Basic Grant. An original request for Federal funds. This would not include any contribution provided under a supplemental grant.
B. Supplemental Grant. A request to increase a basic grant in certain cases where the eligible applicant cannot supply the required matching share of the basic Federal program (e.g., grants awarded by the Appalachian Regional Commission to provide the applicant a matching share).
C. Loan. Self explanatory. | |

PART II

PROJECT APPROVAL INFORMATION

- | | |
|--|---|
| <p>Item</p> <p>16. Approximate date project expected to begin (usually associated with estimated date of availability of funding).</p> <p>17. Estimated number of months to complete project after Federal funds are available.</p> <p>18. Estimated date preapplication/application will be submitted to Federal agency if this project requires clearinghouse review. If review not required, this date would usually be same as date in item 2b.</p> | <p>Item</p> <p>19. Existing Federal identification number if this is not a new request and directly relates to a previous Federal action. Otherwise write "NA".</p> <p>20. Indicate Federal agency to which this request is addressed. Street address not required, but do use ZIP.</p> <p>21. Check appropriate box as to whether Section IV of form contains remarks and/or additional remarks are attached.</p> |
|--|---|

APPLICANT PROCEDURES FOR SECTION II

Applicants will always complete items 23a, 23b, and 23c. If clearinghouse review is required, item 22b must be fully completed. An explanation follows for each item:

- | | |
|--|--|
| <p>Item</p> <p>22b. List clearinghouses to which submitted and show in appropriate blocks the status of their responses. For more than three clearinghouses, continue in remarks section. All written comments submitted by or through clearinghouses must be attached.</p> <p>23a. Name and title of authorized representative of legal applicant.</p> | <p>Item</p> <p>23b. Self explanatory.</p> <p>23c. Self explanatory.</p> <p>Note: Applicant completes only Sections I and II. Section III is completed by Federal agencies.</p> |
|--|--|

FEDERAL AGENCY PROCEDURES FOR SECTION III

If applicant-supplied information in Sections I and II needs no updating or adjustment to fit the final Federal action, the Federal agency will complete Section III only. An explanation for each item follows:

- | | |
|--|--|
| <p>Item</p> <p>24. Executive department or independent agency having program administration responsibility.</p> <p>25. Self explanatory.</p> <p>26. Primary organizational unit below department level having direct program management responsibility.</p> <p>27. Office directly monitoring the program.</p> <p>28. Use to identify non-award actions where Federal grant identifier in item 30 is not applicable or will not suffice.</p> <p>29. Complete address of administering office shown in item 26.</p> <p>30. Use to identify award actions where different from Federal application identifier in item 28.</p> <p>31. Self explanatory. Use remarks section to amplify where appropriate.</p> <p>32. Amount to be contributed during the first funding/budget period by each contributor. Value of in-kind contributions will be included. If the action is a change in dollar amount of an existing grant (a revision or augmentation), indicate only the amount of change. For decreases, enclose the amount in parentheses. If both basic and supplemental amounts are included, breakout in remarks. For multiple program funding, use totals and show program breakouts in remarks. Item definitions: 32a, amount awarded by Federal Government; 32b, amount applicant will contribute; 32c, amount from State, if applicant is not a State; 32d, amount from local government if applicant is not a local government; 32e, amount from any other sources, explain in remarks.</p> <p>33. Date action was taken on this request.</p> <p>34. Date funds will become available.</p> | <p>Item</p> <p>35. Name and telephone no. of agency person who can provide more information regarding this assistance.</p> <p>36. Date after which funds will no longer be available.</p> <p>37. Check appropriate box as to whether Section IV of form contains Federal remarks and/or attachment of additional remarks.</p> <p>38. For use with A-95 action notices only. Name and telephone of person who can assure that appropriate A-95 action has been taken—If same as person shown in item 35, write "same". If not applicable, write "NA".</p> <p>Federal Agency Procedures—special considerations</p> <p>A. Treasury Circular 1082 compliance. Federal agency will assure proper completion of Sections I and III. If Section I is being completed by Federal agency, all applicable items must be filled in. Addresses of State Information Reception Agencies (SCIRA's) are provided by Treasury Department to each agency. This form replaces SF 240, which will no longer be used.</p> <p>B. OMB Circular A-95 compliance. Federal agency will assure proper completion of Sections I, II, and III. This form is required for notifying all reviewing clearinghouses of major actions on all programs reviewed under A-95. Addresses of State and areawide clearinghouses are provided by OMB to each agency. Substantive differences between applicant's request and/or clearinghouse recommendations, and the project as finally awarded will be explained in A-95 notifications to clearinghouses.</p> <p>C. Special note. In most, but not all States, the A-95 State clearinghouse and the (TC 1082) SCIRA are the same office. In such cases, the A-95 award notice to the State clearinghouse will fulfill the TC 1082 award notice requirement to the State SCIRA. Duplicate notification should be avoided.</p> |
|--|--|

Item 1.
 Does this assistance request require State, local, regional, or other priority rating? _____ Yes _____ No
 Name of Governing Body _____
 Priority Rating _____

Item 2.
 Does this assistance request require State, or local advisory, educational or health clearances? _____ Yes _____ No
 Name of Agency or Board _____
 (Attach Documentation)

Item 3.
 Does this assistance request require clearinghouse review in accordance with OMB Circular A-95? _____ Yes _____ No
 (Attach Comments)

Item 4.
 Does this assistance request require State, local, regional or other planning approval? _____ Yes _____ No
 Name of Approving Agency _____
 Date _____

Item 5.
 Is the proposed project covered by an approved comprehensive plan? _____ Yes _____ No
 Check one: State
 Local
 Regional
 Location of Plan _____

Item 6.
 Will the assistance requested serve a Federal installation? _____ Yes _____ No
 Name of Federal Installation _____
 Federal Population benefiting from Project _____

Item 7.
 Will the assistance requested be on Federal land or installation? _____ Yes _____ No
 Name of Federal Installation _____
 Location of Federal Land _____
 Percent of Project _____

Item 8.
 Will the assistance requested have an impact or effect on the environment? _____ Yes _____ No
 See instructions for additional information to be provided.

