



**Review of best practices  
for ICJI program areas and funding streams**

# **Juvenile Accountability Block Grant (JABG)**

*A research partnership between the Indiana Criminal Justice Institute  
and the Indiana University Center for Criminal Justice Research*





## ICJI/CCJR Research Partnership

For more than a decade, the Indiana University Center for Criminal Justice Research (CCJR) has partnered with the Indiana Criminal Justice Institute (ICJI) to address critical issues related to Indiana's justice systems including: *crime prevention; drug and alcohol abuse associated with crime; law enforcement; sentencing and corrections; and, traffic safety*. On behalf of ICJI, CCJR conducted program assessments of 12 federal grant programs between January 2006 and June 2008. In an effort to further assist ICJI in improving criminal justice programming and policy development in Indiana, CCJR entered into a two-year research partnership (beginning in June 2011) to perform critical data collection and analytical tasks in two broad research areas identified as priorities by ICJI. The scope of work includes 1) a review of best practices for all Victims Services division programs and primary program areas under ICJI's Drug and Crime Control division and Youth Services funding streams, and 2) a statewide justice data records assessment that will serve as a first step in developing a statewide crime and justice data collaboration that could emulate the nationally recognized traffic safety records collaboration facilitated by ICJI. This work will result in a series of technical reports and topical briefs.

## Indiana University Center for Criminal Justice Research

The Center for Criminal Justice Research (CCJR), one of two applied research centers currently affiliated with the Indiana University Public Policy Institute, works with public safety agencies and social services organizations to provide impartial applied research on criminal justice and public safety issues. CCJR provides analysis, evaluation, and assistance to criminal justice agencies; and community information and education on public safety questions. CCJR research topics include traffic safety, crime prevention, criminal justice systems, drugs and alcohol, policing, violence and victimization, and youth.

## Indiana University Public Policy Institute

The Indiana University Public Policy Institute is a collaborative, multidisciplinary research institute within the Indiana University School of Public and Environmental Affairs (SPEA). Established in the spring of 2008, the Institute serves as an umbrella organization for research centers affiliated with SPEA, including the Center for Urban Policy and the Environment, and the Center for Criminal Justice Research. The Institute also supports the Office of International Community Development and the Indiana Advisory Commission on Intergovernmental Relations (IACIR).

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## EXECUTIVE SUMMARY

The Center for Criminal Justice Research (CCJR) and the Indiana Criminal Justice Institute (ICJI) have partnered to address various issues related to Indiana's justice system. The current phase of that partnership explores two research areas identified as priorities by ICJI:

1. A review of best practices for each ICJI program area and funding stream
2. A statewide justice data records assessment

This report describes best practices for subgrants awarded under the Juvenile Accountability Block Grant (JABG) funding stream administered by ICJI. In 2009, the Indiana Juvenile Justice State Advisory Group (JJSAG) identified five goals for a three-year plan for the Office of Juvenile Justice and Delinquency Prevention (OJJDP):

1. To improve alternatives to secure detention and court processing by expanding the Juvenile Detention Alternatives Initiative (JDAI) and other related initiatives statewide
2. To utilize current information and data to develop an action plan to address Disproportionate Minority Contact (DMC) in Indiana
3. To ensure all youth returning home from residential and correctional placements have access to comprehensive, evidence-based transitional support services
4. To make the juvenile justice system a priority in the state of Indiana by educating and involving key stakeholders and the general public in the process
5. To continue funding delinquency prevention programs within local communities around the state of Indiana

The JJSAG then selected 11 (out of 17) JABG purpose areas that best fit within or supported the five above-mentioned goals. After reviewing the amounts and types of JABG funding in Indiana for 2009 through 2011, the following are some notable findings:

1. In 2009 and 2010, JABG funding went to nine out of 11 purpose areas.
2. In 2011, 10 of 11 JABG purpose areas had at least one subgrant.
3. The award sizes varied substantially within and across purpose areas, with the smallest average award at \$19,830 in juvenile courts/probation (2009) and the largest average award at \$95,953 in information sharing (2011).

The report also provides a "purpose area sheet" for each of the 11 ICJI purpose areas. Each sheet describes the purpose area, its attendant evidence-based programs and practices, as well as programming considerations based on OJJDP performance measures. The report concludes with recommendations, which can be summarized as follows:

1. The JJSAG should provide more leadership in recruiting proposals from key purpose areas.
2. The purpose area sheets are provided here as tools that may be used to inform potential grantees on key focuses and principles of program design and implementation.
3. The JJSAG should explore ways to thoughtfully address training in future requests for funding. It may make sense to encourage programs to allocate a percentage of their budget for high-quality training for their staff.
4. Youth Division should explore ways to raise the level of appreciation and consideration for the collaboration aspect of JABG-funded projects.
5. The JJSAG should consider how to educate subgrantees across Indiana on what the key initiatives mean so that they can be addressed more thoughtfully and strategically.
6. The JJSAG and Youth Division should be more conscious of the strategic goals in the three-year plan in making funding decisions.
7. OJJDP has now moved to a standardized set of Core Performance Measures. It would serve the state to provide quality training on the Core Measures to potential and existing grantees.
8. The broad/vague nature of the purpose areas may offer flexibility, but most likely is a complicating factor since the people at the local level are potentially not comfortable enough with the intention of the purpose areas to inform their own practices. If the Youth Division (and perhaps the JJSAG) would develop real expertise and offer technical assistance around the purpose areas, this would greatly enhance the capacity of the local jurisdictions.

# ICJI RESEARCH PARTNERSHIP PROJECT SUMMARY

The IU Center for Criminal Justice Research (CCJR), part of the Indiana University Public Policy Institute, has partnered with the Indiana Criminal Justice Institute (ICJI) to address critical issues related to Indiana's justice systems across a variety of areas; including program assessments of 12 federal grant programs conducted by CCJR between January 2006 and June 2008. In late 2009, CCJR and ICJI staff identified the next steps in this partnership, including three broad research areas identified as priorities by ICJI:

1. a review of best practices for each ICJI program area and funding stream
2. a statewide justice data records assessment, and
3. a program evaluation of multi-jurisdictional drug task forces (MJTFs)

The work will be completed in two phases. The first phase of the project involves a two-year partnership (June 1, 2011 to May 31, 2013) to assist ICJI with 1) a statewide justice data records assessment; and 2) best practices reviews for ten major funding streams (see Table 1).

The first broad research area in the project is a statewide justice data records assessment (JDRA). One of the main goals of this assessment is to enhance ICJI's research capabilities in its role as Indiana's Statistical Analysis Center, and findings will: 1) address data deficiencies previously identified in the prior program assessments conducted by CCJR; 2) serve as a means to assist decision-makers in the development of data-driven criminal justice policies and programs; and 3) inform the implementation and evaluation of recommendations from the best practices portion of the project.

One goal of the JDRA is to assist in the development of a statewide collaboration to make crime data more accessible to key stakeholders in their efforts to plan targeted law enforcement and crime prevention activ-

ities. The JDRA assessment will focus on the data needs of ICJI and its partners, and CCJR will build awareness of issues pertaining to justice data by seeking input from local agencies/organizations. To accomplish this goal, CCJR staff will develop a list of key indicators needed for ICJI research divisions and program areas, conduct key informant interviews of ICJI division directors and representatives of various local criminal justice agencies, and develop a survey to: 1) gauge awareness of the state data initiative; 2) identify data currently being collected; 3) identify additional data needed by CJI partners, stakeholders, and/or CJI subgrantees; and 4) document obstacles to local participation and collaboration. CCJR will then produce a series of issue briefs to inform the public and policy makers of data needs, issues, gaps, and next steps.

The second broad research area in the project is a best practices review of major ICJI funding streams. The goal of the best practices portion of the project is to develop tools to help guide ICJI funding decisions and strategic investment of federal awards. There will be 7 best practices reports pertaining to 10 ICJI funding streams (see Table 1). For each best practices report, CCJR researchers will review ICJI's current funding and grant-making processes, examine federal guidelines and priorities for each funding stream, and conduct literature reviews of best practices for each funding stream. CCJR will then synthesize this research to develop lists of programs or program characteristics that are strongly supported, promising, weak or inconsistently supported, or not supported by the evidence.

This report describes research findings pertaining to best practices for subgrants awarded under the Juvenile Accountability Block Grant (JABG) funding stream administered by ICJI. The report first describes the history of the federal JABG program and ICJI's history, documenting the rationale for the purpose areas chosen for funding in Indiana from the federal purpose area list. We describe the amounts and types of JABG funding in Indiana for 2009 through 2011. This analysis highlights the types of programs funded as well as noting any gaps in purpose area funding. The report then describes best practices for each JABG purpose area including metrics, program types/characteristics, and references for further reading, concluding with recommendations.

**Table 1:** ICJI research partnership best practices reports

Funding stream	ICJI division	Report order
Juvenile Accountability Block grants (JABG)	Youth services	1
Victims of Crime Act grants (VOCA)	Victims' Services	2
Byrne/JAG	Drug and crime control	3
Sexual Assault Services Program (SASP)	Victims' services	4
Sexual Assault Services Block Grant (SSBG)		
Sexual Assault Services (SAS/SOS)		
Title II Formula grants	Youth services	5
Services, Training, Officers, and Prosecutors (STOP) grants	Victims' services	6
Domestic Violence Prevention and Treatment (DVPT)	Victims' services	7
Federal Family Violence Grant (FFV)		



## JUVENILE ACCOUNTABILITY BLOCK GRANTS PROGRAM DESCRIPTION AND ICJI GRANT HISTORY

The Juvenile Accountability Block Grants (JABG) program is administered by the Office of Juvenile Justice and Delinquency Prevention (OJJDP), within the Office of Justice Programs (OJP), U.S. Department of Justice (DOJ). First introduced in 1998 by Congress, as the Juvenile Accountability Incentive Block Grants (JAIBG) program, the word “incentive” was later dropped from the title when Congress revised and renamed the program as part of the November 2002 reauthorization of the Juvenile Justice Delinquency Prevention Act.<sup>1</sup> JABG funds are devoted to assisting states and communities in addressing the problem of juvenile crime and strengthening their juvenile justice systems. Federal guidelines state that JABG grants can be applied to support programs in 17 purpose areas (see Appendix A), all aimed at helping to hold both juveniles and the juvenile justice system accountable.

The overall goal of the program is to reduce juvenile offending through accountability-based approaches focused on both offenders and state and local juvenile justice systems. A key premise of the program is that youth who violate the law should be held accountable through a system of graduated sanctions imposed in proportion to the nature and severity of the offense, which become more restrictive if the offender continues delinquent activities. According to the JABG Program Guidance Manual, “accountability means holding offenders responsible for their delinquent behavior through imposition of sanctions or other individualized consequences, such as restitution, community service, or victim-offender mediation.” For the juvenile justice system, strengthening the system requires “an increased capacity to develop youth competence, to efficiently track juveniles through the system, and to provide enhanced options such as restitution, community service, victim-offender mediation, and other restorative justice sanctions that reinforce the mutual obligations of an accountability-based juvenile justice system.”<sup>2</sup>

OJJDP awards block grants to states, which in turn distribute funds to local jurisdictions. Each state receives a base amount of 0.5 percent of the funds available, with remaining funds divided among states based on a

state’s population under 18 years of age relative to the national population under 18. JABG funds may also be used to support program-related research, demonstration projects, program evaluation, training, and technical assistance activities. Each state is required to subgrant at least 75 percent of the state’s allocation to eligible units of local government. Funds are allocated to local agencies based on a formula that takes into account local law enforcement expenditures and the average level of violent crime for the three most recent years for which data are available.<sup>3</sup>

The Indiana Criminal Justice Institute (ICJI) is the designated state agency tasked with administering Indiana’s JABG program. Awards to local agencies are subgranted on a one year basis (April 1 to March 31 cycle). Eligible applicants include public entities, such as cities, counties, townships, or other political subdivisions. Potential grant recipients must also fulfill the following requirements:

1. Establish a Juvenile Crime Enforcement Coalition (JCEC) that includes but is not limited to, individuals representing police, sheriff, prosecutor, probation, community corrections, juvenile court, schools, business, and religious affiliated, fraternal, nonprofit, or social service organizations involved with juvenile justice<sup>4</sup>
2. The JCEC is responsible for developing a Coordinated Enforcement Plan (CEP) to reduce juvenile crime
3. The applicant must include proposed expenditures that fall within the 17 program purpose areas
4. Provide a cash match of 10 percent of the total program (federal cost plus cash match). The cash match is 50 percent of the total program cost if the project involves construction of permanent juvenile corrections facilities

OJJDP also requires states and their subgrantees to assess JABG-funded program effectiveness. When applying for JABG funds, states must provide criteria they will use to measure the effectiveness of funded activities. To assist JABG grantees in evaluating the effectiveness of their activities, OJJDP has developed a system of outcome-based performance measures appropriate for all activities supported with JABG funds.

