

# APPLICATION INSTRUCTIONS

JUVENILE ACCOUNTABILITY BLOCK GRANT  
FUNDS

2013 Competitive – Truancy Pilots

JUVENILE JUSTICE AND DELINQUENCY PREVENTION (JJDP) ACT

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## GENERAL INFORMATION

**PLEASE READ THE ENTIRE GRANT APPLICATION INSTRUCTIONS PACKET THOROUGHLY BEFORE YOU BEGIN AND WHILE YOU ARE WRITING YOUR PROPOSAL.**

**Application Materials:** Applications, instructions, and supporting documentation can be obtained through OAJJA's Web Site- <http://dcj.state.co.us/oajja/AAFs/Funding%20Announcements.html>.

**Questions:** Anna Lopez- [anna.lopez@state.co.us](mailto:anna.lopez@state.co.us), 303-239-5705.

### **Application Format:**

- Narrative sections of the application must be typed, single-sided, single spaced, with font size no smaller than 12 point.
- You must stay within the specified page limits indicated for each numbered item.
- Number all pages.
- Staple the pages of the original and each copy of the proposal. Do not use paperclips, rubber bands, binder clips, report covers or binders. The original application should be indicated as such and be accompanied by the number of copies requested in the instructions.
- Attachments must be included with all copies of the application unless otherwise stated.
- Submit only one copy of audit report and financial review with the application packet.

### **Reasons for Disqualification:**

- Applicants do not adhere to the formatting requirements
- Sections missing from the application
- Late submission, electronic or faxed application only (applications must be hard copy delivered to the Division of Criminal Justice on time along with an electronic version)

**Submission Details:** **Submit one original and ten double-sided copies**, as well as an electronic version, of the application. The electronic version should be a Word document that includes all required portions of the proposal as one document.

Applications are due:

**MONDAY, NOVEMBER 18, 2013 BY 3:00 P.M.**

Office of Adult and Juvenile Justice Assistance  
Division of Criminal Justice  
ATTN: OAJJA – JABG Truancy Pilot  
700 Kipling St., Suite 1000  
Denver, CO 80215  
(303) 239-4442

**No late submissions will be accepted.** Allow sufficient time for the physical delivery of the application and required copies by the due date and time.

All material submitted becomes the property of the State of Colorado and is subject to the terms of the Colorado Revised Statutes 24-72-201 through 24-72-206: Public (open) records.

***DO NOT RETURN THE INSTRUCTIONS WITH YOUR APPLICATION. THANK YOU.***

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## *TIMELINE*

Announcement of Availability of Funds posted to DCJ/OAJJA web site.....Week of October 21, 2013

### **APPLICATION SUBMISSION DEADLINE.....MONDAY, NOVEMBER 18, 2013 by 3:00 PM**

Proposal Review and Initial Selection.....by December 13, 2013

Statement of Grant Awards Forwarded to Recipients .....by December 30, 2013

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**Issuing Office:** These Juvenile Accountability Block Grant (JABG) funds are issued by the State of Colorado by the Colorado Department of Public Safety, Division of Criminal Justice (DCJ), in conjunction with the Juvenile Justice and Delinquency Prevention (JJDP) Council. These federal funds are made available through the Juvenile Accountability Block Grant Program. DCJ is the sole point of contact concerning these funds and all communications must be made through the Division of Criminal Justice.

**Purpose of the Funds:** The purpose of these funds is to assist communities in local efforts designed to enhance or respond to a variety of juvenile justice issues. The fund is managed by the Governor-appointed JJDP Council, which establishes funding priorities. Funds are targeted at juveniles who are involved in the justice system, and the professionals and lay persons who work with those juveniles. For purposes of this Announcement the focus is on juveniles who are truant and for whom court proceedings have been initiated.

**Background:** In September 2013, the Juvenile Justice and Delinquency Prevention Council (JJDP) approved funding for two JABG-funded truancy demonstration pilots based on House Bill 13-1021 (concerning measures to ensure students comply with compulsory school attendance requirements) and the National Status Offense Standards in draft form developed by the Coalition for Juvenile Justice and the National Council of Juvenile and Family Court Judges. The purpose of these pilots is to learn and document: the causal factors of truancy; the effective prevention approaches that keep youth in school and on track academically and socially, and increase school and student engagement; and the systems changes needed to successfully address truancy.

The target population for these funds is those youth who meet the definition of being “habitually truant” and for whom court proceedings have been initiated. Under 22-33-107 C.R.S., a student who has four unexcused absences in any one month or ten unexcused absences during any school year is considered to be habitually truant. Pilot sites may further define the target population within their community by focusing on a group of habitually truant students such as minority youth, geographic location (rural, urban, particular schools within a school district), grade level, etc.

Pilot sites have up to six months to develop their collaborative strategic plan during year one. The remaining 18 months are dedicated to implementation and evaluation. Pilot sites will have the ability to revise the project description and budget during the planning period to reflect the detailed budget for the 18 month implementation phase. Pilot sites must submit their implementation plan and detailed implementation budget to the Division of Criminal Justice for review and approval prior to implementation.

During the 6 month initial planning period, pilot sites must also select their screening tools and assessments, if they have not already done so in their application. These screening tools and assessments must be evidenced based and/or research-informed, and cover mental health and substance abuse, trauma, youth and family strengths and needs, and the **School Refusal Assessment Scale**. All services must also be evidence based and/or research-informed as well. It is suggested that grantees review existing evidence-based or research-informed practices by accessing websites such as the National Traumatic Stress Network.

To assist the pilot sites the Low Risk High Need (LRHN) Committee of the Juvenile Justice Delinquency and Prevention (JJDP) Council will serve as the project's statewide advisory group. The LRHN Committee will review the collaborative strategic plans and advise DCJ of its recommendations. In addition, the LRHN committee will provide training and technical assistance to the pilot sites. Pilot sites should include in their Year 1 budget one face-to-face meeting in Denver with the JJDP Council and the LRHN Committee as well as every other month conference calls with the LRHN Committee and the other pilot sites.

### **Proposal Requirements:**

A lead agency (Unit of Local Government) must apply on the behalf of an existing collaborative body, such as Collaborative Management, Senate Bill 94, Local Juvenile Services Planning Committee (JSPC), a school district, county department of human/social services or some other collaborative body. At a minimum the collaborative must have representatives from school(s), judiciary, child welfare, juvenile justice (e.g., law enforcement, SB 94, probation), and behavioral health (mental health and substance abuse providers). To apply, letters of commitment must be included in the application from these entities. For schools the letters of commitment must come from the School District Superintendent and the Principal(s) of participating schools. For the judiciary, the letter of commitment must be from the Chief Judge. For the remaining collaborative members the letter must be from an official who can commit their agency's participation in the pilot.