Item 9.
 Will the assistance requested cause the displacement of individuals, families, businesses, or farms? _____ Yes _____ No
 Number of:
 Individuals _____
 Families _____
 Businesses _____
 Farms _____

Item 10.
 Is there other related assistance on this project previous, pending, or anticipated? _____ Yes _____ No
 See instructions for additional information to be provided.

INSTRUCTIONS

PART II

Negative answers will not require an explanation unless the Federal agency requests more information at a later date. Provide supplementary data for all "Yes" answers in the space provided in accordance with the following instructions:

Item 1 — Provide the name of the governing body establishing the priority system and the priority rating assigned to this project.

Item 2 — Provide the name of the agency or board which issued the clearance and attach the documentation of status or approval.

Item 3 — Attach the clearinghouse comments for the application in accordance with the instructions contained in Office of Management and Budget Circular No. A-95. If comments were submitted previously with a preapplication, do not submit them again but any additional comments received from the clearinghouse should be submitted with this application.

Item 4 — Furnish the name of the approving agency and the approval date.

Item 5 — Show whether the approved comprehensive plan is State, local or regional, or if none of these, explain the

scope of the plan. Give the location where the approved plan is available for examination and state whether this project is in conformance with the plan.

Item 6 — Show the population residing or working on the Federal installation who will benefit from this project.

Item 7 — Show the percentage of the project work that will be conducted on federally-owned or leased land. Give the name of the Federal installation and its location.

Item 8 — Describe briefly the possible beneficial and harmful impact on the environment of the proposed project. If an adverse environmental impact is anticipated, explain what action will be taken to minimize the impact. Federal agencies will provide separate instructions if additional data is needed.

Item 9 — State the number of individuals, families, businesses, or farms this project will displace. Federal agencies will provide separate instructions if additional data is needed.

Item 10 — Show the Federal Domestic Assistance Catalog number, the program name, the type of assistance, the status and the amount of each project where there is related previous, pending or anticipated assistance. Use additional sheets, if needed.

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PART III — BUDGET INFORMATION

SECTION A — BUDGET SUMMARY

Grant Program, Function or Activity (a)	Federal Catalog No. (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (a)
1.		\$	\$	\$	\$	\$
2.						
3.						
4.						
5. TOTALS		\$	\$	\$	\$	\$

SECTION B — BUDGET CATEGORIES

Object Class Categories	— Grant Program, Function or Activity				Total (5)
	(1)	(2)	(3)	(4)	
a. Personnel	\$	\$	\$	\$	\$
b. Fringe Benefits					
c. Travel					
d. Equipment					
e. Supplies					
f. Contractual					
g. Construction					
h. Other					
i. Total Direct Charges					
j. Indirect Charges					
k. TOTALS	\$	\$	\$	\$	\$
7. Program Income	\$	\$	\$	\$	\$

INSTRUCTIONS

PART III

General Instructions

This form is designed so that application can be made for funds from one or more grant programs. In preparing the budget, adhere to any existing Federal grantor agency guidelines which prescribe how and whether budgeted amounts should be separately shown for different functions or activities within the program.

Section A. Budget Summary Lines 1-4, Columns (a) and (b).

For applications pertaining to a single Federal grant program (Federal Domestic Assistance Catalog number) and not requiring a functional or activity breakdown, enter on Line 1 under Column (a) the catalog program title and the catalog number in Column (b).

For applications pertaining to a single program requiring budget amounts by multiple functions or activities, enter the name of each activity or function on each line in Column (a), and enter the catalog number in Column (b).

For applications pertaining to multiple programs where one or more programs require a breakdown by function or activity, prepare a separate sheet for each program requiring the breakdown.

Lines 1-4, Columns (c) through (g).

For new applications, leave Columns (c) and (d) blank. For each line entry in Columns (a) and (b), enter in Columns (e), (f), and (g) the appropriate amounts of funds needed to support the project for the first funding period (usually a year).

For continuing grant program applications, submit these forms before the end of each funding period as required by

the grantor agency. Enter in Columns (c) and (d) the estimated amounts of funds which will remain unobligated at the end of the grant funding period only if the Federal grantor agency instructions provide for this.

For supplemental grants and changes to existing grants, do not use Columns (c) and (d). Enter in Column (e) the amount of the increase or decrease of Federal funds and enter in Column (f) the amount of the increase or decrease of non-Federal funds.

Line 5 -- Show the totals for all columns used.

Section B. Budget Categories

In the column headings (1) through (4), enter the titles of the same programs, functions, and activities shown on Lines 1-4, Column (a), Section A.

Lines 6a-h -- Show the estimated amount for each direct cost budget (object class) category for each column with program, function or activity heading.

Line 6i -- Show the totals of Lines 6a to 6h in each column.

Line 6j -- Show the amount of indirect cost. Refer to Office of Management and Budget Circular No. A-87.

Line 6k -- Enter the total of amounts on Lines 6i and 6j. For all applications for new grants and continuation grants the total amount in column (5), Line 6k, should be the same as the total amount shown in Section A, Column (g), Line 5.

Line 7 -- Enter the estimated amount of income, if any, expected to be generated from this project. Do not add or subtract this amount from the total project amount.