<sup>1</sup>The changes went into effect October 1, 2003. The DOJ Authorization Act for FY 2003 signed into law on November 2, 2002, placed the new JABG program under Title I of the Omnibus Crime Control and Safe Streets Act. The new provisions became effective in FY 2004. Whereas JAIBG was funded as an annual appropriation only, JABG is now a program/line item within legislation. (OJJDP JABG Program Description. Retrieved August 15, 2011, from <http://www.ojjdp.gov/jabg/overview.html>)

<sup>2</sup>Juvenile Accountability Block Grants Program Guidance Manual 2007, US DOJ, OJP, OJJDP, August 15, 2011. [http://www.ojjdp.ncjrs.gov/jabg/files/2007\\_jabg\\_guidance\\_manual.pdf](http://www.ojjdp.ncjrs.gov/jabg/files/2007_jabg_guidance_manual.pdf)

<sup>3</sup>The JABG Technical Support Center provides states with the data required to calculate JABG allocations to local jurisdictions. The Justice Research and Statistics Association (JRSA) combines information from the Uniform Crime Reporting (UCR) Part 1 violent crimes with data on local justice expenditures (such as direct operating expenditures for police, corrections, and judicial and legal services) from the Census Bureau’s Census of Governments Survey.

<sup>4</sup>ICJI JABG 2011 Grant Proposal Guidebook.



## INDIANA JABG PURPOSE AREAS

There are 17 purpose areas within JABG. OJJDP encourages states, though, to identify a smaller number of purpose areas that will be priorities for funding with the JABG funds. After a strategic planning process in early 2009, the Indiana Juvenile Justice State Advisory Group (JJSAG) identified five goals for their three-year plan that was submitted to OJJDP in March of that year. Those goals were as follows:

1. To improve alternatives to secure detention and court processing by expanding the Juvenile Detention Alternatives Initiative (JDAI) and other related initiatives statewide
2. To utilize current information and data to develop an action plan to address Disproportionate Minority Contact (DMC) in Indiana
3. To ensure all youth returning home from residential and correctional placements have access to comprehensive, evidence-based transitional support services

4. To make the juvenile justice system a priority in the state of Indiana by educating and involving key stakeholders and the general public in the process
5. To continue funding delinquency prevention programs within local communities around the state of Indiana

From this set of goals, the JJSAG then selected those JABG purpose areas that best fit within or supported the five goals, reducing the total to 11 purpose areas (Table 2). A strategic approach to support the strategic goals may best be facilitated by explicit connections between the purpose areas and the goals in the public documents announcing the JABG funding opportunities. For instance, Purpose Area 15 (juvenile courts and probation) may relate to a wide variety of initiatives of interest to local jurisdictions. Yet, it would be fair for ICJI to impose a requirement that funding under this purpose area must support one of the five identified goals. Proposals can be awarded points during the grant review process if they align with one of the strategic goals from the three-year plan.

**Table 2:** JABG federal and Indiana purpose areas

Federal purpose areas	State/ICJI purpose areas
Funding for prosecutors	✓
Training for law enforcement and court personnel	✓
Juvenile records system	✓
Information sharing	✓
Accountability	✓
Risk/needs assessment, mental health, substance abuse screen/treatment	✓
School safety	✓
Restorative justice	✓
Juvenile courts and probation	✓
Training for detention and corrections personnel	✓
Reentry	✓
Graduated sanctions	
Detention and corrections facilities	
Court staffing and pretrial services	
Staffing prosecutors	
Juvenile gun courts	
Juvenile drug courts	

Sources: JABG Program Purpose Areas (<http://www.ojjdp.gov/jabg/purpose.html>); JABG RFP (<http://www.in.gov/cji/2692.htm>)

## RECENTLY FUNDED PROJECTS BY ICJI UNDER JABG BY PURPOSE AREA

Indiana funds grants under JABG for 11 of the 17 federal purpose areas. Table 3 describes the number of subgrants awarded by purpose area for each year from 2009 through 2011. Overall, there were 88 JABG subgrants from 2009 through 2011, with 31 JABG subgrants in 2009, 28 in 2010, and 29 in 2011. Subgrants within the *juvenile courts and probation* purpose area were the most common totaling 18, followed by *risk/needs assessment, mental health, substance abuse screening/treatment*, with 14 subgrants from 2009 to 2011. Only four grants went to *training for law enforcement/court personnel* (all of which were awarded in 2011). There was only one *reentry* related grant in each year, and no *funding for prosecutors* grants were awarded from 2009 to 2011. A brief examination of the grant proposals for 2009 through 2011 showed that all *funded proposals* included some discussion of performance metrics to be collected.<sup>5</sup> See Appendix A for a description of performance metrics for each JABG purpose area. For details of specific projects that received JABG funding in Indiana, Appendices B, C, and D list JABG subgrant awards by Indiana purpose area from 2009 through 2011. Appendix E briefly describes each program's goals and activities for the 29 subgrants that received JABG funding in 2011 by purpose area. Appendix F provides a map showing 2011 JABG funding by county. This excludes four grants that were essentially statewide.

In 2009, \$871,931 in JABG funding was distributed in Indiana in 2009. In 2010, that amount grew to \$927,767. In 2011, \$913,468 was awarded to 29 JABG recipients. The number of subgrants awarded within each purpose area varied from 0 to 7, averaging approximately 3 subgrants per year per purpose area (Table 4). In terms of the percentage of total funding allocated to a given purpose area, there is substantial variation from year to year within purpose areas and across purpose areas. For example, accountability grants represented 17.6 percent of funding in 2009, 10.9 percent in 2010, and 7.2 percent in 2011. Information sharing grants represented 19.3 percent of JABG funding in 2009, fell to 5.4 percent in 2010, and rose to 21.0 percent in 2011. Reentry funding was consistently small, representing less than four percent of JABG funding in any year from 2009 to 2011. As they do with the Title II application process, ICJI would do well to set goals for funding amounts in the different purpose areas and then consider how well funding allocations across purpose areas match with goals.

The average grant award across all purpose areas was approximately \$29,000 in both 2009 and 2010. The award size varied quite substantially both within and across purpose areas, however. The smallest average award received was \$20,839 in the juvenile courts and probation area in 2009 and the largest average award size was \$92,362<sup>6</sup> within the information sharing purpose area in 2009. JABG funds awarded represented approximately 70.9 percent of requested total in 2009, 76.9 percent in 2010, and 90.4 percent in 2011.

**Table 3: JABG subgrants by purpose area and year**

Purpose area	2009		2010		2011		Total	
	Count	%	Count	%	Count	%	Count	%
Juvenile courts and probation	7	22.6%	5	17.9%	6	20.7%	18	20.5%
Risk/needs assessment, mental health, substance abuse screen/treatment	5	16.1%	4	14.3%	5	17.2%	14	15.9%
Accountability	6	19.4%	4	14.3%	3	10.3%	13	14.8%
Restorative justice	4	12.9%	4	14.3%	4	13.8%	12	13.6%
School safety	2	6.5%	3	10.7%	1	3.4%	6	6.8%
Training for detention /corrections	2	6.5%	2	7.1%	2	6.9%	6	6.8%
Information sharing	2	6.5%	2	7.1%	2	6.9%	6	6.8%
Juvenile records system	2	6.5%	3	10.7%	1	3.4%	6	6.8%
Training for law enforcement/court	0	0.0%	0	0.0%	4	13.8%	4	4.5%
Reentry	1	3.2%	1	3.6%	1	3.4%	3	3.4%
Funding for prosecutors	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>31</b>	<b>100.0%</b>	<b>28</b>	<b>100.0%</b>	<b>29</b>	<b>100.0%</b>	<b>88</b>	<b>100.0%</b>

Source: ICJI federal fiscal year 2009-2011 Award Control Reports provided to CCJR.

<sup>5</sup>In-depth examination of expenditure and activities of individual subgrantees was beyond the scope of the current project.

<sup>6</sup>This particular average is a function of the Marion County direct allocation award which pulls the average higher given it is substantially larger than any other JABG award in the State.



**Table 4: JABG subgrant total and average funding requested and received by purpose area**

Purpose area	Year	Subgrant count	Request average	Received average	Request total	Received total	Pct of annual total
Accountability	2009	5	\$38,641.67	\$28,110.83	\$231,850.00	\$168,665.00	17.6%
	2010	4	\$35,010.00	\$25,248.25	\$140,204.00	\$100,993.00	10.9%
	2011	5	\$21,955.67	\$21,955.67	\$65,867.00	\$65,867.00	7.2%
Funding for prosecutors	2009	0	\$0.00	\$0.00	\$0.00	\$0.00	0.0%
	2010	0	\$0.00	\$0.00	\$0.00	\$0.00	0.0%
	2011	0	\$0.00	\$0.00	\$0.00	\$0.00	0.0%
Information sharing	2009	2	\$109,912.00	\$92,362.40	\$203,824.00	\$184,724.80	19.3%
	2010	2	\$25,186.50	\$25,186.50	\$50,373.00	\$50,373.00	5.4%
	2011	2	\$105,422.00	\$95,953.00	\$210,844.00	\$191,906.00	21.0%
Juvenile courts and probation	2009	7	\$38,365.02	\$19,829.71	\$268,555.13	\$138,808.00	14.5%
	2010	5	\$37,219.20	\$26,410.60	\$186,096.00	\$132,053.00	14.2%
	2011	6	\$30,453.62	\$25,118.29	\$213,175.37	\$145,828.00	16.0%
Juvenile records system	2009	2	\$39,604.00	\$35,375.00	\$79,208.00	\$70,750.00	7.4%
	2010	3	\$73,190.00	\$64,378.00	\$219,570.00	\$193,134.00	20.8%
	2011	1	\$49,501.00	\$30,000.00	\$49,501.00	\$30,000.00	3.3%
Reentry	2009	1	\$37,444.00	\$33,700.00	\$37,444.00	\$33,700.00	3.5%
	2010	1	\$44,933.00	\$33,700.00	\$44,933.00	\$33,700.00	3.6%
	2011	1	\$44,933.00	\$33,700.00	\$44,933.00	\$33,700.00	3.7%
Restorative justice	2009	4	\$22,119.30	\$20,239.00	\$88,477.20	\$80,956.00	8.5%
	2010	4	\$35,641.00	\$29,051.50	\$142,564.00	\$116,206.00	12.5%
	2011	5	\$30,282.00	\$29,129.50	\$121,128.00	\$116,518.00	12.8%
Risk/needs assessment, mental health, substance abuse screening/treatment	2009	5	\$53,787.80	\$30,274.40	\$268,939.00	\$151,372.00	15.8%
	2010	4	\$36,638.89	\$26,302.00	\$146,555.55	\$105,208.00	11.3%
	2011	7	\$32,598.20	\$27,598.20	\$162,991.00	\$137,991.00	15.1%
School safety	2009	2	\$33,314.50	\$14,525.00	\$66,629.00	\$29,050.00	3.0%
	2010	3	\$46,509.00	\$21,866.67	\$139,527.00	\$65,600.00	7.1%
	2011	5	\$49,000.00	\$49,000.00	\$49,000.00	\$49,000.00	5.4%
Training for detention/corrections	2009	2	\$51,819.50	\$49,627.50	\$103,639.00	\$99,255.00	10.4%
	2010	2	\$68,322.50	\$65,000.00	\$136,645.00	\$130,000.00	14.0%
	2011	3	\$32,636.50	\$32,636.50	\$65,273.00	\$65,273.00	7.1%
Training for law enforcement/court	2009	0	\$0.00	\$0.00	\$0.00	\$0.00	0.0%
	2010	0	\$0.00	\$0.00	\$0.00	\$0.00	0.0%
	2011	4	\$19,346.25	\$19,346.25	\$77,385.00	\$77,385.00	8.5%
<b>Total</b>	<b>2009</b>	<b>31</b>	<b>\$43,502.11</b>	<b>\$30,880.03</b>	<b>\$1,348,565.33</b>	<b>\$957,280.80</b>	<b>100.0%</b>
	<b>2010</b>	<b>28</b>	<b>\$36,604.55</b>	<b>\$28,831.23</b>	<b>\$1,206,467.55</b>	<b>\$927,267.00</b>	<b>100.0%</b>
	<b>2011</b>	<b>40</b>	<b>\$34,848.15</b>	<b>\$31,498.90</b>	<b>\$1,010,596.37</b>	<b>\$913,468.00</b>	<b>100.0%</b>

Source: ICJI federal fiscal year 2009-2011 Award Control Reports provided to CCJR.



## PURPOSE AREA SHEETS

The JABG program areas are designed to move juvenile justice programming in the direction of evidence-based practices. Accountability is a philosophy of juvenile justice that has the potential to transform the system and individual behavior of juvenile offenders. Yet, as it is a relatively new framework for juvenile justice practice, those working in the system and those in the general public (including JJSAG members who are charged with reviewing JABG funding proposals) often do not fully appreciate the complexities of the principles of accountability programming.

