



FY 2004 Title II Formula Grant REQUEST FOR PROPOSALS

Deadline: Monday, April 19, 2004 at 3:00 pm

The Utah Board of Juvenile Justice is pleased to announce the availability of Title II Formula Grants funded by allocations from the Office of Juvenile Justice and Delinquency Prevention.

- There is approximately **\$486,000** designated to support the continuation of current projects. Continuation funding is not guaranteed. These projects will be funded based on individual merit.
- **Due to a reduction in Federal funds, applications for new projects will not be accepted. Only continuation projects are eligible to apply.**

Units of local government, school districts, state agencies, Indian tribes and tribal organizations or qualified community-based organizations may apply for funding to meet one or more of the following UBJJ goals:

- 1. Projects to reduce the disproportionate representation of minority youth in the juvenile justice system.**
 - a) Increase the number of rehabilitative services for non-English speaking youth.
 - b) Enhance the legal representation of minority youth in the juvenile justice system. This includes, but is not limited to: training for defense lawyers regarding the juvenile justice system or providing legal representation for minority youth.
- 2. Projects that prevent the use of illegal drugs and alcohol by youth.**
 - a) Counter the perception that drug or alcohol use is harmless.
 - b) Address problems associated with marijuana, alcohol and “club drugs” abuse. Projects could include: public awareness campaigns; training for teachers and parents on drug prevention strategies; and youth prevention activities.
- 3. Early delinquency intervention and prevention projects for children grades kindergarten to twelve, with priority given to projects in rural areas.**
 - a) Identify at-risk youth, including those affected by domestic violence, and provide them with prevention and early intervention services.
 - b) Identify at-risk families and provide them with support services designed to increase parent and family involvement and accountability for juvenile delinquency.
 - c) Provide family based services for ungovernable youth while maintaining them in the home.

Applicants may request funding for projects that combine elements from more than one priority area. Applicants may also propose projects outside of these priority areas. However, because funds are limited this year, it is unlikely that non-priority programs will be funded.

For additional information, please contact:

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801-538-1372 or rgarff@utah.gov

Source of Title II Formula Grant Funds

The U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention provide Title II Formula Grant funding. The funds are appropriated to the State of Utah based on the formula outlined in the Juvenile Justice and Delinquency Prevention Act.

To qualify for Formula Grant Funding, the State of Utah, through the Utah Board of Juvenile Justice, submitted a juvenile justice plan outlining the priorities for funding for FY 2004. As part of the plan, the Board certified that Utah is addressing the four core requirements of the Act: (1) the removal of status offenders from secure settings; (2) the removal of juveniles from adult jails and lockups; (3) the separation of juveniles from incarcerated adults; and (4) implementation of strategies to address the disproportionate confinement of minority youth.

Program Priorities

Title II funds may only be used for new and innovative programs. Funds cannot be used to support the needs of existing programs. In developing this request for proposal, the Utah Board of Juvenile Justice has identified the following three priorities for this year's funding competition.

Minority Youth

Following a trend of many years, minorities were overrepresented in secure care placements. Collectively, they accounted for over 37% of all admissions to secure care, though they represent 16.5% of Utah's youth population. This is a substantial increase from the 32% in FY2002. (*Utah Division of Youth Corrections 2003 Annual Report*, p. 54.)

In the 1999 University of Utah study, *Minority Overrepresentation in the Utah Juvenile Justice System*, researchers found that minority youth, after factoring in offending histories, do receive harsher dispositions than their Caucasian counterparts.

In focus groups with youth and system personnel across the state of Utah, researchers also found that both youth and staff believe that racial stereotyping practiced by personnel at multiple points in the system and by school system personnel leads to more severe sentencing for minority youth. The research also pointed to the lack of adequate legal representation in court by minority youth as a potential contributing factor to harsher sentences.

The Board is seeking applications for programs that propose to reduce the number of minority youth that are involved in Utah's juvenile justice system. High priority will be given to programs that propose to enhance the legal representation of minority youth in the juvenile justice system. These programs can include, but are not limited to, training for defense lawyers regarding the juvenile justice system or providing legal representation for minority youth.

Illegal Drugs and Alcohol

Utah, like many parts of the country, has documented a steady decline in its juvenile crime rate. In the last seven years, Utah's juvenile arrest rate fell 36%, from 43,214 arrests in 1993 to 27,812 arrests in 2002. The percentage of youth, however, arrested for alcohol and drug-related crimes has continued to increase over the last four years. In 2000, 18.1% of all juvenile arrests were alcohol and drug related. This is up from 15.7% in 1997 (*2000 Crime in Utah*, Bureau of Criminal Identification).