As part of the proposal, applicants must explain how they will comply with HB 13-1021 concerning measures to ensure that students comply with compulsory school attendance, etc (attached), Key provisions of HB 13-1021 are:

#### **22-33-107 Enforcement of compulsory school attendance**

- Boards of Education shall adopt and implement policies and procedures concerning elementary and secondary school attendance, including but not limited to policies and procedures to work with children who are habitually truant.
- The policies and procedures must include provisions for development of a plan which must be developed with the goal of assisting the child to remain in school.
- Appropriate school personnel are encouraged to work with the local community services group to develop the plan.
- Policies and procedures may include procedures to monitor the attendance of each child enrolled in the school district to identify each child who has a significant number of unexcused absences and to work with the local community services group and the child's parent to identify and address the likely issues underlying the child's truancy including any non-academic issues.

#### **22-33-108 Judicial Proceedings:**

- Schools can file a truancy petition only as a last resort approach and only after the plan developed pursuant to 22-33-107, C.R.S. has been created and implemented and child continues to be habitually truant.

- Before initiating court proceedings, the school district shall give the child and parent written notice that the school district will initiate proceedings if the child does not comply with attendance requirements.
- School must at a minimum submit to court 1) attendance record of student before and after the student was identified as habitually truant, 2) whether the child was identified as chronically absent (22-33-104, C.R.S.) and if so, the strategies the school district used to improve the child's attendance, 3) the interventions and strategies used to improve the student's attendance before the school created the plan identified in 22-33-107(3), C.R.S., 4) the child's plan and efforts by the child, child's parent and school or school district personnel to implement the plan.
- The court may issue an order against the child, the child's parent, or both compelling the parent to take reasonable steps to assure the child's attendance. The order must require the child and parent to cooperate with the school district in complying with the plan created for the child.
- If the child does not comply with the court order, the court may order an assessment for neglect be conducted by DSS pursuant to 19-3-102 (1), C.R.S.

Also as part of the proposal, applicants must explain how they will apply the national Safety, Opportunity & Success (SOS) Standards of Care for Non-Delinquent Youth (attached). Unlike House Bill 13-1021 provisions which are mandatory, the SOS Standards are aspirational, but successful pilot sites will incorporate them into their project's proposal. These standards are aimed at supporting key stakeholders who are committed to implementing optimal policies and practices to facilitate positive outcomes for youth who are already involved or are at risk of involvement in the justice system for status offenses, as well as their families and communities. The SOS Standards are divided into four sections. Section I provides the principles for responding to status offense behaviors. Section II covers efforts to avoid court involvement all together. Section III covers efforts to limit court involvement once a petition has been file. Section IV focuses on policy and legislative implementation.

Sections I and III apply to pilot sites focused on youth meet the definition of being "habitually truant" and court involvement has already been initiated. Please note that standard 8 under Section III states that youth should not be securely detained or confined at any point in the status offense process.

**Award Period:** Applicants are eligible for up to \$50,000. Of that \$20,000 can be utilized for planning during the first six months of year 1 (February 1, 2014 – January 31, 2015) followed by 6 months of implementation with the remaining \$30,000. The two successful year 1 applicants will be able to apply for year 2 funding contingent upon the availability of funds and grantee's performance. During year 2, continuation applicants are eligible for up to \$45,000 in funding; the Year 2 project period will be February 1, 2015 – January 31, 2016.

**Eligibility:** This opportunity is available to community cross disciplinary collaboratives although an individual agency or organization will have to serve as the applicant agency. The collaborative must have a Unit of Local Government serve as the applicant agency for these funds. Eligible applicant agencies are local units of government including local law enforcement, courts, probation offices, district attorneys' offices, county departments of social/human services, schools and school districts.

Applicants may propose to subcontract any or all of the required activities, but are not required to do so. Subcontractors can be other public, state or local agencies, or private not-for-profit organizations as identified under Section 501(c)(3) of the Federal tax code.

**AN APPLICANT AGENCY THAT SUBCONTRACTS WORK TO BE PERFORMED SHALL RETAIN SOLE RESPONSIBILITY FOR THE PROJECT AND SHALL BE THE ONLY DIRECT RECIPIENT OF FUNDS.**

**Ensuring Equal Treatment for Faith-Based Organizations:** The U.S. Department of Justice promulgated a regulation in January 2004 prohibiting discrimination for or against an organization on the basis of religion, religious belief, or religious character in the administration or distribution of federal funds. The regulation also prohibits faith-based organizations from using direct assistance from the Department of Justice to fund inherently religious activities. For more information on the regulation, please see [www.ojp.gov/eeo/etfbo.htm](http://www.ojp.gov/eeo/etfbo.htm)

**Accountability and Transparency.** All potential grant applicants who plan to apply for federal funding from the Colorado Division of Criminal Justice must make sure that their agency has a Dun & Bradstreet Data Universal Numbering System (**DUNS**) number and has registered with the System for Award Management (**SAM**) database (formerly CCR). These are required as part of the implementation of the Federal Funding Accountability and Transparency Act of 2006 (Transparency Act) that went into effect January 1, 2009.

A DUNS number is a unique number that identifies an organization and helps track the distribution of grant money. Verify whether or not your agency has a DUNS number and a current registration in CCR. **If your agency does not have a DUNS number, and/or is not currently registered in SAM, begin these processes now due to the time required to complete these.** Subgrant awards without a DUNS number and a current registration in SAM will have a Special Condition placed on award documents to complete this requirement within 30 days of the start of the subgrant project period. It is imperative that this timeframe is met per reporting requirements under the Transparency Act.

To obtain a DUNS number online, go to the DUNS registration website at <http://fedgov.dnb.com/webform/displayHomePage.do> or call the Dun & Bradstreet hotline at 1-866-705-5711. You will receive a DUNS number at the conclusion of your phone call. There is no cost associated with obtaining a DUNS number. Your DUNS number is required as part of the SAM registration process.

## **SAM**

The System for Award Management (SAM) is combining federal procurement systems and the Catalog of Federal Domestic Assistance into one new system. The overarching benefits of SAM include streamlined and integrated processes, elimination of data redundancies, and reduced costs while providing improved capability. This consolidation is being done in phases. The first phase of SAM includes the functionality from **Central Contractor Registry (CCR)**, Federal Agency Registration (Fedreg), Online Representations and Certifications Application, and Excluded Parties List System (EPLS).

If you had an **active record** in CCR, you have an active record in SAM. You do not need to do anything in SAM at this time, unless a change in your business circumstances requires updates to your Entity record(s) or you need to renew your Entity(s) prior to its expiration. SAM will send notifications to the registered user via email 60, 30, and 15 days prior to expiration of the Entity. To update or renew your Entity records(s) in SAM you will need to create a SAM User Account and link it to your migrated Entity records.