As such, we have designed summary sheets for each of the 11 purpose areas that are available to programs and projects in Indiana applying for funding under JABG solicitations. Each sheet provides a description of the purpose area. Then, based on the research and policy evaluation literature, we identify a set of principles that emerge based on either recognized “Best Practices” or from evidence-based (from empirical research) practices. The principles described below are instructive for those looking to design and implement accountability programs and for those reviewing proposals looking to launch accountability programs.

Appendix G briefly describes several model programs in the area of juvenile delinquency prevention or treatment. Each program has been shown to be effective in scientifically-rigorous studies. The programs are listed alphabetically, with the relevant JABG purpose area or purpose areas list-

ed and a web link for additional information. It is noteworthy that in 2011, four of the Indiana funded programs proposed to implement one of the model programs from this list. The Attica School and Community Connections project selected the *Behavioral Monitoring and Reinforcement Program*. Monroe County selected the *Family Integrated Transitions* model for its Transition from Restrictive Placement project. Vanderburgh Superior Court-Juvenile Division proposed a continuation of its *Teen Court* project. One of the projects proposed by Marion Superior Court selected *Victim-Offender Mediation* for a pilot restorative justice project.

OJJDP has also given careful consideration to the types of performance measures that should be in place for programs within each purpose area. We believe the content of these measures provide guidance for programs looking to fit under a particular purpose area. As such, we also identify the key elements that derive from the performance measures and provide some brief discussion to guide program administrators and JJSAG members who review JABG proposals. Finally, we have listed the newer core performance measures required by OJJDP for programs funded under the different JABG purpose areas. At the bottom of each summary sheet, we provide a set of relevant references that may be consulted to better understand the meaning and scope of the particular purpose area. The descriptions of the program purpose areas are directly from OJJDP materials available online.

# Purpose Area 5: Funding for Prosecutors

## Description

*Providing funding to enable prosecutors to address drug, gang, and youth violence problems more effectively and for technology, equipment, and training to assist prosecutors in identifying and expediting the prosecution of violent juvenile offenders.*

## Evidence-Based Programs and Practices

For projects that enhance the resources and capacity of the prosecuting agency to reduce juvenile offenses that involve drugs, gangs, or violence, the research literature points to the following targets as worthy of investment:

- Training, particularly around definitional issues (for instance, is a crime by a gang member necessarily a “gang” crime?)
- Increasing the number of prosecuting attorneys, to allow for team efforts in difficult cases, and for the development of distinctive areas of expertise among the different prosecuting attorneys
- Increasing the personnel in the agency to allow for more dedicated attention to the support and advocacy of victims, which has been shown to increase the likelihood of victim participation in the court process
- Increasing the technological capacity of the agency to prosecute these types of offenses

## Programming Considerations Based on OJJDP Performance Measures

Based on the mandatory and optional performance measures for this purpose area, we can identify the following principles for programming:

- There must be sufficient infrastructure of programs for prosecutors to address cases involving drugs, gangs, or youth violence—this involves such considerations as (for each of these elements, the question would be “Is it sufficient to achieve the goal?”):
  - Amount of funds allocated to programs that help prosecutors address cases involving drugs, gangs, or youth violence;
  - Amount of funds spent on equipment for prosecution of cases involving drugs, gangs, or youth violence;

- Number of hours of mentoring that new prosecutors receive in their first six months; and
- Ratio of senior staff to junior staff.
- Training in the particular topics that relate to the objectives of the project (addressing guns, gangs, or violence, for instance) should be built into the plans for any proposed programs
- Prosecuting agencies should establish multiple options for handling cases involving drugs, gangs, and youth violence, including the establishment of a community prosecution program

## Metrics

*Most recent OJJDP core measures (2011):*

- Number of youth or youth families served
- Number of youth with whom an evidence-based practice was used
- Number of programs/initiatives employing evidence-based practices
- Number and percent of program youth exhibiting a desired change in targeted behaviors
- Number of youth in program who received services for targeted behaviors
- Number and percent of program youth who re-offend (short- and long-term)

## Key References

Johnson, C., Webster, B., & Connors, E. (1995). Prosecuting gangs: A national assessment. Research in brief. Washington, D.C.: National Institute of Justice.

Gramckow, H. P., & Tompkins, E. (1999). Enabling prosecutors to address drug, gang, and youth violence. Washington, D.C.: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

Gramckow, H. P., & Tompkins, E. (1999). Enhancing prosecutors’ ability to combat and prevent juvenile crime in their jurisdictions. Washington, D.C.: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.



## Purpose Area 6: Training for Law Enforcement and Court Personnel

### Description

*Establishing and maintaining training programs for law enforcement and other court personnel with respect to preventing and controlling juvenile crime.*

The literature provides a framework for training curricula that seeks to prepare juvenile justice professionals to make decisions that are developmentally appropriate and of high quality. Key elements of such curricula include:

- Adolescent development, including cognitive development, moral development, identity and social development, brain development, biological/physical development
- The impact of disabilities, trauma, and context on developmental trajectories
- Interpretation and application of screening and assessment results
- Educational rights and disabilities for those youth with special needs
- Communication strategies that are developmentally appropriate and culturally competent
- Strategies for guided dialogue between juvenile offenders and juvenile justice professionals

### Programming Considerations based on OJJDP Performance Measures

Based on the mandatory and optional performance measures for this purpose area, we can identify the following principles for programming:

- Provide the requisite amount of training for law enforcement staff and court personnel to achieve the desired change; provide this training to as many of the staff as possible
- The training provided should move the agency in the direction of developing or expanding policies based on a public health approach to crime control and prevention

- Encourage programs to track the impact of the training by assessing the subsequent behavior of the trained staff, particularly in terms of:

- o Taking additional courses on prevention and control of juvenile crime,
- o Calling in sick to work ,
- o Arriving late to work ,
- o Being rated as improved by supervisors,
- o Leaving the office/unit altogether,
- o Having conflicts with youth,
- o Receiving reprimands from supervisors, and
- o Having complaints filed by youth.

### Metrics

*Most recent OJJDP core measures (2011):*

- Number of youth or youth families served
- Number of youth completing program requirements
- Number of youth with whom an evidence-based practice was used
- Number of programs/initiatives employing evidence-based practices
- Number and percent of program youth exhibiting a desired change in targeted behaviors
- Number of youth in program who received services for targeted behaviors
- Number and percent of program youth who re-offend (short- and long-term)

### Key References

National Juvenile Defender Center. (2009). Toward developmentally appropriate practice: A juvenile court training curriculum. Models for change: Systems reform in juvenile justice. Retrieved from: [http://www.njdc.info/pdf/MfC\\_Training\\_Curriculum\\_Overview.pdf](http://www.njdc.info/pdf/MfC_Training_Curriculum_Overview.pdf)

# Purpose Area 9: Juvenile Records System

## Description

*Establishing and maintaining a system of juvenile records designed to promote public safety.*

## Evidence-Based Programs and Practices:

To promote public safety, the juvenile justice research literature provides the following principles regarding the design and implementation of juvenile records systems:

- Information regarding a particular case should be complete, up-to-date, and easily retrievable
- Information should derive from a number of different agencies and should be available across the participating and affiliated agencies
- The system should include mechanisms that reduce the need for redundant information and minimize the types of mistakes that require manual checking
- The system should allow for the delivery of information electronically and should reduce the need for paper
- The system should provide mechanisms that enhance the integrity of the entered data

## Programming Considerations Based on OJJDP Performance Measures:

Based on the mandatory and optional performance measures for this purpose area, we can identify the following principles for programming:

- Expand the scope and level of automation of juvenile records system by increasing the number of units of local government with automated data systems, increasing the proportion of cases that are contained in the automated systems, and increasing the completeness of the information that is entered into the system
- Automated juvenile records systems should aspire to maximize the proportion of data elements that are automated, to reduce the length of time from initial contact between the youth and the sys-

tem and the point at which the data are entered into the system, and to reduce the staff time required for client administration

- Judge the effectiveness of automated juvenile records system in terms of the amount of requests for missing information about a youth or case, the amount of redundant assessments/intakes performed, the amount of data/information requests that must be submitted more than once, and the number of complaints about data accuracy (including timeliness)
- Once automated juvenile records systems are in place, staff should be adequately trained to use the system, and the appropriate staff should have access to the system
- Juvenile justice agencies should work out agreements to use common intake/assessment forms when a number of different standard reports are programmed into the system

## Metrics

*Most recent OJJDP core measures (2011)*

- Number of youth or youth families served
- Number of youth with whom an evidence-based practice was used
- Number of programs/initiatives employing evidence-based practices
- Number and percent of program youth exhibiting a desired change in targeted behaviors
- Number of youth in program who received services for targeted behaviors
- Number and percent of program youth who re-offend (short- and long-term)

## Key References

URL Integration, Inc. (2004). Iowa Juvenile Exchange Analysis Report. State of Iowa. Retrieved from: [http://www.cjis.iowa.gov/images/pdf/Iowa\\_Juvenile\\_Exchange\\_Final\\_Report.pdf](http://www.cjis.iowa.gov/images/pdf/Iowa_Juvenile_Exchange_Final_Report.pdf)



## Purpose Area 10: Information Sharing

### Description

*Establishing and maintaining interagency information-sharing programs that enable the juvenile and criminal justice systems, schools, and social services agencies to make more informed decisions regarding the early identification, control, supervision, and treatment of juveniles who repeatedly commit serious delinquent or criminal acts.*

### Evidence-Based Programs and Practices

The literature points to a number of guidelines for the effective design of information sharing:

- Include representatives from child welfare, community services, education, juvenile justice and corrections, law enforcement, mental health, primary health care, substance abuse, and technology
- Create a governance structure that provides for planning, implementation, and maintenance of the information system
- Adopt a written statement that lays out the purposes of information sharing
- Develop a careful and thoughtful process to determine who needs to have access to the information that is to be shared
- Develop standards regarding the privacy and security of the information
- Establish guidelines that identify legal issues and privacy concerns, and then establish practices and policies that ensure:
  - The sharing of the information that is necessary based on the stated purpose,
  - No one will go beyond what is necessary (and allowed) in accessing the information in the system, and
  - No one will re-disclose private information except as allowed under the established policies.

There are many reasons for sharing information across agencies when the focus of that information is youth who are either at risk for involvement or have already become involved in the juvenile justice system:

- If done in a way that is mutually beneficial for the various agencies, the youth are better served, and resources are used more efficiently
- Decision making will be more effective and the possibility of evaluation of the collaborative efforts is more likely

- The cooperation that is required for effective information sharing often leads to stronger partnerships

### Programming Considerations Based on OJJDP Performance Measures

Based on the mandatory and optional performance measures for this purpose area, we can identify the following principles for programming:

- Ensure that the level of collaboration between relevant partners involved in the early identification, control, supervision, and treatment of juvenile offenders is reflected in the number of partner agencies, and the number of data elements shared among partner agencies
- Once automated juvenile records systems are in place, staff should be adequately trained to use the system, and the appropriate staff should have access to the system
- Evaluate the effectiveness of automated juvenile records system in terms of the number of youth who are referred for similar services through different agencies or staff (i.e., redundant referrals), the number of youth on waiting lists for treatment or service, the length of time youth spend on waiting lists for treatment or service, and the number of youth who cannot receive identified services (e.g., slots full, service not provided locally)
- Automated juvenile records systems should minimize the staff time required to access client data from outside agencies and the average time in hours from information request to information receipt

### Metrics

*Most recent OJJDP core measures (2011):*

- Number of youth or youth families served
- Number of youth with whom an evidence-based practice was used
- Number of programs/initiatives employing evidence-based practices
- Number and percent of program youth exhibiting a desired change in targeted behaviors
- Number of youth in program who received services for targeted behaviors
- Number and percent of program youth who re-offend (short- and long-term)



## Key References

- Drezelo, P., & Lepore, A. (2008). Building bridges: The case for sharing data between the court and child welfare systems. New York: Child Welfare Court Improvement Project. Retrieved from: <http://www.courts.state.ny.us/ip/cwcip/Publications/BuildingBridges-TheCaseForDataShare.pdf>
- Mankey, J., & Webb, M. (2006). Guidelines for juvenile information sharing. Washington, D.C.: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.
- Slayton, J. (2000). Establishing and maintaining interagency information sharing. Washington, D.C.: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.
- Gramckow, H. P., & Tompkins, E. (1999). Enabling prosecutors to address drug, gang, and youth violence. Washington, D.C.: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.



## Purpose Area 11: Accountability-Based Programs

### Description

*Establishing and maintaining accountability-based programs designed to reduce recidivism among juveniles who are referred by law enforcement personnel or agencies.*

### Evidence-Based Programs and Practices

To reduce recidivism, the juvenile delinquency and juvenile justice research literature recommends the following types of programs:

- Counseling programs, which include individual, family, and group counseling strategies as well as mentoring
- Programs providing multiple services, most typically case management and service brokering
- Skill-building programs, including cognitive behavioral models, social skills training, educational and vocational programs, challenge programs, and behavioral management programs
- Restorative justice programs
- To a lesser extent, programs that increase surveillance

Conversely, the programs have been shown to increase recidivism when they focus primarily on discipline or deterrence.