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SECTION C - NON-FEDERAL RESOURCES					
(a) Grant Program	(b) APPLICANT	(c) STATE	(d) OTHER SOURCES	(e) TOTALS	
8.	\$	\$	\$	\$	\$
9.					
10.					
11.					
12. TOTALS	\$	\$	\$	\$	\$

SECTION D - FORECASTED CASH NEEDS				
Total for 1st Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13. Federal	\$	\$	\$	\$
14. Non-Federal				
15. TOTAL	\$	\$	\$	\$

SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT				
(a) Grant Program	FUTURE FUNDING PERIODS (YEARS)			
	(b) FIRST	(c) SECOND	(d) THIRD	(e) FOURTH
16.	\$	\$	\$	\$
17.				
18.				
19.				
20. TOTALS	\$	\$	\$	\$

SECTION F - OTHER BUDGET INFORMATION	
(Attach additional Sheets if Necessary)	
21. Direct Charges:	
22. Indirect Charges:	
23. Remarks:	

INSTRUCTIONS

PART III
(continued)

Section C. Source of Non-Federal Resources

Line 8-11 — Enter amounts of non-Federal resources that will be used on the grant. (See attachment F, Office of Management and Budget Circular No. A-102.) See LEAA Instructions this page.

Column (a) — Enter the program titles identical to Column (a), Section A. A breakdown by function or activity is not necessary.

Column (b) — Enter the amount of cash and in-kind contributions to be made by the applicant as shown in Section A. (See also Attachment F, Office of Management and Budget Circular No. A-102.)

Column (c) — Enter the State contribution if the applicant is not a State or State agency. Applicants which are a State or State agencies should leave this column blank.

Column (d) — Enter the amount of cash and in-kind contributions to be made from all other sources.

Column (e) — Enter totals of Columns (b), (c), and (d).

Line 12 — Enter the total for each of Columns (b)-(e). The amount in Column (e) should be equal to the amount on Line 5, Column (f), Section A.

Section D. Forecasted Cash Needs

Line 13 — Enter the amount of cash needed by quarter from the grantor agency during the first year.

Line 14 — Enter the amount of cash from all other sources needed by quarter during the first year.

LEAA Instructions

Applicants must provide on a separate sheet(s) a budget narrative which will detail by budget category, the federal and nonfederal (in-kind and cash) share. The grantee cash contribution should be identified as to its source, i.e., funds appropriated by a state or local unit of government or donation from a private source. The narrative should relate the items budgeted to project activities and should provide a justification and explanation for the budgeted items including the criteria and data used to arrive at the estimates for each budget category.

Line 15 — Enter the totals of amounts on Lines 13 and 14.

Section E. Budget Estimates of Federal Funds Needed for Balance of the Project

Lines 16-19 — Enter in Column (a) the same grant program titles shown in Column (a), Section A. A breakdown by function or activity is not necessary. For new applications and continuing grant applications, enter in the proper columns amounts of Federal funds which will be needed to complete the program or project over the succeeding funding periods (usually in years). This Section need not be completed for amendments, changes, or supplements to funds for the current year of existing grants.

If more than four lines are needed to list the program titles submit additional schedules as necessary.

Line 20 — Enter the total for each of the Columns (b)-(e). When additional schedules are prepared for this Section, annotate accordingly and show the overall totals on this line.

Section F — Other Budget Information.

Line 21 — Use this space to explain amounts for individual direct object cost categories that may appear to be out of the ordinary or to explain the details as required by the Federal grantor agency.

Line 22 — Enter the type of indirect rate (provisional, pre-determined, final or fixed) that will be in effect during the funding period, the estimated amount of the base to which the rate is applied, and the total indirect expense.

Line 23 — Provide any other explanations required herein or any other comments deemed necessary.

INSTRUCTIONS

PART IV
PROGRAM NARRATIVE

Prepare the program narrative statement in accordance with the following instructions for all new grant programs. Requests for continuation or refunding and changes on an approved project should respond to item 5b only. Requests for supplemental assistance should respond to question 5c only.

1. OBJECTIVES AND NEED FOR THIS ASSISTANCE.

Pinpoint any relevant physical, economic, social, financial, institutional, or other problems requiring a solution. Demonstrate the need for assistance and state the principal and subordinate objectives of the project. Supporting documentation or other testimonials from concerned interests other than the applicant may be used. Any relevant data based on planning studies should be included or footnoted.

2. RESULTS OR BENEFITS EXPECTED.

Identify results and benefits to be derived. For example, when applying for a grant to establish a neighborhood health center provide a description of who will occupy the facility, how the facility will be used, and how the facility will benefit the general public.

3. APPROACH.

- Outline a plan of action pertaining to the scope and detail of how the proposed work will be accomplished for each grant program, function or activity, provided in the budget. Cite factors which might accelerate or decelerate the work and your reason for taking this approach as opposed to others. Describe any unusual features of the project such as design or technological innovations, reductions in cost or time, or extraordinary social and community involvement.
- Provide for each grant program, function or activity, quantitative monthly or quarterly projections of the accomplishments to be achieved in such terms as the number of jobs created; the number of people served; and the number of patients treated. When accomplishments cannot be quantified by activity or function, list them in chronological order to show the schedule of accomplishments and their target dates.

c. Identify the kinds of data to be collected and maintained and discuss the criteria to be used to evaluate the results and successes of the project. Explain the methodology that will be used to determine if the needs identified and discussed are being met and if the results and benefits identified in item 2 are being achieved.

d. List organizations, cooperators, consultants, or other key individuals who will work on the project along with a short description of the nature of their effort or contribution.

4. GEOGRAPHIC LOCATION.

Give a precise location of the project or area to be served by the proposed project. Maps or other graphic aids may be attached.