If you are an entity with an **expired record** and need to activate your record, you should create your account **now** and migrate your roles from CCR. Once you update your record in SAM, **it will take 48 to 72 hours** to complete the TIN match and CAGE validation processes, just like it did in CCR. You will be notified via email when the process is complete and your record is active in SAM. SAM cannot expedite this process.

### **To create a SAM account:**

- Go to <https://sam.gov>



- Click on Create an Account
- Choose Individual account
- Provide the requested information and submit
- Receive the email from “notifications” and click through the sam.gov link to validate your Account
- Log in at <https://sam.gov> with the username and password you created

### **To migrate your CCR roles to SAM**

1. Go to [www.sam.gov](http://www.sam.gov)
2. Create an Individual Account and Login
3. To begin the migration process click either:
  - ✓ “Yes” next to “Would you like to migrate a legacy system account?” on the “My SAM” welcome banner, or
  - ✓ “Migrate Legacy System Account” under “Manage My User Roles” on your “My SAM” page.
4. Select the legacy systems where you have accounts
5. SAM checks to see if your SAM account email address matches your legacy account email address.
  - ✓ If YES, your legacy roles will be automatically migrated to SAM.
  - ✓ If NO, SAM will send an email to your legacy account email address. Click the link in the email and log back in using your SAM username and password. Your roles will now be active.

A Full Users Guide as well as Quick Users Guides are available at [SAM User Guides](#) which you may want to review prior to registering with SAM.

- **Match Requirement.** The Juvenile Accountability Block Grant Program requires a **cash match** equal to **10% of the total project cost**. A Certification of Appropriation of Match form is required from each source of matching funds.
- **Administrative Costs:** The Juvenile Accountability Block Grant Program allows **up to 5%** of the amount requested to be used for grant administrative costs.
- **Supplanting:** These funds cannot be used to supplant (replace) dollars that would, in the absence of these federal funds, be made available for the proposed project; however, they may enhance or expand an existing program funded from other sources. If the request is to sustain a program that has lost previous funding through no fault of its own, the loss must be clearly documented.
- **Project Income:** Any project that intends to earn project income during the grant year must estimate the amount of this income and the sources. Project Income includes such things as registration fees that are generated by services or activities provided through the grant. Project Income must be used for purposes that further the grant project. This income and expenditures from it must be reported quarterly by awarded projects.

**Reporting Requirements:** The Division of Criminal Justice (DCJ) requires quarterly reports that document the project’s progress toward meeting its goals, objectives, and outcomes and its expenditures under the approved budget. DCJ maintains the right to withhold grant payments if reporting requirements are not met in a timely manner.

In addition to the above reporting requirements the Office of Juvenile Justice and Delinquency Prevention has established performance measures for the Juvenile Accountability Block Grant Program. The performance measures related to Accountability-Based Programs can be found in Appendix A of these instructions.

**Application Review Criteria:** A review committee will judge the merits of the proposals received in

accordance with the factors stated below. Failure of the applicant to provide any information requested in the application announcement or instructions may result in disqualification of the application. You must stay within the specified page limits for each section in the application.

## **Review Factors:**

**Problem Identification and Population to be Served.** The application clearly describes the target population, using relevant data to explain the nature and extent of the problem among the target population. The problem or issue to be addressed is clearly documented with relevant existing data for the geographic area and target population of the project and not broader in scope. The sources for the data are cited in a clear and verifiable format. The target population is well identified and issues related to culture, gender and age appropriateness have been described.

**Project Description.** Project activities are clearly described for the six month planning process and fit with the requirements of the funding. Includes a description of the collaborative. Addressed issues of screening and assessment tools. Addressed the implementation plan and described how it will be developed. If some of the implementation has already been figured out it is described in this section.

**Applicant Agency Capacity, Community Collaboration and Support.** Applicant agency has shown they have the resources and staff with the necessary skills to adequately manage this project on behalf of the collaborative. An explanation of the collaborative including its members and how it works was provided. The letters of commitment have been included. Evidence is provided of past successful collaboration projects.

**Project Plan.** Goals and objectives provide an overall understanding of the impact the project will have on the identified problem. Objectives are clear, complete, concise, realistic, measurable, and relate to the goal statement. Outcomes are tied to the goals and objectives and indicate how they will be measured. There is reasonable evidence to suggest the proposed six-month planning process will lead to an evidence-based implementation plan.

**Intended Long-term Outcomes Specified.** Long-term outcomes are the ultimate outcomes desired for participants, recipients, the juvenile justice system, or the community. For direct service programs, they generally include changes in recipients' behavior, attitudes, skills, and knowledge. They also include changes in practice, policy, or decision-making in the juvenile justice system. They should relate back to the program's goals (e.g., reducing truancy). The long-term outcomes the project intends to achieve are responsive to the purpose, overall goals, and essential components of the focus area in this announcement. The applicant has demonstrated a reasonable potential for reaching the outcomes based on essential components, research, sound program principles and/or relevant theory.

**Evaluation Plan.** The proposal describes how it will systematically document project effectiveness, including any system and/or individual changes occurring as a result of the project. It will be able to provide evidence of progress in meeting its intended outcomes. The applicant described who will be responsible for data collection and reporting.

**Sustainability.** A sustainability plan beyond these grant funds is provided.

**Budget.** The budget is reasonable, necessary and efficient, and clearly relates to specific goals and the expenses needed to complete this project. Budget document is completed with accuracy. Sources of other support are shown. Supplanting of existing funds is not evident. A budget Table and Narrative has been supplied for the Purpose Area for which funding is being requested, including Administrative Costs. A **cash match** of 10% has been identified and a Certification(s) provided.

**Criteria for Proposals that include a Mentoring Component:** Mentoring is an inherently interpersonal endeavor. As a result it may be especially susceptible to obstacles and difficulties that can arise when youth targeted for intervention are already demonstrating significant personal problems. Many of these youth are likely to be in need of relatively extensive amounts of specialized assistance. [Source: Dubois, D.L., Holloway, B.E., Valentine, J.C., & Harris C. (2002). Effectiveness of mentoring programs for youth: A meta-analytic review. [Special Issue]. *American Journal of Community Psychology*, 30(2), 157-197.]