Within the types of programs described above, we also find reductions in recidivism when the following is true:

- The program primarily targets higher-risk youth, although results are somewhat tempered when the types of youth served have histories of aggression or violence
- The program is implemented with high quality and fidelity to the program model

### Programming Considerations Based on OJJDP Performance Measures

Based on the mandatory and optional performance measures for this purpose area, we can identify the following principles for programming:

- Train staff in the selected program model

- Juvenile justice agencies should be involved in the delivery of services under this model
- Identify and clarify what makes a youth eligible for the program
- Minimize the length of time before selected youth are actively engaged in the program
- Use behavioral contracts to clarify expectations from the beginning of the program
- Follow successful participation in the program with attention to effective aftercare and follow-up procedures and services
- Make collaboration within a system of accountability-based programs a goal, with referrals of youth across departments, organizations, agencies, or units

### Metrics

*Most recent OJJDP core measures (2011):*

- Number of youth or youth families served
- Number of youth completing program requirements
- Number and percent of program youth exhibiting a desired change in targeted behaviors
- Number of youth in program who received services for targeted behaviors
- Number and percent of program youth who re-offend (short- and long-term)

### Key References

Beyer, M. (2003). Best practices in juvenile accountability: An overview. Washington, D.C.: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

Lipsey, M. W. (2009). The primary factors that characterize effective interventions with juvenile offenders: A meta-analytic overview. *Victims and Offenders* 4, 124-147.

Lipsey, M. W., Howell, J. C., Kelly, M. R., Chapman, G., & Carver, D. (2010). Improving the effectiveness of juvenile justice programs: A new perspective on evidence-based practice. Washington, D.C.: Center for Juvenile Justice Reform.

# Purpose Area 12: Risk and Needs Assessment

## Description

*Establishing and maintaining programs to conduct risk and needs assessment of juvenile offenders that facilitate the effective early intervention and the provision of comprehensive services, including mental health screening and treatment and substance abuse testing and treatment to such offenders.*

## Evidence-Based Programs and Practices

Risk and needs assessments form the basis of effective juvenile justice programming. If systems are operating without such assessments, then building capacity to effectively serve youth in those systems will require an infusion of resources for implementing evidence-based models for assessment. When assessments are already in place, it is important to ensure that they are consistent with the following principles:

- The level of services provided should be based on the level of risk for reoffending:
  - Programs should assess young people on the likelihood (risk) that they will reoffend in the future
  - Those youth classified as having high risk should receive more intensive interventions than other youth with lower risk levels
  - Research shows that providing intensive services to lower-risk youth is not only an inefficient use of resources, but may actually increase the likelihood that those youth will reoffend
- Needs assessments should assess “criminogenic” factors—those characteristics, attitudes, elements, and relationships that have been shown to increase risk. So-called criminogenic needs could be addressed by programs in any of the following ways:
  - Self-management skills, which includes the ability to delay gratification, find appropriate forms of risk-seeking behaviors, and manage emotions (most notably, anger)
  - Prosocial attitudes, which are often shaped by relationships with prosocial adults or developed as youth take on more prosocial identities (perhaps through their involvement in service to the community or vocations/careers)
  - Positive relationships with prosocial peers and adults
  - Reduction in substance abuse, either through treatment or through the development of alternative ways to spend time
  - Effective parenting skills that may be enhanced through education, modeling, mentoring

- Successful outcomes in school and work
- Positive use of leisure time

## Programming Considerations Based on OJJDP Performance Measures

Based on the mandatory and optional performance measures for this purpose area, we can identify the following principles for programming:

- Choose assessment instruments that have been shown to be valid and reliable with the population that is being served; there are a number of standardized instruments available
- Ensure that there are staff with the training and expertise to administer, score, and interpret the assessment results
- Fully complete assessments
- Assess needs for substance abuse treatment
- Assess the need for mental health services
- Assess appropriateness for alternatives to detention
- Demonstrate that the youth are referred and connected with services that meet identified needs based on their assessments:
  - Minimize the length of time between initial contact and assessment
  - Minimize the length of time between assessment and service provision
  - Track barriers to receiving the identified services

## Metrics

*Most recent OJJDP core measures (2011)*

- Number of youth or youth families served
- Number of youth completing program requirements
- Number and percent of program youth exhibiting a desired change in targeted behaviors
- Number of youth in program who received services for targeted behaviors
- Number and percent of program youth who re-offend (short- and long-term)

## Key References

Hoge, R. D. (2006). Advances in the assessment and treatment of juvenile offenders. 136th International Training Course, Visiting Experts' Papers. Retrieved from: [http://www.unafei.or.jp/english/pdf/PDF\\_rms/no75/no.75-2.pdf](http://www.unafei.or.jp/english/pdf/PDF_rms/no75/no.75-2.pdf)



## Purpose Area 13: School Safety

### Description

*Establishing and maintaining accountability-based programs that are designed to enhance school safety.*

### Evidence-Based Programs and Practices

To enhance school safety, the juvenile delinquency and juvenile justice research literature recommends the following principles to identify programs to implement or to design strategies for school safety:

- Incorporate aspects of new models that focus on student self-regulation, including positive behavioral interventions and strategies that promote social, emotional, and academic development, to address disciplinary matters and disruptive students
- Incorporate problem-solving strategies that involve student threat assessment to resolve disciplinary matters without having to resort to suspension or expulsion of students
- Strategies for suspension and expulsion should be used minimally, particularly when applied disproportionately to minority students
- Zero tolerance policies are not effective in preventing or reducing school violence

### Programming Considerations Based on OJJDP Performance Measures

Based on the mandatory and optional performance measures for this purpose area, we can identify the following principles for programming:

- Track the following indicators:
  - Number of target youth referred to the justice system
  - Number of formal incident reports
  - Number of crimes reported to the police
  - Number and percent of teachers threatened at school
  - Number of weapons seized

- To move away from an overreliance on zero-tolerance and school removal strategies, programs should develop graduated sanctions to respond to behavior problems and disruptive students, with grantees demonstrating that misconduct events are handled using accountability sanctions/guidelines
- Judge the effectiveness of automated juvenile records system in terms of the amount of time from infraction to sanction and the amount of time youth spend out of learning activities
- Develop, expand, and maintain school-community partnerships and school-justice partnerships

### Metrics

*Most recent OJJDP core measures (2011):*

- Number of youth or youth families served
- Number of youth completing program requirements
- Number and percent of program youth exhibiting a desired change in targeted behaviors
- Number of youth in program who received services for targeted behaviors
- Number and percent of program youth who re-offend (short- and long-term)

### Key References

American Educational Research Association. (2010). New strategies for keeping schools safe: Evidence-based approaches to prevent youth violence. Capitol Hill Briefing. Available online at: [http://www.aera.net/uploadedFiles/News\\_Media/News\\_Releases/2010/ERA%20Factsheet-3%20April8-2010.pdf](http://www.aera.net/uploadedFiles/News_Media/News_Releases/2010/ERA%20Factsheet-3%20April8-2010.pdf)

Decker, S. H. (2000). Increasing school safety through juvenile accountability programs. Washington, DC: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

# Purpose Area 14: Restorative Justice

## Description

*Establishing and maintaining restorative justice programs.*

## Evidence-Based Programs and Practices

Restorative justice programs may involve group conferences, victim-offender mediation, or peace or healing circles. According to the literature, they typically have most of the following characteristics:

- The victim is included in a face-to-face discussion with the offender
- The focus of the discussion is typically a specific act of wrongdoing or an offense—in the discussion, the offender will name what was done and accept responsibility for the harm that was caused
- There is usually one person serving in the role of facilitator, mediator, convener, or keeper of the circle
- The victim and offender (and anyone else participating in the discussion) have the opportunity to describe the impact of the offense from their own perspective
- The entire group involved in the discussion will have input into an agreement that emerges, spelling out how the offender will repair the harm caused

## Programming Considerations Based on OJJDP Performance Measures

Based on the mandatory and optional performance measures for this purpose area, we can identify the following principles for programming:

- Consider the adequacy of the infrastructure of restorative justice programs, including:
  - Funds allocated to programs,
  - Training offered to all persons (from justice agencies and community organizations) involved in the program, and
  - Community outreach by the program

- Judge the effectiveness of restorative justice programs in terms of how many offenders successfully complete their restorative justice requirements
- Track the following program aspects:
  - How often restorative justice is part of case dispositions of juvenile offenders
  - Number of target youth to receive restorative justice programming
  - Number of crime victims to participate in restorative justice programming
  - Characteristics and quantity of time regarding the contact between victim and victim advocate
  - Proportion of cases in which victims had input into the offender's disposition
  - Proportion of cases in which community members had input into the offender's sentence

## Metrics

*Most recent OJJDP core measures (2011):*

- Number of youth or youth families served
- Number of youth completing program requirements
- Number and percent of program youth exhibiting a desired change in targeted behaviors
- Number of youth in program who received services for targeted behaviors
- Number and percent of program youth who re-offend (short- and long-term)

## Key References

Levin, M. (2010). *Getting more for less in juvenile justice: Innovative and cost-effective approaches to reduce crime, restore victims, and preserve families*. Austin, TX: Texas Public Policy Foundation.

Umbreit, M. S., Vos, B., & Coates, R. B. (2006). *Restorative justice dialogue: Evidence-based practice*. St. Paul, MN: Center for Restorative Justice & Peacemaking. University of Minnesota School of Social Work.



## Purpose Area 15: Juvenile Courts and Probation

### Description

*Establishing and maintaining programs to enable juvenile courts and juvenile probation officers to be more effective and efficient in holding juvenile offenders accountable and reducing juvenile recidivism.*

### Evidence-Based Programs and Practices

To reduce recidivism, the juvenile delinquency and juvenile justice research literature recommends the following types of programming:

- Problem-solving courts that focus on substance abuse or mental health issues
- Counseling programs, which include individual, family, and group counseling strategies as well as mentoring
- Comprehensive, “wraparound” models
- Programs providing multiple services, most typically case management and service brokering
- Skill-building programs, including cognitive behavioral models, social skills training, educational and vocational programs, challenge programs, and behavioral management programs
- Restorative justice programs
- To a lesser extent, programs that increase surveillance

Conversely, programs have been shown to increase recidivism when they focus primarily on discipline or deterrence.

Within the types of programs described above, we also find reductions in recidivism when the following is true:

- The program targets higher-risk youth primarily, although results are somewhat tempered when the types of youth served have histories of aggression or violence
- The program is implemented with high quality and fidelity to the program model

### Programming Considerations Based on OJJDP Performance Measures

Based on the mandatory and optional performance measures for this purpose area, we can identify the following principles for programming:

- Enhance the quality of the juvenile court process:
  - Use accountability options as part of the court/probation process
  - Increase the proportion of cases for which the judge has complete youth case files prior to sentencing
  - Increase the average number of supervision meetings per youth per month

- Increase the proportion of probation contacts that are proactive
- Make available a number of different accountability sanctioning options
- Increase the proportion of juvenile justice offenses for which accountability programs are an option
- Track and monitor the average time from infraction to sanction
- Reduce the average number of youth per probation officer
- Evaluate the effectiveness of these programs in terms of the following:
  - Non-compliance events (e.g., missed court dates, positive drug tests)
  - Modifications that resulted in more restrictive release conditions
  - Whether youth have revocation hearings
  - Whether youth complete their justice requirements successfully

### Metrics

*Most recent OJJDP core measures (2011):*

- Number of youth or youth families served
- Number of youth completing program requirements
- Number and percent of program youth exhibiting a desired change in targeted behaviors
- Number of youth in program who received services for targeted behaviors
- Number and percent of program youth who re-offend (short- and long-term)

### Key References

National Juvenile Defender Center. (2009). Toward developmentally appropriate practice: A juvenile court training curriculum. Models for change: Systems reform in juvenile justice. Retrieved from: [http://www.njdc.info/pdf/MfC\\_Training\\_Curriculum\\_Overview.pdf](http://www.njdc.info/pdf/MfC_Training_Curriculum_Overview.pdf)

Kurlychek, M., Torbet, P., & Bozynski, M. (1999). Focus on accountability: Best practices for juvenile court and probation. Washington, D.C.: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

Lipsey, M. W. (2009). The primary factors that characterize effective interventions with juvenile offenders: A meta-analytic overview. *Victims and Offenders* 4, 124-147.

Lipsey, M. W., Howell, J. C., Kelly, M. R., Chapman, G., & Carver, D. (2010). Improving the effectiveness of juvenile justice programs: A new perspective on evidence-based practice. Washington, D.C.: Center for Juvenile Justice Reform.