5. IF APPLICABLE, PROVIDE THE FOLLOWING INFORMATION:

- For research or demonstration assistance requests, present a biographical sketch of the program director with the following information; name, address, phone number, background, and other qualifying experience for the project. Also, list the name, training and background for other key personnel engaged in the project.
- Discuss accomplishments to date and list in chronological order a schedule of accomplishments, progress or milestones anticipated with the new funding request. If there have been significant changes in the project objectives, location approach, or time delays, explain and justify. For other requests for changes or amendments, explain the reason for the change(s). If the scope or objectives have changed or an extension of time is necessary, explain the circumstances and justify. If the total budget has been exceeded, or if individual budget items have changed more than the prescribed limits contained in Attachment K to Office of Management and Budget Circular No. A-102, explain and justify the change and its effect on the project.
- For supplemental assistance requests, explain the reason for the request and justify the need for additional funding.

PART V
ASSURANCES

The Applicant hereby assures and certifies that he will comply with the regulations, policies, guidelines, and requirements including OMB Circulars Nos. A-87, A-95, and A-102, as they relate to the application, acceptance and use of Federal funds for this Federally assisted project. Also the Applicant assures and certifies with respect to the grant that:

1. It possesses legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of the applicant's governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the applicant to act in connection with the application and to provide such additional information as may be required.
2. It will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and in accordance with Title VI of that Act, no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance and will immediately take any measures necessary to effectuate this agreement.
- 3a. It will comply with the provisions of 28 C.F.R. 42.101 et seq. prohibiting discrimination based on race, color or national origin by or through its contractual arrangements. If the grantee is an institution or a governmental agency, office or unit then this assurance of nondiscrimination by race, color or national origin extends to discrimination anywhere in the institution or governmental agency, office, or unit.
- 3b. If the grantee is a unit of state or local government, state planning agency or law enforcement agency, it will comply with Title VII of the Civil Rights Act of 1964, as amended, and 28 C.F.R. 42.201 et seq. prohibiting discrimination in employment practices based on race, color, creed, sex or national origin. Additionally, it will obtain assurances from all subgrantees, contractors and subcontractors that they will not discriminate in employment practices based on race, color, creed, sex or national origin.
- 3c. It will comply with and will insure compliance by its subgrantees and contractors with Title I of the Crime Control Act of 1973, Title VI of the Civil Rights Act of 1964 and all requirements imposed by or pursuant to regulations of the Department of Justice (28 C.F.R. Part 42) such that no person, on the basis of race, color, sex or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity funded by LEAA.
4. It will comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of Federal and federally assisted programs.
5. It will comply with the provisions of the Hatch Act which limit the political activity of employees.
6. It will comply with the minimum wage and maximum hours provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of State and local governments.
7. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.
8. It will give the grantor agency or the Comptroller General through any authorized representative the access to and the right to examine all records, books, papers, or documents related to the grant.
9. It will comply with all requirements imposed by the Federal grantor agency concerning special requirements of law, program requirements, and other administrative requirements approved in accordance with Office of Management and Budget Circular No. A-102.

APPENDIX VI (CONT'D)
SPECIAL INSTRUCTIONS FOR LEAA FORM 4000/3 (NON-CONSTRUCTION).

a. Part I. (Standard Form 424)

- (1) Item No. 6, Federal Catalog Number. The Catalog of Federal Domestic Assistance program number for LEAA discretionary grants is 16.501. Only this number should be placed in block 6.
- (2) Item No. 8, Type of Applicant. Applicant here refers to the State agency, local government unit, institution or department or non-profit organization which will implement the project whether as direct grantee or subgrantee of a State Planning Agency.
- (3) Item No. 7, Title and Description. Indicate title and brief description of project. Also indicate program category (e.g., Rural Law Enforcement, Career Criminal, Victim/Witness Assistance, etc.) from chapter 1-4 of this Manual from which funding sought.
- (4) Item No. 23, Signature of Authorized Representative. The signature shown MUST BE that of the individual authorized to enter into binding commitments on behalf of the applicant or implementing agency. He will normally be the chief officer of the agency or governmental unit involved.

b. Part III, Budget Information. (Refer to Appendix 6 for an example of a properly completed application budget.)

- (1) Section A, column (a). Grant applications requesting only one kind of discretionary funds (either Part C or Part E), should place the designation "DF-Part C" or "DF-Part E" as appropriate on line 1. (See Appendix 6) Grant applications requesting a combination of Part C and Part E funding should place the designation on line 2.
- (2) Section A, column (b). Column (b) will always reflect the Catalog of Federal Domestic Assistance program number for LEAA discretionary grants, 16.501. This is the same number that appears in Item 6 of page 1 of the application.
- (3) Special LEAA Instructions. Applicants must follow the Instructions for completing Part III, Budget Narrative and Part IV Program Narrative contained in Appendix 5 of this manual.

APPENDIX 9. INSTRUCTIONS FOR GRANT APPLICATION PART III
BUDGET NARRATIVE AND PART IV PROGRAM NARRATIVE.

1. Part III - Budget Narrative Instruction. LEAA instructions (on application form Page 10) require applicants to provide on a separate sheet(s) a budget narrative which details by budget category, the Federal and non-federal (in-kind and cash) share. The purpose of the budget narrative is to relate items budgeted to project activities and to provide justification and explanation for budgeted items, including criteria and data used to arrive at the estimates for each budget category. The following information is provided to assist the applicant in developing the budget narrative.
 - a. Personnel Category. List each position by title (and name of employee, if available), show annual salary rate and percentage of time to be devoted to the project by the employee. Compensation paid for employees engaged in Federally assisted activities must be consistent with that paid for similar work in other activities of the applicant.
 - b. Fringe Benefits Category. Indicate each type of benefit included and the total cost allowable to employees assigned to the project.
 - c. Travel Category. Itemize travel expenses of project personnel by purpose (e.g., faculty to training site, field interviews, advisory group meetings, etc.) and show basis or computation (e.g., "Five trips for 'x' purpose at \$80 average cost - \$50 transportation and two days per diem at \$15" or "Six people to 3-day meeting at \$70 transportation and \$45 subsistence".) In training projects where travel and subsistence of trainees is included, this should be separately listed indicating the number of trainees and the unit costs involved.