The Board is seeking applications for programs that propose to prevent the use of illegal drugs and alcohol by youth. Priority will be given to programs that are designed to counter the perception that drug or alcohol use is harmless. Applicants should address the problems associated with marijuana, alcohol and “club drugs” abuse. Programs can include, but are not limited to, public awareness campaigns; training for teachers and parents on drug prevention strategies; and youth prevention activities. Proposed projects should complement Utah’s State Incentive Cooperative Agreement (SICA) program. A letter of collaboration with the local SICA Coordinator is required.

Early Intervention and Prevention

Intervention and prevention programs designed to intervene early with high-risk families and children have the potential to stop the development of adult and juvenile crime. Studies indicate that the earlier the signs of antisocial behavior appear, the more serious the antisocial behavior or delinquency will be in later years (Tolan, P.H., & Thomas, P. 1995. The implications of age of onset for delinquency II: Longitudinal data. *Journal of Abnormal Child Psychology*, 23, 157-169). Children living in economically deprived, urban neighborhoods are more apt to begin antisocial behaviors at an earlier age, regardless of gender (Guerra, N.G. et al., 1995. Promoting emotional competence in school aged children: The effects of the PATHS curriculum. *Development and Psychopathology*, 7, 117-136). Another study suggests that antisocial behaviors appear to “crystallize” in the first and second grades (Eron, Huesmann, and Zelli, 1991. The role of parental variables in the learning of aggression. In D.J. Pepler & K.H. Rubin (Eds.), *The development and treatment of childhood aggression*. Hillsdale, NJ: Erlbaum). These studies and many like them suggest that providing early delinquency intervention services, prevents delinquent and criminal behavior later in life.

The Board seeks applications for programs designed to provide early delinquency intervention and prevention for children grades kindergarten to twelve and their families. Programs may include but are not limited to increasing the identification of youth at risk and providing them with prevention and early intervention services. Programs may also identify at-risk families and provide them with support services designed to increase parent and family involvement and accountability for juvenile delinquency. Emphasis should be placed on providing in-home services for ungovernable youth.

General Submission Requirements

Qualified Applicants

Only units of local government, school districts, state agencies, Indian tribes and tribal organizations or qualified community-based organizations are eligible to apply for funding assistance.

Community-based organizations (CBOs), such as private non-profit agencies, may receive funding only under contract with a unit of government. CBOs may receive funding directly if they have been denied funding for the proposed program from a local unit of government within the past twelve months. Community-based agencies requesting direct funding must attach a Denial of Funding Letter to their application. The purpose of the letter is for CBOs to show that they made an attempt to receive funding from other government sources.

Prospective applicants should not view the Denial of Funding Letter as a major obstacle or exclusion to apply for Title II funding. Since most government agencies lack the resources to fund private agencies, a denial letter should be easy to obtain. If the CBO receives more than

60% of their funds from any local unit of government, a letter is not necessary. However, the applicant must indicate that they receive over 60% of their funds from a local unit of government. The CBO is required to seek only one local government source for funding. A local unit of government may be a city or county agency in the jurisdiction in which the CBO does business.

Submitting an Application

All applications for funding must be submitted utilizing the required forms and following the required format. One original and **eleven** three-hole punched copies are required. Faxed or emailed applications will not be accepted.

Applications are due by 3:00 pm on Monday, April 19, 2004 to:

Utah Board of Juvenile Justice, c/o Utah Commission on Criminal and Juvenile Justice
Utah State Capitol Complex
East Office Building, Suite E-330
P.O. Box 142330
SLC, UT 84114-2330

Applications submitted after the deadline may be considered only after all other applications received on time are considered. No applications will be considered if submitted 24-hours after the deadline.

The chief executive official of the sponsoring unit of local government, state agency, or qualified community-based organization must sign the application. All sections of the application pertinent to the proposed project must be completed in full.

Resources

You must conduct a thorough assessment of the proposed target population. Data from the last three years is necessary.

One source is the CCJJ website: www.justice.utah.gov. Other data sources include the Utah Division of Human Services 2003 SHARP Youth Prevention Needs Assessment (http://www.hsdsa.utah.gov/SHARP_map.htm), the Utah Department of Public Safety, the National Criminal Justice Association, Utah Kid's Count, United Way Community Assessment, the Office of Juvenile Justice and Delinquency Prevention, and the Child Welfare League of America. Applications that use data to effectively support their project are more likely to receive funding.

Other Requirements

Collaboration

Your project must show active collaboration with two or more youth-serving agencies in the form of a letter from the agency that specifies the level of involvement in the project. Projects that accept referrals from any agency, or that make referrals to any agency, must have letters of intent to participate and/or cooperate with the project from the affected agency or agencies. Do **not** include letters of support.

Competent Grant Management

Your agency must assure its willingness to comply with all grant requirements for administration, monitoring, reporting, evaluation, and data collection by reviewing and signing all applicable Certified Assurances. The signed assurances must be attached to and submitted with the original grant application.