# Purpose Area 16: Detention and Corrections Personnel

## Description

*Hiring detention and corrections personnel, and establishing and maintaining training programs so those staff improving facility practices and programming.*

## Evidence-Based Programs and Practices

Training deficiencies have been shown to lead to high rates of staff turnover, unsafe environments for juvenile offenders, and higher levels of operational costs. To improve and maintain the highest-quality facility practices and programming, the juvenile justice research literature points to the following principles:

- Design training programs to incorporate evidence-based practices for juvenile correctional settings. Key topics include the following:
  - Guidelines for officers
  - Professionalism and ethics
  - Adolescent development
  - Communication and conflict management
  - Dealing with manipulation
  - Diversity and cultural competence
  - Indicators of child abuse
  - Issues related to safety and security
  - Report writing
  - Juvenile court processing
  - Mental illness and suicide prevention
  - Substance abuse and gang issues
  - Confidentiality
  - Medical considerations
  - Legal issues and liability
- Select staff through a process that assesses their desirable relationship skills and characteristics: enthusiasm, warmth, respectfulness, flexibility, genuineness, humor, self-confidence, empathy, maturity, intelligence and ability to communicate in a non-blaming, engaging, and reflective manner
- Select staff through a process that assesses their ability to interact and train youth with the desired orientation: directive, solution-focused, structured, contingency based, and focused on cognitive restructuring, prosocial modelling, effective reinforcement, effective use of disapproval, and problem-solving

## Programming Considerations Based on OJJDP Performance Measures

Based on the mandatory and optional performance measures for this purpose area, we can identify the following principles for programming:

- Improve facility practices and/or programming for detention and corrections personnel training; and provide training to this end to as many of the staff as possible
- Track the impact of the training by assessing the subsequent behavior of the trained staff, particularly in terms of:
  - Taking additional courses on prevention and control of juvenile crime,
  - Calling in sick to work,
  - Arriving late to work,
  - Being rated as improved by supervisors,
  - Leaving the office/unit altogether,
  - Having conflicts with youth,
  - Receiving reprimands from supervisors, and
  - Having complaints filed by youth.
- To assess whether the new training and hiring practices are improving the environment for the juvenile offenders, programs should track:
  - Number of hours that youth are held in isolation
  - Proportion of youth held in isolation
  - Evidence of sanction changes that were from a less restrictive to a more restrictive sanction

## Metrics

*Most recent OJJDP core measures (2011):*

- Number of youth or youth families served
- Number of youth with whom an evidence-based practice was used
- Number of programs/initiatives employing evidence-based practices
- Number and percent of program youth exhibiting a desired change in targeted behaviors
- Number of youth in program who received services for targeted behaviors
- Number and percent of program youth who re-offend (short- and long-term)

## Key References

Serin, R. (2005). Evidence-based practice: Principles for enhancing correctional results in prisons. Washington, D.C.: U.S. Department of Justice, National Institute of Corrections.



## Purpose Area 17: Reentry

### Description

*Establishing, improving, and coordinating pre-release and post-release systems and programs to facilitate the successful reentry of juvenile offenders from state and local custody in the community.*

### Evidence-Based Programs and Practices

To facilitate the successful reentry of juvenile offenders from custody back to the community, the juvenile delinquency and juvenile justice research literature recommends the following key principles:

- Programming for reentry should begin at the onset of incarceration and the key focus of programming within out-of-home placements should be to prepare youth for their eventual return to the community
- Comprehensive case management and service brokering are critical for effective reentry outcomes
- Pre-release and post-release programming should focus on connecting youth to community-based resources and will include many of the following components:
  - Family counseling
  - Vocational and job skills training
  - Educational support
  - Cognitive-behavioral treatment
  - Substance abuse treatment
  - Life-skills training
  - Discharge planning
  - Stable housing
  - Healthy relationships training
  - Strengths-based programming with a focus on enhancing self-determination and self-efficacy

### Programming Considerations Based on OJJDP Performance Measures

Based on the mandatory and optional performance measures for this purpose area, we can identify the following principles for programming:

- Provide evidence of the level of collaboration between relevant partners prior to and after the youth is released from confinement:
  - Number of Memoranda of Understanding developed
  - Number of program slots available

- Number of planning activities conducted
- Number of program/agency policies or procedures created, amended, or rescinded
- Number of program materials developed
- Build training for staff around reentry programming into the plans for any proposed programs

### Metrics

*Most recent OJJDP core measures (2011):*

- Number of youth or youth families served
- Number of youth with whom an evidence-based practice was used
- Number of programs/initiatives employing evidence-based practices
- Number and percent of program youth exhibiting a desired change in targeted behaviors
- Number of youth in program who received services for targeted behaviors
- Number and percent of program youth who re-offend (short- and long-term)

### Key References

Youth Reentry Task Force of the Juvenile Justice and Delinquency Prevention Coalition. (2009). Back on track: Supporting youth reentry from out-of-home placement to the community. Washington, DC: The Sentencing Project.

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Altschuler, D. M., & Armstrong, T. L. (2004). Intensive juvenile aftercare reference guide. Sacramento, CA: California State University, Juvenile Reintegration and Aftercare Center (JRAC). Retrieved from: <http://www.csus.edu/ssis/cdcps/IntensiveAftercareReferenceGuide.pdf>

## RECOMMENDATIONS

Based on the review presented here, we offer the following recommendations to ICJI:

- 1. Provide more leadership in recruiting proposals from the key purpose areas.** The distribution of funded programs across the different purpose areas and strategic goals is not evident of any particular strategy on the part of the Youth Division. The Youth Division and the JJSAG might want to influence a more strategic distribution of funds across the different areas.
- 2. Use the purpose area summary sheets and list of model programs as tools to inform potential grantees on key focuses and principles of program design and implementation.** As noted in the body of the report, only four of 29 programs funded in 2011 noted they intended to implement one of the model programs listed in Appendix G. In addition, we suspect that a careful review of the proposals would find that most applicants do not understand the importance of program infrastructure, staff training, and even how to implement evidence-based strategies they import.
- 3. Explore ways to thoughtfully address training in future requests for funding.** Training is a key part of program infrastructure that may not be getting enough attention by programs or by ICJI. It may make sense to encourage programs to allocate a percentage of their budget for high-quality training for their staff.
- 4. Explore ways to raise the level of appreciation and consideration for collaboration in JABG-funded projects.** Collaboration is not effectively addressed by most applicants in their program designs. There is also no special importance attached to collaborative relationships in the grant guidelines published by ICJI. There is the requirement for the Juvenile Crime Enforcement Commission (JCEC), but we suspect that for most applicants filling out the required chart is a bit of an empty exercise and is not strategically integrated into program design and plans.
- 5. Provide education on the meaning of the key initiatives.** It appears that many applicants make reference to key initiatives without a clear appreciation for what they really mean. The biggest example of this is DMC. We encourage careful consideration on how to educate people across the state on what is meant by DMC and to even better understand how to address the issue more thoughtfully and strategically (perhaps as a result of a data-informed assessment process).
- 6. Be more conscious of the strategic goals in the three-year plan when making funding decisions.** This would involve better information about overall strategic goals in the grant guidelines that are available to those preparing grant applications. It would also suggest a set of strategies to be incorporated into the grant review process.
- 7. Provide quality training on the Core Measures to potential and existing grantees.** OJJDP has now moved to a standardized set of Core Performance Measures. It would build capacity of the funded programs and would better facilitate reporting by ICJI of performance measure data to OJJDP if everyone is better informed as to the purpose and meaning of the Core Measures.
- 8. Develop expertise within the Youth Division (and perhaps the JJSAG) on the purpose areas and offer technical assistance to enhance the capacity of the local jurisdictions.** The purpose areas can be rather broad and somewhat vague. This approach may offer flexibility, but most likely is a complicating factor since the people at the local level are potentially not comfortable enough with the intention of the purpose areas to inform their own practices.

## Appendix A. Performance metric by Indiana JABG purpose area

	Funding for prosecutors	Juvenile records system	Information sharing	Detention/corrections personnel	Accountability	Risk/needs assessment, mental health, substance abuse screening/treatment	School safety	Juvenile courts/probation	Training for law enforcement and court personnel	Restorative justice	Reentry
Number of youth or youth families served	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Number of youth completing program requirements					✓	✓	✓	✓	✓	✓	✓
Number of youth with whom an evidence-based practice was used	✓	✓	✓	✓					✓	✓	✓
Number of programs/initiatives employing evidence-based practices	✓	✓	✓	✓					✓	✓	✓
Number and percent of program youth exhibiting a desired change in targeted behaviors	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Number of youth in program who received services for targeted behaviors	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Number and percent of program youth who re-offend (short & long-term)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Source: ICJI federal fiscal year 2009 -2011 Award Control Reports provided to CCJR.

### Notes:

The following indicators have recently been added. See: <https://www.ojjdp-dctat.org/help/CoreMeasureCrosswalk.pdf>

1. Number and percent of program youth who offend (short- and long-term)
2. Number and percent of program youth who are victimized (short- and long-term)
3. Number and percent of program youth who are re-victimized (short- and long-term)

Unlike the seven indicators listed in the table, these three do not replace existing JABG measures and correspond with purpose area(s) where an existing measure was previously reported.

## Appendix B. JABG subgrants in 2009 by purpose area

Purpose area	Metrics	Prior funding	Requested	Received	Years prior funding	Applying agency	Funded project
Accountability	yes	yes	\$22,222.00	\$20,000.00	2	Harrison County Board of Commissioners	Accountability using Graduated Sanctions Policies
	yes	no	\$31,850.00	\$28,665.00	0	Johnson County Community Corrections	Nurturing Parenting Program
	yes	yes	\$22,222.00	\$20,000.00	5	Knox County Superior Court 1	Knox County Juvenile Accountability and Monitoring Program
	yes	no	\$50,000.00	\$30,000.00	0	Perry County	Girls Circle-Boys Council
	yes	yes	\$50,000.00	\$20,000.00	7	Pulaski County Circuit Court	Pulaski County Alternative Ed Program
	yes	no	\$55,556.00	\$50,000.00	0	Warren County	Opportunity Center
Information sharing	yes	yes	\$149,999.00	\$145,349.80	1	Marion Superior Court	InterAgency Information Sharing
	yes	no	\$53,825.00	\$39,375.00	0	Johnson Circuit Court	QUEST
Juvenile courts and probation	yes	no	\$4,444.00	\$4,000.00	0	Dearborn County Juvenile Center	Dearborn County Probation Drug Testing
	yes	yes	\$22,222.22	\$13,700.00	7	Noble County Probation Department	Juvenile Intensive Supervision Program
	yes	no	\$120,000.00	\$20,000.00	0	Southeast Regional Community Corrections	Alternative Classroom of Dearborn/Ohio County
	yes	yes	\$33,300.00	\$20,000.00	3	City of Jeffersonville	Clark County Juvenile Justice Program
	yes	no	\$17,777.00	\$16,000.00	0	Lawrence County Probation Department	Juvenile Detention Alternative Program
	yes	no	\$57,036.91	\$51,333.00	0	Steuben County Community Corrections	Steuben County Youth Improvement Program
	yes	no	\$13,775.00	\$13,775.00	0	Vigo County Juvenile Court	Vigo County Truancy Program
Juvenile records system	yes	no	\$22,222.00	\$20,000.00	0	Dearborn County Juvenile Center	Dearborn County Juvenile Center Records Management
	yes	yes	\$56,986.00	\$50,750.00	1	Department of Correction	PBS Continuation
Reentry	yes	no	\$37,444.00	\$33,700.00	0	Monroe County	Transition from Restrictive Placement
Restorative justice	yes	yes	\$35,924.20	\$32,332.00	7	Marion Superior Court	Restorative Justice Mediation Pilot
	yes	no	\$17,778.00	\$16,149.00	0	Vanderburgh Superior Court-Juvenile Division	Vanderburgh County Teen Court
	yes	no	\$23,000.00	\$20,700.00	0	LaPorte County	LaPorte County Restorative Justice Program
	yes	yes	\$11,775.00	\$11,775.00	1	Department of Correction	Balanced and Restorative Justice Project Continuation
Risk/needs assessment, mental health, substance abuse screening/treatment	yes	yes	\$22,222.00	\$20,000.00	1	Floyd County Commissioners	Floyd County Juvenile Substance Use Evaluation Program
	yes	no	\$55,318.00	\$50,289.00	0	Floyd County Youth Services Bureau	Action Steps
	yes	yes	\$40,500.00	\$20,000.00	2	LaGrange County Commissioners	LaGrange Youth Centers After School Program
	yes	no	\$44,411.00	\$39,970.00	0	Porter Circuit Court	Connection to Mental Health Care for Youth in Juvenile Justice
	yes	no	\$106,488.00	\$21,113.00	0	Porter County Government	Mental Health Diversion
School safety	yes	yes	\$32,702.00	\$14,525.00	8	Crawford County Board of Commissioners	Behavioral Monitoring & Reinforcement Program
	yes	yes	\$33,927.00	\$14,525.00	8	Orange County Board of Commissioners	Behavioral Monitoring & Reinforcement Program
Training for detention/ corrections personnel	yes	no	\$43,839.00	\$39,455.00	0	Johnson Circuit Court	YLT Training
	yes	yes	\$59,800.00	\$59,800.00	1	Johnson Circuit Court	IJDA Training

Source: ICJI federal fiscal year 2009 -2011 Award Control Reports provided to CCJR.