Identify the tentative location of all training sessions, meetings, and other travel.

Applicants should consult such references as the Official Airline Guide and the Hotel and Motel Redbook in projecting travel costs to obtain competitive rates.
 - d. Equipment. List each type of equipment to be purchased or rented with unit or monthly costs.
 - e. Supplies. List items within this category by major type (office supplies, training materials, research forms, postage) and show basis for computation. Provide unit or monthly estimates.

APPENDIX 9. (CONT'D)

- f. Contractual Category. State the selection basis for any contract or subcontract or prospective contract or subcontract, (including construction services and equipment).
- (1) For individuals to be reimbursed for personal services on a fee basis, list by name or type of consultant or service the proposed fee (by day, week or hour) and the amount of time to be devoted to such services. The rate of compensation for consultants (evaluation, faculty, or other) is maximum of \$135 per day, calculation on eight hour day at \$16.88 per hour; no consultant should be paid in excess of his/her present rate of compensation or in excess of normal rates for such services in that particular field.
 - (2) For construction contracts and organizations, (including professional associations and education institutions performing professional services), indicate the type of services to be performed and the estimated contract cost data.
- g. Construction Category. Describe construction or renovation which will be accomplished using grant funds and the method used to calculate cost.
- h. Other Category. Include under "other" such items as rent, reproduction, telephone, and janitorial or security services. List items by major type with basis of computation shown. (Provide square footage and cost per square foot for rent - provide local and long distance telephone charges separately.)
- i. Indirect Cost Category. The Administration may accept any indirect cost rate previously approved for an applicant by a Federal agency. Applicants should enclose a copy of the approved rate agreement or indicate the date the rate was approved and the Federal agency that approved the rate. In lieu of an approved flat rate, amounts not in excess of 10 percent of total direct costs may be claimed. If this method is used, the applicant must justify the requested amount.
- j. Program Income. If applicable, provide a detailed estimate of the amount of program income to be generated during the grant period and its proposed application (to reduce the costs of the project or to increase the scope of the project). Also, describe the source of program income, listing the

APPENDIX 9. (CONT'D)

- rental rates to be obtained, sale prices or publications supported by grant funds, and registration fees charged for particular sessions. If scholarships (covering, for example, registration fees) are awarded by the organization to certain conferences attendees, the application should identify the percentage of all attendees that are projected as "scholarship" cases and the precise criteria for their selection.
- k. Matching Funds. Describe the source and amount of matching funds.
2. Part IV - Program Narrative Instructions. The program narrative consists of four sections. If a particular section levies a requirement which is not practical or possible given the nature of the grant, a justification for not completing that section must be given. All applicants must follow the format provided in this instruction.
- a. Section I. Assessment Plan. The assessment plan details a strategy for measuring the progress of the grant during its life. The plan identifies performance and impact goals which are sought and achievable during the grant period and how and when these goals will be achieved and measured.
- (1) Performance Goals. Performance goals helps to measure the progress of project implementation. Performance goals relate therefore to the "means" selected to accomplish the project. In a crime prevention project, for example, a performance goals might be "to target harden (lights and locks) one hundred residencies within census tract three by month six." (For comparative purposes see the impact goals example for this same type of project given below.)

In this section identify each performance goal, the target day/month by which it is to be achieved, the source and type of data required to measure achievement, and the person(s) responsible for data collection and measurement.

APPENDIX 9. (CONT'D)

- (2) Impact Goal. An impact goal helps to measure the effect that the project is expected to have on crime or the criminal justice system itself. An impact goal relates therefore to project "ends" rather than project "means". To use the crime prevention example again, an impact goal might be "a 5% reduction in residential burglaries within census tract three by month eight."
- b. Section 2. Operating Plan. The operating plan details the major steps which must be taken to carry the grant through to completion and goal achievement. The operating plan consists of two parts, a "start-up" plan and a "program operations" plan. Instructions for completing each part follow.
- (1) Start-up. For each of the following identify the major activities involved in starting and completing each step. If a particular step will take longer than two months to complete, divide it into substeps so its progress can be measured.
- (a) Contract Staff/Consultant Hiring. List each staff and consultant position which is critical to project start-up program operations. Indicate the target dates for starting to recruit and fill each critical position.
- (b) Space, Major Equipment and Services. Identify the major space, equipment and services items which must be acquired before the grant can become operational. Indicate for each item the target dates for starting and completing acquisition efforts.
- (c) Preparatory Program Steps. Identify and list the program steps that must be accomplished before the grant can become operational. Include target start and complete dates for each step. Examples of preparatory program steps include data or clients to the grant program, design and production of survey instruments, etc.
- (d) Establishment of Administrative Controls. Controls and list critical administrative controls that must be established during the start-up period of the grant. A critical control is one that is essential to the management of resources and project implementation. Include start and complete dates for establishing each control.