Therefore, any proposal that includes a mentoring component, including volunteer-based youth mentoring programs, must show that it can meet the following criteria:

1. Actively recruit qualified and appropriate adult volunteers who are willing to serve as youth mentors for at least 1 year and spend an average of 3 hours per week with the youth. It is imperative that youth have clear expectations of what to expect from the mentoring relationship. Short-lived or abruptly terminated mentoring relationships may do more harm than good for some vulnerable or at-risk youth.
2. Effectively screen adult volunteers, including, but not limited to, conducting criminal background checks.
3. Provide training and ongoing support to adult volunteers.
4. Carefully match each adult with an at-risk youth based on the adult's qualifications and the specific needs of the youth. Encourage parent support and involvement in the mentoring process.
5. Supervise closely the activities, mutual benefits, and effectiveness of the mentoring relationship.
6. Make available structured activities for mentors and youth, including life skill workshops, recreational activities, and community service opportunities.
7. Implement a method of evaluating the effectiveness of the program and tracking the youths served to evaluate the impact of the services provided.

**Additional Information:** Where activities supported by funded projects produce original computer programs, writing, sound recordings, pictorial reproductions, drawing or other graphical representation and works of any similar nature (the term of computer programs includes executable computer programs and supporting data in any form), the government has the right to use, duplicate and disclose, in whole or in part in any manner for any purpose whatsoever and have others to do so. If the material is copyrightable, the subgrantee may copyright such, but the government reserves a royalty-free non-exclusive and irreversible license to reproduce, publish and use such materials in whole or in part and to authorize others to do so. The subgrantee shall include provisions appropriate to effectuate the purpose of this condition in all contracts of employment, consultant agreements, contracts, or subcontracts. Subgrantees must agree and otherwise recognize that the government shall acquire at least an irrevocable non-exclusive royalty free license to practice and have practiced throughout the world for governmental purposes any invention or discovery made in the course of or under the subgrant.

If funds will be used for juvenile sex offender treatment, providers must be on the Sex Offender Management Board (SOMB) Approved Provider List.

**Rejection of Proposals:** The Division of Criminal Justice reserves the right to reject any and all applications, to waive informalities and minor irregularities in the applications received and to accept any portion of the application for funding if deemed to be in the interest of the State of Colorado and the program to do so. The Division of Criminal Justice reserves the option of holding for further consideration those applications with merit that were not funded. Any further consideration is dependent upon the availability of funds.

## SECTION I - APPLICANT INFORMATION

**APPLICANT AGENCY:** This is normally the implementing agency for the project as well as the agency that is fiscally responsible for the funds received from DCJ. It cannot be a subcontracting agency.

**PROJECT DIRECTOR:** Is the individual that will be in direct charge of the project; the person who can answer questions about day to day information related to the program as well as administrative information. The applicant agency may subcontract for work to be performed but shall retain sole responsibility for the project and shall be the only direct recipient of funds.

**NOTE:** The project director must be an employee of the applicant agency.

**FEDERAL EMPLOYER ID NUMBER:** The Federal Employer ID Number (FEIN) is a nine-digit number used by the finance department to report to the IRS; this is not the agency's federal tax exempt number.

**DUNS NUMBER:** All potential grant applicants who plan to apply for federal funding from the Colorado Division of Criminal Justice or any other agency must make sure that their agency has a Dun & Bradstreet Data Universal Numbering System (**DUNS**) number. These are required as part of the implementation of the Federal Funding Accountability and Transparency Act of 2006 (Transparency Act) that went into effect January 1, 2009.

**SAM REGISTRATION:** All potential grant applicants who plan to apply for funding from the Colorado Division of Criminal Justice must ensure that their agency has registered with the System for Award Management (**SAM**) database. Attach copy of SAM Registration.

**IMPLEMENTING AGENCY:** If applicable. Complete only if the applicant agency would like to provide the contact information for a subcontractor performing the work on this project.

**FEDERAL FUNDS REQUESTED:** Show the amount of JABG funding requested and the amount of cash match that must be at least 10% of Total Cost. To calculate the required match, divide the federal amount requested by 9 and round up (if necessary) to a whole number.

**TYPE OF AGENCY:** Self-explanatory. Check only one. If other, please describe.

**FUNCTION OF AGENCY:** Check the one that best describes the function of your agency related to this project. If "Other", please describe.

**TYPE OF APPLICATION AND PRIOR FUNDING FOR THIS PROJECT:** If this is a new application for JABG funds, check the statement under "New" that best describes how the funds will be used. If it is a continuation application, do the same under "Continuation", and complete the section under Prior Funding. If this is a continuation project, also provide grant numbers and amounts of federal funds for the last two grant years of this project previously funded with JABG monies.

**PROJECT TITLE:** Enter a brief descriptive title of the project. Use a short, but meaningful title for your project. For example, if you are going to implement a mental health program, you might call your project "Anytown Juvenile Court, Mental Health Services". This allows for immediate recognition of the type of project, and distinguishes it from similar proposals submitted by other agencies in Colorado.

**PROJECT DURATION:** The project period for this application is February 1, 2014 to January 31, 2015. Show this project duration using the month/day/year method.

**PROJECT DESCRIPTION:** Provide a three to four (3-4) sentence description of the proposed project. This Project Description will be forwarded to the CDPS Director and Governor and will be posted on the Office of Adult and Juvenile Justice Assistance website. It should be clear, succinct, and suitable for a press release.

**PURPOSE AREA:** Indicate Purpose Area 11.

**EVIDENCED-BASED OR RESEARCH INFORMED PROGRAMS AND PRINCIPLES:** Indicate if this project is using evidence-based or research-informed program or principles. Provide the name of the evidence-based or research-informed program/principles.

For additional information regarding evidence-based or research-informed programs, there are several resources listed below including the Model Programs Guide (MPG) website at [http://www.dsgonline.com/mpg2.5/mpg\\_index.htm](http://www.dsgonline.com/mpg2.5/mpg_index.htm), which has been developed for the Office of Juvenile Justice and Delinquency Prevention. This website is designed to assist practitioners and communities in implementing evidence-based prevention and intervention programs that can make a difference in the lives of children and communities. The MPG database of evidence-based programs covers the entire continuum of youth services from prevention through sanctions to re-entry. The MPG can be used to assist juvenile justice practitioners, administrators, and researchers to enhance accountability, ensure public safety, and reduce recidivism. The MPG is an easy-to-use tool that offers the first and only database of scientifically proven programs across the spectrum of youth services.