## Appendix C. JABG subgrants in 2010 by purpose area

Purpose area	Metrics	Prior funding	Requested	Received	Years prior funding	Applying agency	Funded project
Accountability	yes	no	\$14,648.00	\$13,183.00	0	Madison County	C.A.S.E.
	yes	yes	\$50,000.00	\$27,810.00	1	Perry County	Girls Circle-Boys Council
	yes	yes	\$55,556.00	\$40,000.00	1	Warren County	Opportunity Center
	yes	yes	\$20,000.00	\$20,000.00	3	Harrison County Prosecutor	Accountability Using Graduated Sanctions Policies
Information sharing	yes	yes	\$40,000.00	\$40,000.00	1	Johnson County Juvenile Detention Center	QUEST Implementation
	yes	no	\$10,373.00	\$10,373.00	0	Porter County Juvenile Services Center	QUEST Enhancements
Juvenile courts and probation	yes	yes	\$64,502.00	\$51,333.00	1	Steuben County Community Corrections	Steuben County Youth Improvement Day Program
	yes	yes	\$22,222.00	\$14,000.00	6	City of Jeffersonville	Clark County Juvenile Justice Program
	yes	yes	\$11,110.00	\$10,000.00	1	Lawrence County Probation Department	Juvenile Detention Alternative Program
	yes	no	\$61,445.00	\$32,584.00	0	Montgomery County Commissioners	Montgomery County Skill Building
	yes	no	\$26,817.00	\$24,136.00	0	Tippecanoe County	Tippecanoe County Pregnancy and Supervision Project
Juvenile records system	yes	yes	\$56,986.00	\$40,750.00	2	IDOC	PBS Continuation
	yes	no	\$17,584.00	\$7,384.00	0	LaPorte Circuit Court	LaPorte County Juvenile Record Keeping
	yes	no	\$145,000.00	\$145,000.00	0	Marion Superior Court, Juvenile Division	Juvenile Data Records Continuous Improvement
Reentry	yes	yes	\$44,933.00	\$33,700.00	1	Monroe County	Transition from Restrictive Placement Program
Restorative justice	yes	yes	\$20,435.00	\$16,395.00	1	Vanderburgh Superior Court-Juv.Div.	Vanderburgh County Teen Court
	yes	no	\$19,225.00	\$16,975.00	0	DOC	Balanced and Restorative Justice Project
	yes	no	\$47,595.00	\$42,836.00	0	Marion Superior Court	Restorative Justice Mediation Pilot
	yes	no	\$55,309.00	\$40,000.00	0	Tippecanoe County	Restorative Justice Project
Risk/needs assessment, mental health, substance abuse screening/treatment	yes	yes	\$43,500.00	\$20,000.00	4	LaGrange County Commissioners	LaGrange Communities Youth Centers After School Program
	yes	no	\$46,536.00	\$30,000.00	0	Bartholomew Circuit Court	Juvenile Justice Mental Health Case Coordination
	yes	yes	\$12,960.00	\$11,649.00	1	Vigo County Commissioners	Vigo County Juvenile Center Youth Counseling Program
	yes	yes	\$43,559.55	\$43,559.00	1	Floyd County Youth Services Bureau	Action Steps
School safety	yes	yes	\$34,966.00	\$9,100.00	9	Orange County Board of Commissioners	Behavioral Monitoring and Reinforcement Program
	yes	yes	\$30,787.00	\$7,500.00	9	Crawford County Board of Commissioners	Behavioral Monitoring and Reinforcement Program
	yes	no	\$73,774.00	\$49,000.00	0	Tippecanoe County	Tippecanoe SRO
Training for detention/ corrections personnel	yes	no	\$66,445.00	\$59,800.00	0	Johnson Circuit Court	IJDA Staff Development Project
	yes	no	\$70,200.00	\$70,200.00	0	IDOC	Juvenile Staff PREA Training

Source: ICJI federal fiscal year 2009 -2011 Award Control Reports provided to CCJR.



## Appendix D. JABG subgrants in 2011 by purpose area

Purpose area	Metrics	Prior funding	Requested	Received	Years prior funding	Applying agency	Funded project
Accountability	yes	yes	\$13,367.00	\$13,367.00	1	Madison County	C.A.S.E.
	yes	yes	\$27,500.00	\$27,500.00	2	Perry County	Girls Circle-Boys Council
	yes	yes	\$25,000.00	\$25,000.00	2	Warren County	Opportunity Center
Information sharing	yes	yes	\$189,378.00	\$170,440.00	1	Marion Superior Court	Marion Superior Court Interagency Information Sharing to Improve Juvenile Outcomes
	yes	no	\$21,466.00	\$21,466.00	0	Porter County	Information Sharing Enhancements
Juvenile courts and probation	yes	yes	\$60,638.37	\$51,333.00	2	Steuben County Community Corrections	Steuben County Youth Improvement Day Program
	yes	yes	\$18,000.00	\$14,000.00	7	City of Jeffersonville	Clark County Juvenile Justice Program
	yes	yes	\$10,000.00	\$10,000.00	2	Lawrence County Probation Department	Juvenile Detention Alternative Program
	yes	yes	\$37,125.00	\$32,584.00	1	Montgomery County Commissioners	Montgomery County Skill Building
	yes	yes	\$24,136.00	\$24,136.00	1	Tippecanoe County	Tippecanoe County Pregnancy and Supervision Project
	yes	no	\$13,775.00	\$13,775.00	0	Vigo County Juvenile Court	Vigo County Truancy Program
Juvenile records system	yes	yes	\$49,501.00	\$30,000.00	3	IDOC	PbS Continuation
Reentry	yes	yes	\$44,933.00	\$33,700.00	2	Monroe County	Transition from Restrictive Placement Program
Restorative justice	yes	yes	\$23,353.00	\$18,743.00	2	Vanderburgh Superior Court-Juvenile Division	Vanderburgh County Teen Court
	yes	yes	\$11,775.00	\$11,775.00	1	DOC	Balanced and Restorative Justice Project
	yes	yes	\$50,000.00	\$50,000.00	1	Marion Superior Court	Restorative Justice Mediation Pilot
	yes	yes	\$36,000.00	\$36,000.00	1	Tippecanoe County	Restorative Justice Project
Risk/needs assessment, mental health, substance abuse screening/treatment	yes	yes	\$30,000.00	\$30,000.00	1	Bartholomew Circuit Court	Juvenile Justice Mental Health Case Coordination
	yes	yes	\$30,000.00	\$30,000.00	2	Attica City Council	Attica School and Community Connections
	yes	no	\$18,000.00	\$18,000.00	0	Johnson Circuit Court	JCJS Substance Abuse Screening
	yes	no	\$39,991.00	\$39,991.00	0	Indiana University	Juvenile Probation Officer Connect to Care Project
	yes	yes	\$45,000.00	\$20,000.00	5	LaGrange County Commissioners	LaGrange Communities Youth Centers After School Program
School safety	yes	yes	\$49,000.00	\$49,000.00	1	Tippecanoe County	Tippecanoe SRO
Training for detention/corrections	yes	yes	\$59,800.00	\$59,800.00	1	Johnson Circuit Court	IJDA Staff Development Project
	yes	no	\$5,473.00	\$5,473.00	0	DOC	Trauma-Informed Care
Training for law enforcement/court personnel	yes	no	\$20,000.00	\$20,000.00	0	Clark County Superior Court 1	JDAI Site Development and Implementation
	yes	no	\$20,000.00	\$20,000.00	0	Howard County Board of Commissioners	JDAI
	yes	no	\$18,000.00	\$18,000.00	0	Johnson Circuit Court	Johnson County JDAI Site
	yes	no	\$19,385.00	\$19,385.00	0	Indiana Public Defender Council	Juvenile Defense Training Project

Source: ICJI federal fiscal year 2009 -2011 Award Control Reports provided to CCJR.



## Appendix E. ICJI - funded JABG subgrantees in 2011 by purpose area

### Restorative Justice

#### *Tippecanoe County: Restorative Justice Project*

Tippecanoe County continues to demonstrate the need for restorative justice opportunities for youth to develop empathy for their victim(s) as well as the community, in an effort to reduce recidivism, hold offenders accountable, and repair harm. The continued implementation of restorative justice activities will reduce recidivism of juvenile offenders and encourage victim empathy while providing youth an opportunity to restore unlawful behavior. The Restorative Justice Project of Tippecanoe County will fill the open Juvenile Program Facilitator position. The Project Director will ensure the Juvenile Program Facilitator receives technical training and assistance from the International Institute for Restorative Practices and/or OJJDP to ensure best practices are implemented for youth referred. Referrals will be received from Juvenile Probation, Superior Court III, and local school administrators with a goal of serving 75 to 100 youth annually.

#### *Marion Superior Court: Restorative Justice Mediation Pilot*

Through the Marion Superior Court Restorative Justice Mediation Pilot, a restitution component provides opportunity for youth to account for their offenses, by performing community service work for which they “earn” five dollars (\$5.00) an hour. Those earnings are paid directly to victims of certain property offenses where damage occurred. There are two (2) goals of this project: 1) To assist victims whose property is damaged through offenses committed by juvenile delinquents in Marion County by providing such victims with restitution funds up to \$300.00; and 2) For delinquent youth to demonstrate personal responsibility and accountability to victims and community by performing community service work in safe, supervised, and structured circumstances. These goals reflect important components of a restorative justice model. To accomplish these goals, Marion Superior Court will continue to partner with the Marion County Prosecutor's Office, the Marion Superior Court Probation Department, and the Indianapolis Peace Institute, in the second year of the Restorative Justice Mediation Pilot. Additional funds support the contractual services of two (2) part-time Community Service Crew leaders who help to create safe and structured opportunities for juveniles to perform community service work as part of the restitution component of the Restorative Justice Mediation Pilot.

#### *DOC: Balanced and Restorative Justice Project*

The Balanced and Restorative Justice model (BARJ) provides a method for addressing the debts, as well as the needs, of incarcerated juveniles reentering the community, thus improving their chances of avoiding recidivism. With prior year funding, IDOC developed a contract with a certified restorative justice trainer, prepared video-taped training interviews,

trained more than 43 leadership staff through a webinar, conducted a workshop session for the Indiana Juvenile Detention Association's Fall Conference, certified 32 IDOC staff as facilitators, and provided facilitators with technical assistance. Ongoing efforts include restorative justice conferences and the development of computer-based training on BARJ for staff. As the project enters its second year, the project will now invite crime victims, to include family members who have been affected by the juveniles' criminal behaviors, to participate in the restorative justice conferences. Project objectives include increasing staff's ability to facilitate restorative justice conferences, increasing overall staff knowledge of BARJ, and increasing the number of juveniles participating in restorative justice conferences. For the first half of the project, the focus will be on maintaining current efforts plus scheduling additional facilitator certifications, scheduling/holding victim-offenders conferences, and establishing the assessment/evaluation process. For the second half of the project, training will be held and follow-up technical assistance provided.

#### *Vanderburgh Superior Court: Vanderburgh County Teen Court*

The Vanderburgh County Juvenile Court partners with Youth Resources of Southwestern Indiana to provide a Teen Court restorative justice program. The goals of Vanderburgh County Teen Court are to interrupt developing patterns of criminal behavior among youth; reduce recidivism rate of juvenile offenders in Vanderburgh County; reduce the number of respondents who reoffend; help juvenile offenders understand the impact their actions have on others; improve guardian/parent involvement by requiring participation in the program with the juvenile offender; give youth volunteers hands-on leadership opportunities and foster a career interest in the legal system and local authority partnerships; and engage young people (volunteers and offenders) in local community service. The Teen Court process begins when the juvenile who has committed an offense is referred by his/her probation officers. An intake interview is scheduled with the Teen Court Program Coordinator. The hearing is scheduled for one to three months later, and hearings take place nearly every Monday with teen volunteers who serve as the main players of the courtroom. The youth then has a 90-day probation period to complete his/her disposition that was assigned by the youth jury. The case is officially closed at the end of the 90 days if all disposition requirements have been completed, and the offense is removed from the juvenile's record. The grant will cover salary and fringe benefits, an evaluation consultant, operating expenses, program supplies and materials, volunteer training and recognition, and Program Coordinator travel and training.

### Juvenile Courts and Probation

#### *Montgomery County Commissioners: Montgomery County Skill Building*

Implemented in June 2010, Montgomery County Skill Building offers 6.5 hours of structured learning each day, 4 hours of Life Skills psycho-educational groups each week, and 1.75 hours of group substance use therapy each week. Students are then transitioned to the Enhanced Learning Opportunity Program where 4 hours each week they work with the

Purdue Extension Office on life skills groups and 1.75 hours each week they meet with a licensed addictions counselor for psycho-educational group therapy focusing mainly on substance abuse topics. The goal is to keep youth (those on probation and those not yet on probation) engaged in structured academic and community activities to prevent further delinquency.