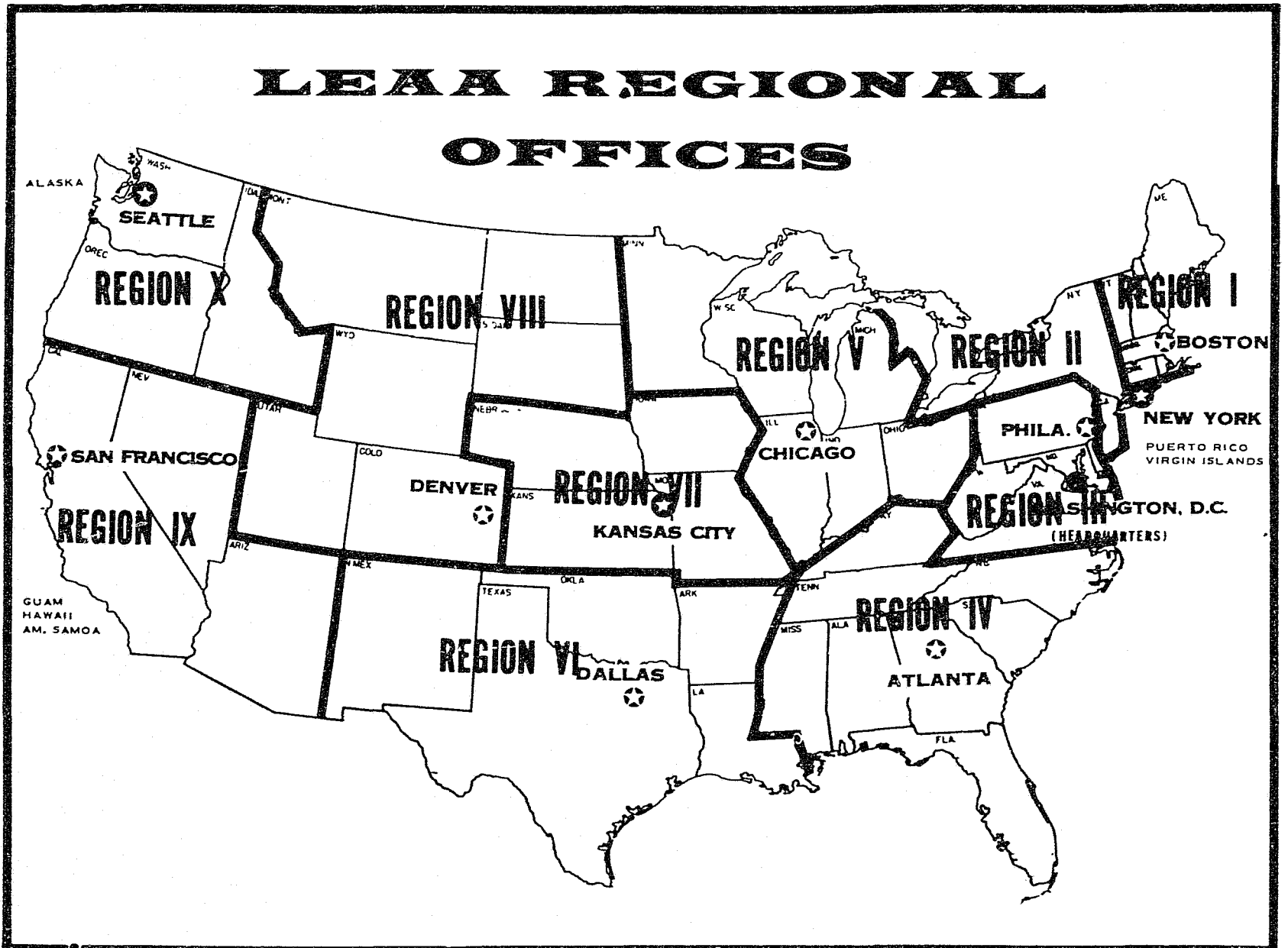
APPENDIX VII

- (e) Anticipated Start-up Delay. Indicate whether a delay can be expected from date of LEAA award to project start-up. For example, the project may be delayed by the requirement that Federal funds be "passed-through" other levels of government before they reach the project. Another delay might be caused by state legislative action required by approve matching funds.
- (2) Program Operations. Identify the major steps that must be taken once the grant is operational to complete it. Also, identify grant products and give the target start and estimated day/month for each step and product. If a particular step will take longer than two months to complete break it down into substeps so progress towards it can be measured.

The entire Operating Plan should consist of a step-by-step process for completing the grant and achieving its goals. If the plan does not achieve this, it will not support an LEAA decision to fund the grant application.

- c. Section 3. Technical Assistance Plan. Identify the need for outside technical assistance in implementing the start-up and program operating plans by comparing the technical requirements of the "Operating" and "Assessment" plans with the actual or proposed technical capabilities of the project staff. Provide a description of the technical assistance required during grant implementation, an implementation schedule, and the source of the assistance (e.g., LEAA, SPA, consultant, etc.).
- d. Section 4. Product Utilization Plan. If the intent of the grant is to produce a publishable product or a result which is to be replicated within the criminal justice system recommend a plan of action and schedule for publication or replication in this Section. Identify the target beneficiary of the publication/replication.