Cultural Competency

Projects must show cultural competency and sensitivity when providing direct services to minorities. This may be demonstrated by staff training, written policies and/or procedures, staff member experience, written action plan or other method determined by the subgrantee.

Cultural sensitivity is defined as an awareness that an individual's gender, race, ethnic/cultural background, community and societal factors significantly affect his or her quality of life.

Cultural competency is defined as a systemic approach that demands the skills needed to implement programs within a culturally sensitive framework.

Evaluation Study Participation Required

If you are awarded funding, your agency must agree to participate in a service population evaluation study being conducted by the University of Utah Criminal and Juvenile Justice Research Consortium. The study entails the use of two scientifically-validated survey instruments that you will administer to all your grant-funded program clients, ages 12-17. Each client will complete the surveys prior to entering your program, and again upon exiting your program. The surveys are available online in English and Spanish.

The survey instruments take approximately one hour to administer. The parent/guardian must complete a permission slip before the survey can be administered.

The survey asks participants to provide demographic data about themselves and their families. Participants also answer questions designed to measure the number of risk and protective factors present in the service population. Completed surveys will be submitted to the University of Utah for analysis. A report will be sent back to participating programs providing feedback about the program's impact. Grant funding may be requested to assist with survey administration.

Developing Program Self-Sufficiency

There is no match requirement for new applicants seeking Title II funding. Do not include match on the Application Cover Sheet.

To promote self-sufficiency and long-term operational integrity, your continuation-funding amount is based on your program performance and on a step-down policy. You may not request more than your qualifying amount, as explained below.

- Government agencies applying for a second year of funding may receive no more than 75% of their funding amount received in the first year, and in their third and final year are eligible to receive no more than one half of their first year of funding. For example, if a project receives \$30,000 in its first year, the second year award may be no more than \$22,500 (75% of the first year award). In its third and final year of funding the project qualifies for step-down funding at one half of the base year amount, or \$15,000.
- Not-for-profit agencies may receive up to four years of funding. The second year grant will be no more than 90% of the first year amount. In the third year, projects may be funded up to 75% of the base amount. In the fourth and final year of funding, projects may not receive more than one half of the first year of funding.

In exceptional cases, the Board has the authority to extend funding beyond the three-year and four-year limits. These extensions will be granted by invitation only.

If your project is funded for a subsequent year, you will be required to show a cash or in-kind match to maintain your program at its first year level.

Scoring Criterion for New Applicants

Problem Statement – (20%)

1. Clearly describes problem to be addressed.
2. Thoroughly documents the problem with data and statistics from the past three years.
3. The target population is clearly defined.

Goals and Objectives – (20%)

1. Goals and objectives outlined are clear and reasonable.
2. Objectives listed are measurable and can be documented.

Evaluation Plan – (15%)

1. Plan shows an ability to document success of the program.
2. Performance measure clearly identified and appropriate for measuring success.

Project Design and Management – (25%)

1. Outlines clear and convincing plan to address the problem.
2. Cites relevant research to show efficacy of the program strategy.
3. Staff roles and qualifications are identified and appropriate for the proposed program.
4. Program collaborators and their roles are identified.
5. Timeline of activities is reasonable.

Budget Matrix and Narrative – (10%)

1. Costs are reasonable for the program as outlined.
2. Budget narrative outlines specific needs for items to be purchased.

Cultural Competency – (10%)

1. Demonstrates extensive knowledge of the barriers that clients face.
2. Barriers are appropriately addressed and removed.
3. Demonstrate how the project will ensure staff's cultural competency.
4. Demonstrates extensive knowledge of specific cultural characteristics of the target population.

Scoring Criterion for Continuation Projects

1. Has the applicant clearly shown that their program is making a positive impact on the problem identified?
2. Has the applicant provided *measurable* data to show that the program is effective?
3. If the applicant is participating in the U of U evaluation using the survey instruments, did the applicant provide preliminary findings?
4. If the applicant is making revisions to the plan, has justification for these revisions been provided and will these revisions strengthen the program or rectify program deficiencies?
5. Has the applicant made plans to seek other sources of funding to continue the effort?
6. Does the budget include cash or in-kind contributions to make up for the reduction in grant funds?
7. Does the project demonstrate culturally competency and sensitivity when providing direct services to minorities?
8. Does this program continue to fit into the Board's priorities?

2004 Schedule

March 15	Request for Proposals released
April 19 by 3:00 pm	Deadline for submitting grant applications
April 23	Applications distributed to Review Committees
April 23 – May 27	Committee members review and score applications
May 28	Review Committees meet to make funding recommendations
May 28– June 7	Final awards determined and applicants notified
June 8 – 28	Contracts finalized with awarded applicants
July 1	Effective date for new programs to begin