### ***Tippecanoe County: Tippecanoe County Pregnancy & Supervision Project***

This grant allows Tippecanoe County to continue the work of a Probation Officer dedicated to intensive supervision and intervention with pregnant teenagers, all probation youth at-risk of becoming pregnant and teenage mothers and fathers. Since beginning this project in 2010, Tippecanoe County has seen a marked decrease in the number of youth becoming pregnant while on probation as well as a marked decrease in the number of teenage mothers and fathers and pregnant youth committing new crimes and being placed in secure detention and/or the Indiana Department of Corrections. Funding will continue the work that has begun to significantly impact the rate and incident of teenage pregnancy by providing intensive supervision, intervention, and education and holding youth accountable to improve the overall health and welfare of all children in our community. Project goals include enrolling all pregnant teenagers in pregnancy programs and placing them on the specialized Probation Officer's case load within 14 days of identifying pregnancy; and providing educational and intensive supervision services to at-risk and high-risk youth on probation. Implementation will occur through continued assignment of youth to groups and the Probation Officer's case load and continued teaching of educational and support classes and intensive supervision in the home, community and at school.

### ***Vigo County Juvenile Court: Vigo County Truancy Program***

The addition of a part-time Probation Officer Assistant to the Truancy Program will allow one professional to concentrate all efforts solely on the truant student. Implementing a program that requires weekly face to face meetings between the Probation Officer Assistant and truant child, and initial contact with the family once a truancy face sheet is received, will aid greatly in the decrease of formal truancy filings with the prosecutor. It is further believed that with the frequent, consistent contact of the Probation Officer Assistant, the number of Truancy Face Sheets being filed with the Probation Department will also decrease. The Chief Juvenile Probation Officer and probation staff will introduce the new hire to all middle and high school staff within the first two weeks of employment and weekly face to face contact will begin during the second week of employment.

### ***Steuben County Community Corrections: Youth Improvement Day Program (YIP)***

The YIP was implemented April 2006, through a collaboration of Steuben County Circuit Courts, Steuben County Probation Department, Steuben

County Community Corrections and the Steuben County Department of Child and Family Services. The program serves males and females ages 12 to 17. Any middle or high school student who is suspended, or is pending expulsion, from any public school system in the county may be referred to the program, which involves daily supervision and structured educational activities for youth involved in the program. The program provides education and therapeutic services to troubled pre-adolescent and adolescents within a safe, secure, and supportive environment using evidence-based treatment approaches focusing on cognitive behavior, anger management, social skills, and social decision-making. Students can earn high school credit for obtaining and maintaining a job. Current curriculum is a compellation of classes from the local high schools. Program teachers would like to expand their curriculum with publicized home schooling materials as well as create a basic middle school curriculum

### ***City of Jeffersonville: Clark County Juvenile Justice Program***

The purpose of the proposed project is to reduce juvenile recidivism and more effectively coordinate programs that serve the youth of Clark County. The program uses the Clark County Youth Shelter's Residential Program, Anger Management for Teens Program, Shoplifting Prevention Program, and the Clark County Juvenile Detention Center's counseling program, and Brandon's House Counseling Center to enable juvenile courts and probation officers to be more effective and efficient in holding juvenile offenders accountable and reducing juvenile recidivism.

### ***Lawrence County Probation Department: Juvenile Detention Alternative Program***

The Juvenile Detention Alternative Program is a three-phase intermediate sanction program that targets medium- to high-risk youth and promotes accountability through services and sanctions to reduce out-of-home placements and Department of Correction commitments. The program is currently in its 5th year of operation. Objectives of the program are: 1) Identify target population through screenings that include the use of the IYAS, (Indiana Youth Assessment System); 2) Target interventions based upon the risk/needs profile; 3) Provide comprehensive case management; 4) Apply graduated sanctions for rule infractions; and 5) Receive feedback from service providers and families to assist in identifying areas that can be improved upon. Grant funds support service providers. Stone City Counseling is contracted with to provide Adolescents and Families Conquering Addictions class. This is an eight-week program in which both the parents/guardians and the youth address the effects of substance abuse within the family and provides tools and strategies to the family and youth to address substance abuse problems. The other service provider is Life Solutions. Life Solutions is responsible Family Sessions and Parenting Classes utilizing a cognitive behavioral approach to address issues with the youth and family.



## Accountability

### ***Perry County: Girls Circle-Boys Council***

The Perry County Youth Service Bureau (YSB), in collaboration with Perry County Circuit Court, Probation Office, Tell City-Troy Township School Corporation and Cannelton City Schools, received funds to allow for the continuation of the Girls Circle and Boys Council Programs designed to work with juvenile offenders and at-risk youth. The Girls Circle and Boys Council Programs provides Perry County youth who have been identified to be at-risk due to delinquent activity, negative attitudes and behaviors, pregnancy, truancy and poor family support, a safe place to develop healthy relationships, validate self-worth, and learn positive life skills. Girls Circle is recognized as a "promising approach" in the Model Programs Guide of the Office of Juvenile Justice and Delinquency Prevention. The Boys Council Program is a twin venture of the Girls Circle Association. This program encourages boys to act safely; use good judgment; show respect to self, family, women, and community; discover life principles; find positive bonds and self-worth; see others' points of view; and develop goals and a desire for a good life. Both the Girls Circle and Boys Council Programs utilize the Native American circle model to symbolize inclusion, promote respect, listening and non-judgment.

### ***Warren County: Opportunity Center***

There are no structured programs in the county for after school activities other than school athletics; often at-risk youth are not involved in those after school activities. Project objectives include: 1) To identify additional high risk students (beyond the current 20 being served) who are in danger of dropping out of school or being expelled because of academic failure or school behavioral issues; 2) To provide assistance to identified students and their families in the form of counseling, monitoring, and accountability that will result in the development of individual and family behavior plan; 3) To provide family case management and counseling to identified students that will result in a reduction of the number of dropouts at Seeger High School and the number of youth who are on probation. School counselors and probation officer will identify youth who are at risk of dropping out of school and of entering the juvenile system. The county will then contract with Wabash Valley Mental Hospital to provide services to these at risk students.

### ***Madison County: C.A.S.E***

The Madison County Juvenile Probation Department grant expands the C.A.S.E. (Community Accountability and Supervision Enhancement) program. The expansion project will allow Juvenile Probation to partner with any police department in Madison County. Grant funds will pay for part-time police assistance and overtime pay for probation officers, funding to provide electronic monitoring for eligible youth, additional safety training for probation officers who will be working in some high-risk areas during high-crime hours, and to purchase new or updated identification and safety equipment for use during project hours. A probation officer will also be assigned to each supervision project to maintain radio communication with the teams for safety purposes and to provide any information from the database the team requires (such as alternative

addresses, phone numbers, active warrant alerts, mental health or developmental issues of the juvenile or family, etc.). Police officers new to the program will be trained in C.A.S.E. procedures and how to identify where individual offenders are in the continuum of graduated sanctions. Youth will be placed in the program according to program eligibility, and may participate in either or both components (increased community supervision or electronic monitoring) of the program as part of a graduated sanctions approach.

## **Risk/Needs Assessment, Mental Health, and/or Substance Abuse Screening and Treatment**

### ***Indiana University: Juvenile Probation Officer Connect to Care Project***

The primary focus is to understand how to improve mental health care utilization for Indiana youth in the juvenile justice system. The goal is to utilize the unique structure and collaboration of partners in the Indiana MHSAT project to explore mental health connection to care. Through the grant, online surveys will be conducted with 100 juvenile probation officers from counties involved in the MHSAT project. There will also be interviews with juvenile probation directors or supervisors from each county site to understand their own impression of barriers to mental health care as well as organizational issues that impact connection to mental health care. Results of the surveys are expected to lead to specific training for juvenile probation officers and be informative to juvenile probation officers in the JDAI counties of the state.

### ***Attica City Council: Attica School and Community Connections***

The Attica School and Community Connections program is a continuation of a program started in 2008 at the close of the local alternative school. The program provided case management services, counseling services, therapy, and family services to identified at-risk youth. The students identified were at risk of dropping out of school and becoming involved in the juvenile justice system. The services provided have had a significant impact on reducing the dropout rate and thereby increasing the graduation rate. One goal is to identify even more at-risk students to reduce the number of dropouts even more with a goal of zero dropouts. The high school principal and a teacher who works with at-risk students will identify students who are in need of the program. Case management will be provided for those students which will assist in their achieving success at school. Therapy and family counseling will be provided for identified students.

### ***LaGrange County Commissioners: LaGrange Communities Youth Centers (LCYC) After School Program***

The goal of the LCYC is to provide an after school program two days per week/per school at two county schools for youth ages 11 to 14 during the hours of 3:00-6:00 pm., with the goal of serving approximately 90 youth during the 2010-2011 school year. LCYC is working closely with the juve-



nile court system, county officials, local law enforcement officials, the leadership of the three school districts, as well as other community leaders and organizations to refine and execute plans to provide safe, positive, and productive activities and environments for young people during high-risk hours. LCYC will provide alternative activities, positive role models, and real-world learning situations and activities, including but not limited to: physical activities, one-on-one tutoring, arts and craft-based activities, social/civic minded events centering on community service projects, and the opportunity to interact with motivational speakers and adult mentors.

### ***Bartholomew Circuit Court: Juvenile Justice Mental Health Case Coordination***

If mental health services and possible diversion from delinquency adjudication are made available to all mentally disordered youth referred to the juvenile justice system, it is important that proper screening and assessment for mental health issues be completed on all referrals to juvenile probation. In September 2010, a Juvenile Justice Mental Health Coordinator was hired. The Juvenile Justice Mental Health Coordinator's duties include: facilitating partnerships with service providers and other key stakeholders to ensure access to mental health, substance abuse, and other intervention services; work collaboratively with representatives of the juvenile court, juvenile probation, juvenile detention, and the county prosecutor's office in regards to recommendations for service provision and diversion of appropriate referred youth from delinquency adjudication; provide case coordination for all youth and their families referred by juvenile probation; and ensure documentation and data collection related to project outcomes.

### ***Johnson Circuit Court: JCJS Substance Abuse Screening***

Johnson County has identified substance abuse as a risk factor for juvenile delinquency within the community, but lacks objective evidence-based options in identifying and treating this risk factor. The Juvenile Automated Substance Abuse Evaluation (JASAE) has been identified by JCJS as the most appropriate substance abuse assessment for juveniles, as well as more efficient than the previous assessment. Staff will be trained to administer the JASAE. Johnson County will utilize two existing credentialed substance abuse counseling staff to complete all of the JASAE assessments. Both substance abuse counseling staff will be trained on how to administer the JASAE, use the JASAE database, and run reports. Johnson County will utilize seven existing juvenile probation officers to administer urine drug screens to identify youth on their caseloads. Probation officers will also be responsible for reporting results to each youth. All juvenile probation officers will receive training on reporting procedures and new drug screen administration.

## **Training for law enforcement and court personnel**

### ***Clark County Superior Court 1: JDAI Site Development and Implementation***

Increasing numbers of juveniles being detained has led Clark County Superior Court 1 to collaborate with community partners and stakehold-

ers in the development of preventative programs aimed at providing services to help the youth and families before court intervention is necessary. Guidance in this effort will come through the required "Model Site" Visit and National Inter-site Conference where community stakeholders and Clark County Superior Court 1 can engage with other JDAI sites and learn the evidence-based techniques and strategies used to help so many other communities. The goal is to have ten stakeholders attend both the model site and national conference in an effort to establish evidenced based practices through existing and new programming.

### ***Howard County Board of Commissioners: JDAI***

For the past 23 years, community agencies of Howard County have participated in a community collaboration focused on identifying both at-risk and serious habitual offenders. The community collaboration consisted of local law enforcement, prosecutor's office, the juvenile probation department, detention, child welfare, and the school corporations. The goal of this grant is to initiate a Juvenile Detention Alternative Initiative in Howard County. The funding from this proposal allows for key agencies to attend and participate in training to adopt the strategies of JDAI and the Annie E. Casey Foundation.

### ***Johnson Circuit Court: Johnson County JDAI Site***

The Juvenile Detention Alternatives Initiative (JDAI) was designed to support the Annie E. Casey Foundation's vision that all youth involved in the juvenile justice system have opportunities to develop into healthy, productive adults. Along with the JDAI, the Johnson County Juvenile Justice System (JCJS) believes that juveniles are entitled to receive the best treatment possible. The JDAI has become an effective tool for building a more productive, yet safe and secure environment for youth involved in JCJS. The Indiana JDAI State Steering Committee has recognized the efforts of JCJS and has formally requested the participation of Johnson County in the statewide initiative. To become a JDAI site requires attendance at the annual JDAI Inter-Site Conference as well as a visit to a JDAI model site. However, JCJS lacks necessary funds to meet these travel and training expectations. Grant funding provides monetary assistance to allow participation in the model site training and to attend the JDAI Inter-Site conference for six (6) members of the Juvenile Practices Improvement Committee (JPIC). These funds will be used to cover travel expenses, hotel expenses, and any registration fees that may be required.