**Other resources for evidence-based programs include:**

Source	Web address
Blueprints for Violence Prevention	<a href="http://www.colorado.edu/cspv/blueprints/">http://www.colorado.edu/cspv/blueprints/</a>
CASEL (Collaborative for Academic, Social, and Emotional Learning)	<a href="http://casel.org/">http://casel.org/</a>
Guide to Community Preventive Services	<a href="http://www.thecommunityguide.org/index.html">http://www.thecommunityguide.org/index.html</a>
Coalition for Evidence-Based Policy: Social Programs that Work	<a href="http://www.evidencebasedprograms.org">http://www.evidencebasedprograms.org</a>
Community Guide for Helping America's Youth	<a href="http://www.helpingamericasyouth.gov/">http://www.helpingamericasyouth.gov/</a>
CrimeSolutions.gov	<a href="http://www.crimesolutions.gov">http://www.crimesolutions.gov</a>
Department of Education/Institute of Education Science	<a href="http://www2.ed.gov/programs/dvpcollege/index.html">http://www2.ed.gov/programs/dvpcollege/index.html</a>
Health in Schools	<a href="http://www.healthinschools.org/model-programs.aspx">http://www.healthinschools.org/model-programs.aspx</a>
Hamilton Fish Institute	<a href="http://gwired.gwu.edu/hamfish/Programs/">http://gwired.gwu.edu/hamfish/Programs/</a>
NIDA Preventing Drug Abuse	<a href="http://www.drugabuse.gov/related-topics/prevention-research">http://www.drugabuse.gov/related-topics/prevention-research</a>
National Girls Institute	<a href="http://www.nationalgirlsinsitute.org/">http://www.nationalgirlsinsitute.org/</a>
National Institute of Justice What Works Report	<a href="http://www.ncjrs.gov/works/">http://www.ncjrs.gov/works/</a>
National Registry of Evidence-based Programs and Practices	<a href="http://www.nrepp.samhsa.gov/">http://www.nrepp.samhsa.gov/</a>
OJJDP Model Programs Guide	<a href="http://www.dsgonline.com/mpg2.5/mpg_index.htm">http://www.dsgonline.com/mpg2.5/mpg_index.htm</a>
Promising Practices Network	<a href="http://www.promisingpractices.net/">http://www.promisingpractices.net/</a>

**SERVICE AREA:** Indicate the areas to be served by this project, including the appropriate geographic area type. Contact the County Clerk's Office or local Election Commission if you are unsure of your Congressional District. The State of Colorado website also contains a map of Congressional Districts: [www.colorado.gov](http://www.colorado.gov).

**COMPLIANCE WITH JJDP ACT:** The Division of Criminal Justice (DCJ) and the Juvenile Justice and Delinquency Prevention (JJDP) Council are responsible for Colorado's compliance with the core protections of the JJDP Act. **Deinstitutionalization of Status Offenders, Sight and Sound Separation of Juveniles and Adults in Secure Facilities, Removal of Juveniles from Adult Jails/Lock-ups, and Addressing Disproportionate Minority Contact at all decision points of the juvenile justice system.**

Non-compliance with any of the core protections in the jurisdiction your project will serve may hinder consideration for funding of the project or impose a special condition to the award that you submit a plan to come into compliance. If you need to check on compliance status in your jurisdiction, please e-mail Susan Davis at [Susan.Davis@state.co.us](mailto:Susan.Davis@state.co.us) or call her at (970) 493-7932. Please indicate if your jurisdiction is in compliance. If you respond no, indicate if your community has worked with Susan to develop a plan.

## SECTION II – PROBLEM IDENTIFICATION AND TARGET POPULATION

### 1. PROBLEM IDENTIFICATION (Limit 2 page)

Clearly describe truancy in your community. Use local and/or state data to explain the nature and extent of the problem to clearly describe the contributing factors of youth and their families and the system response to address truancy. The description should describe the intended target population and the extent of the issues among the target population. Provide three years of data to include: the number and percentage of students that meet the definition of being “habitually truant” in your community; of those, the percentage and number that are filed on, and the percentage and number that are held in detention. Additionally, provide a description by race, ethnicity, gender, grade level or age, and other relevant factors of the target population. Use published literature to support your description.

### 2. POPULATION TO BE SERVED (Limit 1 page)

A. Complete the Table provided to define the proposed population to be served.

Number of Juveniles Targeted to be Served								Total
	White/ Caucasian	Black/ African American	Hispanic/ Latino	Asian	American Indian/ Alaskan Native	Nat. Hawaiian/ Pacific Islander	Other/ Unknown	
Males								
Females								
Total								
Age/Grade Range of Target Population:								
Percent of Total to be Served with Limited English Proficiency: %								

B. Although the target population must be youth who are truant and for whom court proceedings have been initiated, you may choose to target a subset of that population such as minority youth, students of a certain age, grade or school. Provide a description of the target population including age, gender, ethnicity and other characteristics of those the project is intending to target.

Describe how the proposed project will be culturally, gender and age appropriate to the proposed target population. If the target population includes youth and families with limited English proficiency, explain how you plan to meet their needs.

### 3. PROJECT DESCRIPTION (Limit 4 pages)

Clearly describe the project’s planning process and how the community partners will come together during the first six months of Year 1 to develop a collaborative strategic plan to address truancy. Explain how evidence based and/or research-informed screening tools and assessments will be selected. These screens and assessments must address mental health and substance abuse, trauma, youth and



family strengths and needs, and the School Refusal Assessment Scale Revised (C.A. Kearney and Associates). To download the School Refusal Assessment Scale Revised Instrument go to <https://www.schoolology.com/resources/public/23314769/profile>.

If you have an idea of what you will be implementing during the remaining months of the project, include the schedule and process, responsible parties for project activities and services. Provide evidence that services proposed are evidence-based or research-informed and have a proven track record in achieving intended results or demonstrate a reasonable potential for success based on sound prevention/intervention principles, theory or research. Describe how services will be culturally, gender and age appropriate to the project outcomes and to address minority overrepresentation.

Clearly define any unique program characteristics and features that will ensure the project's success. Explain how the project will align and implement House Bill 13-1021 and the SOS standards.

Grantees will have the opportunity to revise the project description (to include an implementation plan) during the planning period.

### SECTION III – AGENCY CAPACITY AND COLLABORATION

#### 4. APPLICANT AGENCY CAPACITY (Limit ½ page)

The applicant agency must demonstrate it and its staff have the resources and necessary skills to adequately manage the community project on behalf of the collaborative. In addition describe what makes the applicant agency uniquely qualified to address truancy.

#### 5. COMMUNITY COLLABORATION & SUPPORT (Limit 2 pages)

Describe how the relationship between the applicant agency and the collaborative. Describe how agencies in the collaborative will share resources, coordinate efforts and avoid duplication of services.

Describe the membership of the collaborative, how often they meet, and how decisions are made. Provide examples of instances of past successful collaboration projects/efforts.

Minimum required representation includes categories A-E: Provide the information requested in the table below.