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APPENDIX 2. (Cont'd)

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APPENDIX 2. (Cont'd)

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APPENDIX 2. (Cont'd)

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April 22, 1976

APPENDIX 2. (Cont'd)

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April 22, 1976

APPENDIX 2. (Cont'd)

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Salem, OR 97303
503/378-4347 FTS 530-4347

PENNSYLVANIA

Thomas J. Brennan, Deputy Director
Governor's Justice Commission
Department of Justice
P.O. Box 1167
Federal Square Station
Harrisburg, PA 17120
717/787-2042

PUERTO RICO

Dionisio Manzano, Executive Director
Puerto Rico Crime Commission
G.P.O. Box 1256
Hato Rey, PR 00936
809/783-0398

RHODE ISLAND

Patrick J. Fingliss, Executive Director
Governor's Justice Commission
197 Taunton Avenue
East Providence, RI 02914
401/277-2620

G 1300.1F
April 22, 1976

APPENDIX 2. (Cont'd)

SOUTH CAROLINA

Lee M. Thomas, Executive Director
Office of Criminal Justice Programs
Edgar A. Brown State Office Building
1205 Pendleton Street
Columbia, SC 29201
803/758-3573 FTS 677-5011

SOUTH DAKOTA

Randolph J. Seiler, Director
Division of Law Enforcement Assistance
2000 West Pleasant Drive
Pierre, SD 57501
605/224-3665 FTS 782-7000

TENNESSEE

Harry D. Mansfield, Executive Director
Tennessee Law Enforcement Planning Agency
Suite 205, Capitol Hill Building
301 Seventh Avenue, North
Nashville, TN 37219
615/741-3521 FTS 852-5022

TEXAS

Robert C. Flowers, Executive Director
Criminal Justice Division
Office of the Governor
411 West 13th Street
Austin, TX 78701
512/475-4444 FTS 734-5011

UTAH

Robert B. Andersen, Director
Utah Council on Criminal Justice
Administration
Room 304 - State Office Building
Salt Lake City, UT 84114
801/533-5731 FTS 588-5500

VERMONT

Forrest Forsythe, Executive Director
Governor's Commission on the
Administration of Justice
149 State Street
Montpelier, VT 05602
802/828-2351

G 1300.1F
April 22, 1976

APPENDIX 2. (Cont'd)

VIRGINIA

Richard N. Harris, Director
Division of Justice and Crime Prevention
8501 Mayland Drive
Richmond, VA 23229
804/786-7421

VIRGIN ISLANDS

Willis Cunningham, Acting Administrator
Virgin Islands Law Enforcement Planning Commission
Box 280 - Charlotte Amalie
St. Thomas, VI 00801
809/774-6400

WASHINGTON

Saul Arrington, Administrator
Law and Justice Planning Office
Office of Community Development
Insurance Building, Room 107
Olympia, WA 98504
206/753-2235 FTS 434-2235

WEST VIRGINIA

Gerald S. White, Executive Director
Governor's Committee on Crime, Delinquency
and Corrections
Morris Square, Suite 321
1212 Lewis Street
Charleston, WV 25301
304/345-8814

WISCONSIN

Charles M. Hill, Sr., Executive Director
Wisconsin Council on Criminal Justice
122 West Washington
Madison, WI 53702
602/266-3323

WYOMING

William Penn, Administrator
Governor's Planning Committee on
Criminal Administration
State Office Building East
Cheyenne, WY 82002
307/777-7716 FTS 328-9716

APPENDIX 3

DIRECTORY OF STATE CLEARINGHOUSES AND STATE CENTRAL
INFORMATION RECEPTION AGENCIES (For A-95/TC-1082 use)

The following addressees should be sent federal assistance action notices in compliance with Circular TC-1082, for State Central Information Reception Agencies (SCIRAs). Note that in 44 states the address of the State Clearinghouses and SCIRA is the same and a single notification will suffice when both A-95 and TC-1082 compliance (at state level) is required. Appropriate area-wide clearinghouse addressees must also be informed as applicable under A-95. At this writing, the State Clearinghouse and the SCIRA are different addressees in the States of Vermont, New Jersey, Illinois, Colorado, Nevada and Hawaii. This list will be updated periodically.

ALABAMA

Alabama Development Office
State Office Building
Montgomery, Alabama 36104

ALASKA

Planning and Research Div.
Office of the Governor
Pouch AD, State Capitol
Juneau, Alaska 99801

ARIZONA

Dept. of Economic Planning
and Development
Arizona State Clearinghouse
1624 West Adams Street
Phoenix, Arizona 85007

ARKANSAS

Department of Planning
400 Train Station Square
Little Rock, Arkansas 72201

CALIFORNIA

Office of the Governor
Office of Planning and Research
1400 Tenth Street
Sacramento, California 95814

COLORADO (2)

(1) State Clearinghouse:
Division of Planning
Department of Local Affairs
1845 Sherman Street
Denver, Colorado 80203

(2) SCIRA:

Office of State Planning and
Budgeting
Non-State Funds Section
617 State Services Building
Denver, Colorado 80203

CONNECTICUT

Office of Intergovernmental Programs
340 Capitol Avenue
Hartford, Connecticut 06115

DELAWARE

State Planning Office
Thomas Collins Building
530 S. Dupont Highway
Dover, Delaware 19901

INDIANA

State Budget Agency
212 State House
Indianapolis, Indiana 46204

IOWA

Office of Planning and
Programming
523 East 12th Street
Des Moines, Iowa 50319

KANSAS

Division of Planning and
Research
Department of Administration
State Office Building
Topeka, Kansas 66612

APPENDIX 3 (CONTINUED).