### ***Indiana Public Defender Council: Juvenile Defense Training Project***

This project address the lack of adequate training for attorneys providing representation to youth in the delinquency system, and seeks to provide a two-day CLE program for up to 80 attorneys to help build skills that will better serve their clients. The project will utilize national and state presenters and take advantage of the MacArthur Juvenile Court Training Curriculum. This is anticipated to be a three-year event with the primary expenses going towards speakers for events, conference facilities, and meals.



## Training for Detention/Corrections Personnel

### *Johnson Circuit Court: IJDA Staff Development Project*

The Indiana Juvenile Detention Association (IJDA) is an organization comprised of detention center personnel, juvenile justice practitioners, and others interested in continuous system improvement in the Juvenile Justice System. The IJDA continues to recognize the need for initial-employment training and continued professional development for juvenile detention and corrections personnel on an ongoing basis, which complies with mandated training requirements for compliance with Indiana Department of Correction (DOC) standards. This project ensures the continued availability of the required training as well as provides training which meets the nationally recognized standards set forth by the National Partnership for Juvenile Services. Through the support of ICJI, the IJDA, in conjunction with the Youth Law T.E.A.M. of Indiana (YLI), will provide trainings, forums, and technical assistance to detention center and corrections personnel and other juvenile justice professionals to increase awareness of best practices in detention and corrections, alternatives to detention, and facilitate strategies to ensure the ethical and equitable treatment of youth in care. The 40-hour care worker training will allow participating facilities to maintain compliance with (DOC) certification standards. This grant provides scholarships for 65-70 participants at the National Symposium as well as 30 participants in the 40-hour care worker training.

### *Indiana Department of Correction (DOC): Trauma Informed Care*

This one-time grant will assist the DOC Division of Youth Services in obtaining and disseminating the training necessary for implementation of the Trauma-Informed Care model for existing and future staff. By training staff on the Trauma-Informed Care model, DOC can better serve those juveniles remanded to its care by providing programs and interventions designed to address the causes of criminogenic and behavioral issues, thereby reducing their risk of recidivating or graduating to the adult criminal justice system. Plans for the first half of the project include handling logistics of the subject matter expert's training, including contracting, scheduling, and staff selection. The second six months of the project include the training session, development of training materials based on the session, and implementation of TIC in all DOC DYS facilities.

## Information Sharing

### *Porter County: Information Sharing Enhancements*

This subgrant focuses on information sharing between juvenile justice serving entities. Porter County has the QUEST database for the juvenile justice system. Through interactions and meetings of the existing JDAI Committee, it was determined that extending the availability of the QUEST system to other stakeholders will aid in the ultimate goal of working together to decrease the number of juveniles entering the system. Information sharing resources will be purchased through this proposal with match funding provided by the local general fund budget of

the Juvenile Probation Department. The project will allow for the pooling of resources and cultivate a new environment on how to deal more effectively with local juveniles.

### *Marion Superior Court: Interagency Information Sharing to Improve Juvenile Outcomes*

The goal of the grant is to develop stronger interagency communication (i.e., between field officers and law enforcement, between court and probation staff) to reduce the number of youth who are securely detained on pre-trial basis, by using alternatives to secure detention. To accomplish this goal, the grant will attempt to expand perspectives of local stakeholders through site visits to other jurisdictions, and exposure to process improvement models that help businesses and government agencies isolate strategies to improve operations, which could increase success in protecting public safety through alternatives to secure detention. There will also be a preliminary analysis of the feasibility of a social enterprise to support alternatives to secure detention through non-county and non-grant funding, i.e., for-profit proceeds. Trainings of staff from Court, Probation and Detention, and attendance by such representatives and community volunteers at conferences and site visits designed to better inform local stakeholders of practices regarding average daily population, and funding of alternatives to secure detention are key activities in the project.

## School Safety

### *Tippecanoe County: Tippecanoe School Resource Officer (SRO)*

The goal of this project is to continue the improvement in the continuum of graduated sanctions available in Tippecanoe County. The SRO provides the opportunity for law enforcement to have a liaison at Tippecanoe School Corporation and the school corporation to have a specially trained law enforcement officer to act as a law-related counselor, law-related education teacher and assist in ensuring safety and security at the schools while stopping youth from entering the school to prison pipeline. The SRO was hired in 2010, and training continued during the summer months of 2011. Project funds will cover salary and benefits for the SRO.

## Juvenile Records System

### *IDOC: PbS Continuation*

The Performance-based Standards (PbS) project is a nationally accepted, evidence-based, best practices model for addressing juvenile justice measures, improving facility accountability, and improving the conditions of confinement for juveniles. PbS collects data from juvenile correctional programs nationwide to determine states' progress and effectiveness against a national field. Twice per year, 200 participating programs collect and report data on 105 outcome measures that indicate performance toward meeting standards of the following components of facility operations: safety, security, order, programming (including education)



health/mental health, justice, and reintegration. Data are analyzed by the PbS project and reported back to the facilities.

## Reentry

### *Monroe County: Transition from Restrictive Placement*

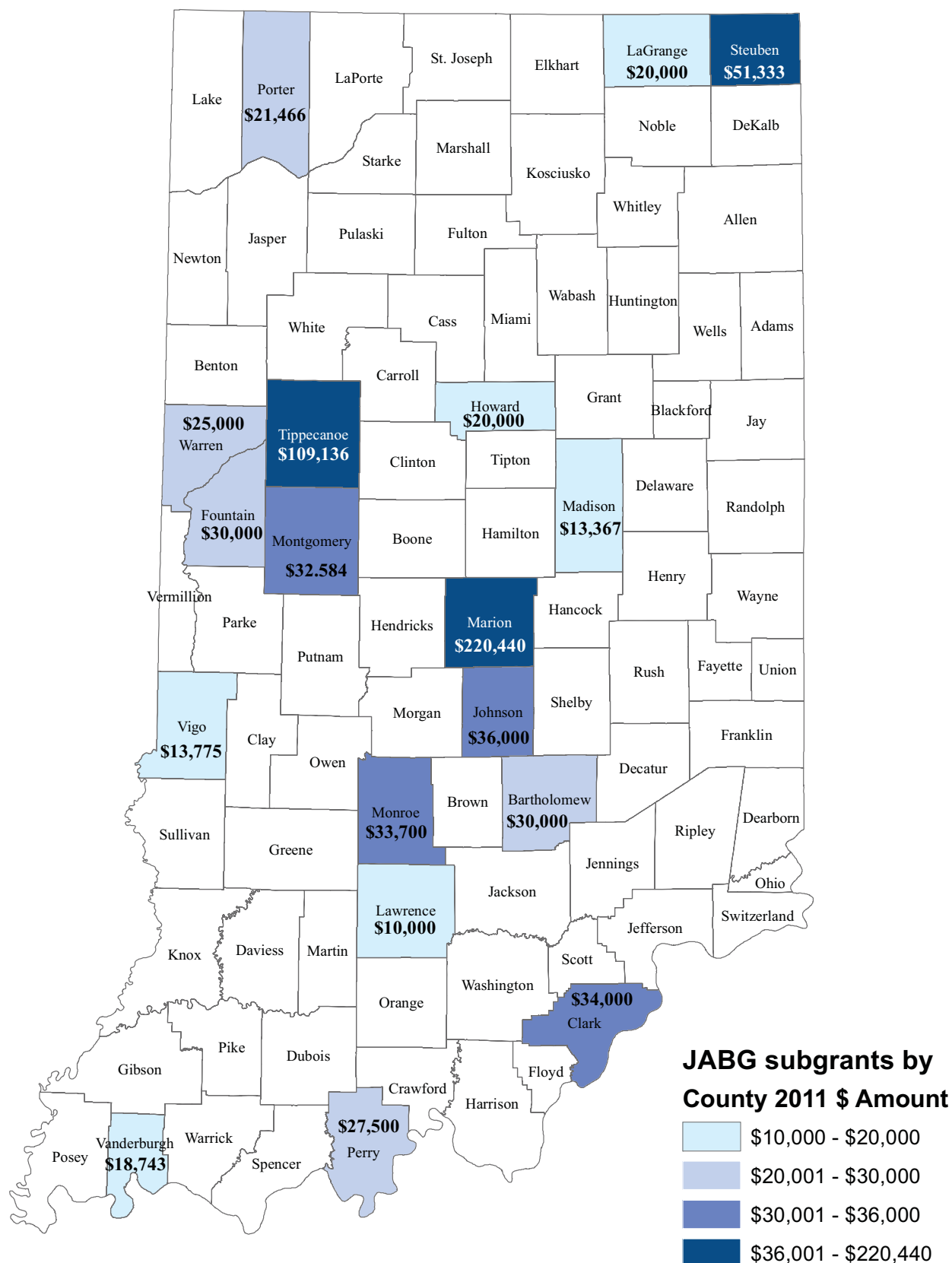
Juvenile probation provides supervision and case management services to approximately 155 youth offenders. One specialized case load focuses on those youth and families who are preparing for, and have recently been returned to the community from a restrictive placement. The caseload average is 6 to 12 clients. Funds from the JABG grant utilized to begin

home-based services as quickly as home visits begin. Families will be provided intensive, home-based services intended to increase the likelihood of successful transition from restrictive placement in the home. An additional focal point of this grant is the enhancement of non-traditional services including: expansion of recreational, leisure and employment opportunities, as well as community based service projects, and volunteer opportunities.

### **Funding for Prosecutors**

No projects funded in 2011.

## Appendix F. JABG subgrant dollar amount by county, 2011



## Appendix G. Model Programs in JABG

### Adolescent Diversion Project

*Purpose Area: Accountability*

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

For additional information, see:

<http://www.nationalgangcenter.gov/SPT/Programs/6> or

<http://www.aplu.org/NetCommunity/Document.Doc?id=1558>

### Aggression Replacement Training (ART)

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

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

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

### Behavioral Monitoring and Reinforcement Program

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

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

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

### Brief Strategic Family Therapy (BSFT)

*Purpose Area: Accountability*

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

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

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

### CASASTART

*Purpose Area: Risk/needs assessment*

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

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

### Communities that Care

*Purpose Area: Risk/needs assessment*

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

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

### Coordination of Services

*Purpose Area: Accountability*

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

For additional information, see:

[http://www.ncmhjj.com/resource\\_kit/pdfs/Treatment/References/OutcomeEval.pdf](http://www.ncmhjj.com/resource_kit/pdfs/Treatment/References/OutcomeEval.pdf)



## Family Integrated Transitions (FIT)

*Purpose Area: Reentry*

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

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

## Functional Family Therapy (FFT)

*Purpose Area: Accountability*

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

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

## Incredible Years

*Purpose Area: Risk/needs assessment*

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

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

## Juvenile Drug Courts

*Purpose Areas: Juvenile courts and probation; accountability*

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

For additional information, see:

<https://www.ncjrs.gov/pdffiles1/bja/197866.pdf> or

<http://www.ncjfcj.org/content/view/290/628/>

## Juvenile Mentoring

*Purpose Area: Accountability*

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

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

## Juvenile Sex Offender Treatment

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

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

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

## Life Skills Training

*Purpose Area: Risk/needs assessment*

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

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

## Multidimensional Treatment Foster Care

*Purpose Area: Risk/needs assessment*

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

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

## Multi-Systemic Therapy (MST)

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

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

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

## Olweus Bullying Prevention Program (BPP)

*Purpose Areas: Accountability; risk/needs assessment*

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

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

## Positive Parenting Program (Triple P)

*Purpose Area: Risk/needs assessment*

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

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

## Project Toward No Drug Abuse

*Purpose Area: Risk/needs assessment*

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

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

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

*Purpose Area: Risk/needs assessment*

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

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

## Promoting Alternative Thinking Strategies (PATHS)

*Purpose Area: School safety*

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

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

## School-Wide Positive Behavioral Support (SWPBS)

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

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

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





## Seattle Social Development Project (SSDP)

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

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

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

## Serious Habitual Offender Comprehensive Action Program (SHOCAP)

*Purpose Areas: Information sharing; juvenile records system*

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

For additional information, see:

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

## Social and Emotional Learning (SEL)

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

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

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

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

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

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

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

For additional information, see:

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

## Teen Courts (also known as Youth Courts)

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

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

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

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

*Purpose Area: Accountability*

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

For additional information, see:

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

## Victim-Offender Mediation (VOM)

*Purpose Area: Restorative justice*

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

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







**Review of best practices  
for ICJI program areas and funding streams**

## **Juvenile Accountability Block Grant (JABG)**

*A research partnership between the Indiana Criminal Justice Institute  
and the Indiana University Center for Criminal Justice Research*

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