#### Community Collaborative Representation

- A. School(s)
- B. Judiciary
- C. Child Welfare
- D. Juvenile Justice (e.g., law enforcement, SB94, Probation)
- E. Behavioral Health(mental health and substance abuse providers)

NAME	AGENCY/ORGANIZATION AND ADDRESS	CATEGORY


Letters of Commitment are required from these entities (A-E). For schools the letters of commitment must be from the School District Superintendent and the Principal(s) of participating schools. For the Judiciary the letter of commitment must be from the Chief Judge. For the remaining collaborative members the letter must be from a high ranking official who can commit the agencies' participation in the pilot.

## SECTION IV – PROJECT PLAN

### 6. GOALS AND OBJECTIVES (Limit 3 pages)

Provide project/program goals, objectives, activities, outcomes, measurement tools, and timeframe using the format provided. Indicate these for the first six month planning process. If you have any indication of your implementation plan you can include the plan for that also but you do not have to have this figured out prior to the planning process. If you indicate a plan for the implementation stage and it changes during the planning process you will have the ability to revise this section prior to implementation.

**Goals, objectives and outcomes** are critical components that define what is to be accomplished, how it will be accomplished and what will indicate that it is being accomplished. The proposed goals and objectives should offer some relief of the problems identified in question 1, Problem Identification, and should reflect the project's intended activities.

In the table below you can include up to three goals and multiple objectives and activities for each goal. If you need to you can add objectives under any of the goals as needed. An objective may have multiple activities in order to accomplish the identified objective and meet the intended outcome.

### DEFINITIONS

**Goals** are broad statements that convey a project's overall intent to change, reduce, or eliminate the problem described. The goal is not in and of itself measurable.

Example: Increase school and student engagement.

**Objectives** describe in words what will be achieved and when in relation to each goal. Objectives are well-defined, specific, quantifiable statements that further define the goals and provide the means to measure program performance.

Example: 50 youth will receive a comprehensive assessment at intake to ensure that the youth receives appropriate services. Increase by 10 percent, the number of program youth will successfully complete the program (from 80% to 90%).

**Activities** are the specific tasks by which the objectives are achieved and programs are implemented.

Example: An individualized plan is created for each youth in the program.

**Outcomes** are the change or benefit the project expects to produce in the target population. Proposed outcomes should be a change in behavior, attitude, skill and/or knowledge (BASK). Outcomes should be measurable and include the specific type of change or improvement that will occur; the number or percentage of individuals to be impacted; the expected magnitude, on average, of the expected change; and should include outcomes reflecting the number of clients to



be served.

Example: 90 % of youth will successfully complete the program; 95% of youth will not reoffend during the program; 80% will not reoffend within one year of successfully program completion.

**Measurement** tools are the instruments that will be used to collect data. Describe the specific measurement tool(s) you will use to collect data for each outcome.

Example: ICON; TRAILS, in-house database, attendance sheets, school records, minutes, etc...

**Project Title:**

GOAL 1:				
	ACTIVITIES	OUTCOMES	MEASUREMENT TOOLS	TIMEFRAME
OBJECTIVE 1.1:				
OBJECTIVE 1.2:				

GOAL 2:				
	ACTIVITIES	OUTCOMES	MEASUREMENT TOOLS	TIMEFRAME
OBJECTIVE 2.1:				
OBJECTIVE 2.2:				

GOAL 3:				
	ACTIVITIES	OUTCOMES	MEASUREMENT TOOLS	TIMEFRAME
OBJECTIVE 3.1:				
OBJECTIVE 3.2:				

## **7. INTENDED LONG-TERM OUTCOMES/CHANGES (Limit 1 page)**

*Long-term outcomes* are the ultimate outcomes desired for participants, recipients, the juvenile justice system, or the community. For direct service programs, they generally include changes in recipients' behavior, attitudes, skills, and knowledge. For systems change they include changes in practice, policy, or decision-making in the juvenile justice system. They should relate back to the program's goals (e.g., reducing use of detention, reducing the number of truants). The long-term outcomes the project intends to achieve need to be responsive to the purpose, overall goal, and essential components of this funding.

Long term outcomes may also include: Keeping youth in school and on track academically and socially, increased school and student engagement, reduction of truancy, reduction of number of truants filed on, reduction of delinquency. The applicant should clearly describe how they are going to measure progress toward meeting the intended outcomes of their project.

## **SECTION V – EVALUATION**

### **8. PROJECT EVALUATION**

#### **A. Evaluation Plan (Limit 2 ½ pages)**

The Division of Criminal Justice will use evaluation results to inform efforts to replicate successful projects. You will be using a Data Collection form (Appendix D) and a Pre-Post Participants Survey (Appendix E) to measure the impact of any direct service programs. The appendix versions are still considered draft and may change slightly. You will receive final copies of all forms prior to the start of the project. Describe how during the project period you will demonstrate effectiveness in “intervening” with kids who are truant. Supply evidence that you will demonstrate system change e.g. better communication among providers, better attendance records, increased family engagement etc. and evidence that demonstrates student behavior changes e.g. increased school attendance, improved grades, improved connection to school etc.

In addition describe how the project will report progress toward meeting the stated objectives and outcomes in Section IV. Indicate how you will measure both process outcomes such as the outcomes of the system change work and outcomes related to direct services to students. Provide information on the following:

- a. Describe the plan for collecting intake/exit data (Appendix D) and pre/post data (Appendix E);
- b. Discuss where the data will be stored or entered;
- c. Discuss how the collected data will be analyzed and used to enhance the implemented strategy;
- d. Discuss the intended use of the data outside of DCJ reporting requirements;
- e. Discuss how and what types of consent will be obtained from participants and how confidentiality will be maintained.

#### **B. Will research be conducted as part of this project? (Limit ½ page)**

☐ NO ☐ YES if yes, check the type of research proposed:

☐ The planned research/evaluation activities do not involve the collection of information identifiable to private persons.

☐ The planned research/evaluation activities involve the collection of information identifiable to

private persons. If this box is checked, describe the procedures that will be put in place to ensure administrative and physical security of identifiable data and to preserve anonymity of private persons to whom information relates.

**NOTE REGARDING RESEARCH ACTIVITIES:** Human subjects involved in juvenile justice research must be protected from undue or unnecessary risks. These risks can be physical, psychological, social, economic, and/or legal. Researchers who use Federal funding to conduct research involving human subjects must adhere to the Federal regulations that ensure human subject protection. These regulations are known as the Common Rule. The Common Rule for the Department of Justice (Title 28 Part 46) protects human research subjects and establishes the essential rules that all juvenile justice professionals must follow when conducting federally funded research activities. Federal regulations address protection of privacy and the assurance of confidentiality along with detailed procedures for establishing and operating an Institutional Review Board (IRB). The National Center for Juvenile Justice developed an on-line guide as an overview of the laws and regulations that govern human subjects research. The guide is designed to clarify and to interpret the Common Rule for the Department of Justice, Title 28 part 46 of the Code of Federal Regulations. It is imperative that projects that plan to collect data and/or conduct research be knowledgeable of the requirements of the Common Rule. As research and evaluation plans are being developed, all applicants are encouraged to visit the NCJJ website at <http://ncjj.servehttp.com/irb/index.asp>.