FLORIDA
Bureau of Intergovernmental
Relations
Division of State Planning
660 Apalachee Parkway
Tallahassee, Florida 32304

GEORGIA
Office of Planning and
Budget
Attention: Clearinghouse
270 Washington Street, S.W.
Atlanta, Georgia 30334

HAWAII (2)
(1) State Clearinghouse:
Department of Planning
and Economic Development
P.O. Box 2359
Honolulu, Hawaii 96804

(2) SCIRA:
State of Hawaii
Department of Budget
and Finance
P.O. Box 150
Honolulu, Hawaii 96810

KENTUCKY
State Clearinghouse
Office for Local Government
Capitol Annex, Room 327
Frankfort, Kentucky 40601

IDAHO
Division of Budget, Policy
Planning and Coordination
State House
Boise, Idaho 83720

ILLINOIS (2)
(1) State Clearinghouse:
State Clearinghouse
Bureau of the Budget
103 State House
Springfield, Illinois 62706

(2) SCIRA:
State of Illinois
Commission of Intergovernmen-
tal Cooperation
217 S. First Street
Springfield, Illinois 62706

MINNESOTA
State Clearinghouse
State Planning Agency
Capitol Square Building, Room 101
St. Paul, Minnesota 55101

MISSISSIPPI
Coordinator Federal-State Programs
Office of the Governor
400 Watkins Building
510 George Street
Jackson, Mississippi 39201

MISSOURI
Office of Administration
State Planning and Analysis
Division
P.O. Box 809
State Capitol Building
Jefferson City, Missouri 65101

LOUISIANA
Office of Intergovernmental
Relations
P.O. Box 44455
Baton Rouge, Louisiana 70804

MAINE
Executive Department
Main State Clearinghouse
184 State Street
Augusta, Maine 04333

MARYLAND
Department of State Planning
301 W. Preston Street
Baltimore, Maryland 21202

APPENDIX 3. (CONTINUED)

MASSACHUSETTS
Office of State Planning
John Mc Cormack Building
1 Ashburton Place
Boston, Massachusetts 02108

MICHIGAN
Department of Management and
Budget
Office of Intergovernmental
Relations
Federal Aid Management Division
Lewis Cass Building
Lansing, Michigan 48913

NEW HAMPSHIRE
Coordinator of Federal Funds
State House
Concord, New Hampshire 03301

NEW JERSEY (2)
(1) State Clearinghouse:
Bureau of State and Regional
Planning
Department of Community Affairs
329 W. State Street
P.O. Box 2768
Trenton, New Jersey 08625

(2) SCIRA:
Department of Treasury
Bureau of the Budget
State House
Trenton, New Jersey 08625

MONTANA
Research and Information
Systems Division
Department of Community
Affairs
1424 9th Avenue
Helena, Montana 59601

NEBRASKA
Office of Planning and Programming
Box 94001, State Capitol
Lincoln, Nebraska 68509

NEVADA (2)
(1) State Clearinghouse:
State Planning
Coordinator
State Capitol Building
Carson City, Nevada 89701

(2) SCIRA:
State Department of
Administration
Blasdale Building, Room 205
Carson City, Nevada 89701

OREGON
Federal Aid Coordinator
Intergovernmental Relations
Division
240 Cottage Street
Salem, Oregon 97310

PENNSYLVANIA
State Clearinghouse
Intergovernmental Relations
Division
Governor's Office of Budget
P.O. Box 1323
Harrisburg, Pennsylvania 17120

RHODE ISLAND
Statewide Planning Program
Dept. of Administration, Rm. 201
265 Melrose Street
Providence, Rhode Island 02907

NEW MEXICO
State Planning Office
State Capitol
Santa Fe, New Mexico 87501

NEW YORK
State Division of the Budget
State Capitol
Albany, New York 12224

NORTH CAROLINA
Office of Intergovernmental
Relations
116 W. Jones Street
Raleigh, North Carolina 27603

APPENDIX 3 (CONTINUED).

NORTH DAKOTA

State Planning Agency
State Capitol
Bismarck, North Dakota 58501

OHIO

Office of Governor
State Clearinghouse
State Office Tower
30 E. Broad Street
Columbus, Ohio 43215

OKLAHOMA

State Grant-in-Aid Clearinghouse
5500 N. Western
Oklahoma City, Oklahoma 73118

VERMONT (2)

(1) State Clearinghouse:
State Planning Office
Pavilion Office Building
Montpelier, Vermont 05602

(2) SCIRA:
Department of Budget and
Management
Pavilion Office Building
Montpelier, Vermont 05602

VIRGINIA

Division of State Planning and
Community Affairs
1010 Madison Building
Richmond, Virginia 23219

SOUTH DAKOTA

State Planning Bureau
State Capitol
Pierre, South Dakota 57501

SOUTH CAROLINA

State Clearinghouse
Division of Administration
1205 Pendleton Street
Columbia, South Carolina 29201

TENNESSEE

Office of Urban and Federal
Affairs
Suite 108, Parkway Towers
404 Robertson Parkway
Nashville, Tennessee 37219

TEXAS

Division of Planning
Coordination
Office of the Governor
Capitol Station, P.O. Box 12428
Austin, Texas 78711

UTAH

State Planning Coordinator
118 State Capitol Building
Salt Lake City, Utah 84114

WASHINGTON

Office of Governor
Program Planning and Fiscal
Management
House Office Building
Olympia, Washington 98504

WEST VIRGINIA

Grant Information Department
Office of Federal-State Relations
State Capitol Building
Charleston, West Virginia 25305

WISCONSIN

State Clearinghouse/Central
Information Reception Agency
Department of Administration
Room B-158, State Office Building
1 West Wilson Street
Madison, Wisconsin 53702

WYOMING

State Planning Coordinator
Office of the Governor
Capitol Building
Cheyenne, Wyoming 82002

DISTRICT OF COLUMBIA

Office of Budget and Management
Systems
District Building
14th and E Street, N.W.
Washington, D.C. 20004

PUERTO RICO

Planning Board
P.O. Box 9447
Santurce, Puerto Rico 00908

APPENDIX 3 (CONTINUED).

GUAM

Governor of Guam
Agana, Guam 96910

VIRGIN ISLANDS

Office of the Governor
P.O. Box 599
St. Thomas, Virgin Islands 00801

SAMOA

Planning and Budget Office
Government of American Samoa
Pago Pago, American Samoa 96799

END

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