In addition, federal policy requires that all projects receiving funds to conduct research or statistical activities that involve collecting data identifiable to a private person submit a Privacy Certificate in accordance with the requirements of 28 CFR Part 22. Projects will typically fall into one of three categories:

1. The project does not involve any research or statistical activities.
2. The project involves research and/or statistical activities but does not involve the collection of information identifiable to private persons.
3. The project involves research and/or statistical activities and involves the collection of information identifiable to private persons.

Projects that fall into categories 1 and 2 do not require a Privacy Certificate, however, they should include in the evaluation narrative of the application a brief description of the statistical activities to be conducted and the type(s) of data to be collected or used in the project. They must assert that no information identifiable to a private person is being collected nor will be included in any reporting of project process or outcome. Projects that are funded and fall into category 3 must submit a Privacy Certificate in compliance with 28 CFR Part 22, as a condition of funding. At a minimum in the application, they must describe the procedures that will be put in place to ensure administrative and physical security of identifiable data and to preserve anonymity of private persons to whom information relates (e.g., hard copies of data will be stored in a locked file cabinet with limited access to cabinet key, procedures for protecting computer data files with identifying information, and so on). For more information you can view the Juvenile Justice Professional's Guide to Human Subjects Protection and the IRB Process <http://ncjj.servehttp.com/irb/>.

## **SECTION VI – SUSTAINABILITY**

### **9. SUSTAINABILITY (Limit ½ page)**

Describe the steps you have taken to diversify your funding sources, and/or incorporate this project into local funding sources indicating broad-based community support.

## SECTION VII – BUDGET

### 10. BUDGET

Provide a budget for at least the planning process utilizing up to \$20,000 of funding. If you know where some or all of your implementation funds will be needed provide that information. It is anticipated that you may not know what your implementation budget will be at this time. If this is the case, for budget purposes use the Contracted Consultant/Professional Services section as a place holder for the funds that will be used for your implementation plan.

In the budget table below list by line item the total project costs. Make sure and indicate which funds you are requesting (fed \$) versus which funds you are providing as Cash Match.

**ROUND ALL AMOUNTS TO THE NEAREST WHOLE DOLLAR.**

**Project Title:**

1. PERSONNEL	(1) Annual Full-time Salary	(2) Annual Fringe Benefit Cost	(3) Sub-Total	(4) % of time for This Project	TOTAL	Funding Source	
						Fed \$	Cash Match
	+		=	X    %	\$		
	+		=	X    %	\$		
	+		=	X    %	\$		
	+		=	X    %	\$		
<b>TOTAL PERSONNEL COST</b>					\$		

2. SUPPLIES AND OPERATING	TOTAL	Funding Source	
		Fed \$	Cash Match
	\$		
	\$		
	\$		
<b>TOTAL SUPPLIES AND OPERATING COSTS</b>	\$		

3. TRAVEL (Designate specifically in-state and out-of-state travel.)	TOTAL	Funding Source	
		Fed \$	Cash Match
	\$		
	\$		
<b>TOTAL TRAVEL COST</b>	\$		

4. EQUIPMENT	TOTAL	Source	
		Fed \$	Cash Match
	\$		
<b>TOTAL EQUIPMENT COST</b>	\$		

5. CONTRACTED CONSULTANT AND PROFESSIONAL SERVICES Attach a copy of each contract with a detailed budget.	TOTAL	Funding Source	
		Fed \$	Cash Match
	\$		
	\$		
<b>TOTAL CONTRACTED COST</b>	\$		

6. TOTAL OF ALL PROJECT COSTS (1 through 5)	TOTAL	Funding Source			
		Fed \$	% of Total	Cash Match \$	% of Total
<b>TOTAL COST</b>	\$				

**11. BUDGET NARRATIVE: (Limit 2 pages)**

Follow the line items as in the Budget Table. Describe in detail how you arrived at the amounts in the budget table. Clearly indicate what is Cash Match versus what you are requesting.

**12. TOTAL PROJECT FUNDING:**

Will this project **BE FUNDED** using **ADDITIONAL FUNDS** other than those provided from this grant? \_\_\_\_YES / \_\_\_\_NO

If yes, what percentage of the total project costs will be supported by these federal funds **including your match**? \_\_\_\_%

List the type and amount of other funding that will be provided to this project, **do not include match funds obligated for this grant application.**

Fund Type/Describe	Amount
Federal:	
State:	
County Government:	
Municipal Government:	
Private:	
Other – specify:	
<b>TOTAL PROJECT COSTS</b>	

**13. FINANCIAL MANAGEMENT: Please complete the items below.**

- A. Has a copy of your last independent audit or financial review been previously submitted to DCJ?  
☐ YES   ☐ NO

If YES, to which program and for what time period?

\_\_\_\_\_.

If audit last provided to DCJ is older than one year, include one copy of the most recent audit or financial review, including any management report or other auditor comments in the appendix. Also, if there were findings, please attach the audit resolutions and/or corrective action plan.

- B. Does your agency expend over \$500,000 from combined federal sources in a year?  
☐ YES   ☐ NO

If YES, attach a copy of the A-133 audit, including audit resolutions and/or corrective action plan.

C. Please respond to the following questions about whether your accounting system meets the criteria for managing federal grant funds. (These questions cover areas that will be monitored by DCJ staff during site visits or through other reporting mechanisms. They are not intended to be all inclusive and do not substitute for the agency's responsibility to meet all federal and state requirements for these grant funds.)

- ☐ YES   ☐ NO   Does your accounting system separate ALL revenues and expenditures by funding source?
- ☐ YES   ☐ NO   Does your system track revenues and expenditures for each grant award separately through a sub-ledger system?
- ☐ YES   ☐ NO   Does your system allow expenditures to be classified by the broad budget categories listed in the approved budget in your grant, i.e. Personnel, Supplies and Operating, Travel, Equipment and Professional Services?
- ☐ YES   ☐ NO   Do you reconcile sub-ledgers to your general ledger at least monthly?
- ☐ YES   ☐ NO   Do you mark your invoices with the grant number?
- ☐ YES   ☐ NO   Do you maintain time sheets, signed by the employee and supervisor for each employee paid by DCJ grant funds?
- ☐ YES   ☐ NO   Do you have written financial policies and procedures in place?
- ☐ YES   ☐ NO   Do you have accounting internal controls in place, such as separation of duties, two signatures on certain checks, reconciliations or other reviews?

**For Continuation Applicants only**

- ☐ YES   ☐ NO   Do you use your accounting system data to prepare your quarterly financial reports for DCJ?
- ☐ YES   ☐ NO   Do you reconcile your accounting system data with your quarterly financial reports for DCJ?

**If you answered "No" to any of the questions above, please provide an explanation on an inserted page referencing Section VII Item #13.**



# CERTIFICATION OF APPROPRIATION OF MATCH

This **Certification of Appropriation of Match** form should be completed by all agencies providing match.

## *Certification of Appropriation of Match*

Date: \_\_\_\_\_

Colorado Division of Criminal Justice  
Office of Adult and Juvenile Justice Assistance  
700 Kipling Street  
Denver, Colorado 80215

To Whom It May Concern:

Please be advised that \_\_\_\_\_ has committed support in the form of ☐ **Cash Match** in the amount of \$\_\_\_\_\_ to match the for the **FY 20**\_\_\_\_\_ **Federal Juvenile Accountability Block Grant funds** for

(Project Title or Agency) \_\_\_\_\_.

Execution of this document represents a certification that said funds have been earmarked within the appropriation of budget process for use as matching funds for this grant application.

Sincerely,

The individual authorized to commit these funds on behalf of the unit of local government or corporation. This individual is either the authorized official or appropriate controller of the matching funds.

\_\_\_\_\_  
Signature/Date

\_\_\_\_\_  
Typed Name and Title

\_\_\_\_\_  
Agency, Address

## CERTIFICATIONS/SIGNATURES

These pages contain the required federal and state certified assurances and certifications (updated) necessary for the applicant to qualify for federal funding. **Read these carefully.** If you have any questions regarding these assurances, call OAJJA. *These pages must accompany the completed application.*

## ATTACHMENTS

Attach the following applicable items behind the Signature page (of the Special Provision and Certified Assurances pages) and label with the appropriate title:

- A. Organizational Chart** – Highlight any positions included in the budget personnel category.
- B. Job Descriptions** for the positions included in the budget personnel category.
- C. Memoranda of Understanding/Agreement or Letters of Commitment** – Refer to the Application Instructions. Attach and label.
- D. Copy of Privacy Certificate**, if applicable.
- E. Copy of SAM Registration.**
- F. Copy of last audit or formal financial review** – Supply only one copy of the last audit or formal financial review. However, if there were any management reports or other auditor comments, attach them to each copy of the application. It is not necessary to provide copies with each copy of the application.

NOTE: Applicants for federal funding are required to undergo an annual A-133 audit if \$500,000 or more is spent annually from any federal source. Applicants that spend less than \$500,000 in federal assistance must maintain records and internal controls sufficient for audit. DCJ requires all subgrantees, regardless of amount received, to submit a current formal financial review or audit report every year.

## **APPENDIX A: OJJDP Performance Measures**

**Purpose Area 11 – Accountability Based Programs:** Establishing and maintaining accountability-based programs that are designed to reduce recidivism among juveniles who are referred by law enforcement personnel or agencies

### **OJJDP PERFORMANCE MEASURES**

- Number of youth served by grant funded program
- Number of youth completing program requirements
- Number of program youth who OFFEND during reporting period
- Number of program youth who RE-OFFEND
- Number of program youth who are VICTIMIZED
- Number of program youth who are RE-VICTIMIZED
- Number of youth who have exhibited a desired change in school attendance during the reporting period
- Number of youth who have exhibited a desired change in school attendance 6-12 months after exiting the program
- Number of people trained during the reporting period
- Number and percent of eligible youth entering an accountability program

**APPENDIX B: HB 13-1021 (Referenced on the DCJ website or accessed on-line through the link below.)**

[http://www.leg.state.co.us/CLICS/CLICS2013A/csl.nsf/fsbillcont3/C171B2194B8967C287257A8E0073C1C9?Open&file=1021\\_enr.pdf](http://www.leg.state.co.us/CLICS/CLICS2013A/csl.nsf/fsbillcont3/C171B2194B8967C287257A8E0073C1C9?Open&file=1021_enr.pdf)

**APPENDIX C: National Status Offense Standards in draft form developed by the Coalition for Juvenile Justice in partnership with the National Council of Juvenile and Family Court Judges. (Referenced on DCJ website)**

COLORADO DIVISION OF CRIMINAL JUSTICE – TRUANCY PILOTS

Youth Data Collection Form

Created 10/13

1. Date _____		Client ID _____				
Program Name _____		Gender: <input type="checkbox"/> Female <input type="checkbox"/> Male				
I N T A K E	Date of Birth _____ m m d d y y	Race/Ethnicity (Self-Report): <input type="checkbox"/> White, Non-Hispanic <input type="checkbox"/> American Indian <input type="checkbox"/> Black <input type="checkbox"/> Asian/Pacific Islander <input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> Other				
	Current Grade _____					
	2. School Status at Intake : <input type="checkbox"/> Actively Attending <input type="checkbox"/> Drop Out <input type="checkbox"/> Expelled <input type="checkbox"/> Truant <input type="checkbox"/> Pursuing GED <input type="checkbox"/> Unknown <input type="checkbox"/> Suspended <input type="checkbox"/> Graduate/GED	3. Number of Days Absent from School During Previous Quarter: <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 30px; height: 30px;"></td><td style="width: 30px; height: 30px;"></td><td style="width: 30px; height: 30px;"></td></tr></table>				
	4. When Did This Child's Attendance Begin to be an Issue? Grade Level _____	5. Has Youth been assessed for Special Education: <input type="checkbox"/> Yes <input type="checkbox"/> No	6. Does the Youth have an IEP <input type="checkbox"/> Yes <input type="checkbox"/> No			
	7. Youth has Passing Grades: <input type="checkbox"/> Yes <input type="checkbox"/> No	8. What Type of School Does the Child Attend? <input type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Charter <input type="checkbox"/> Alternative <input type="checkbox"/> Residential Treatment				
	9. Student Lives: <input type="checkbox"/> In home <input type="checkbox"/> With a relative <input type="checkbox"/> Out-of-Home placement <input type="checkbox"/> Other (describe) _____	10. Child Welfare Involvement (Abuse or Neglect, Current or Past): <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Self Report <input type="checkbox"/> Documented				
	11. Delinquent History: <input type="checkbox"/> Yes <input type="checkbox"/> No	12. History of School Behavior Problems: <input type="checkbox"/> Yes <input type="checkbox"/> No				
13. History of Being a Victim of Bullying: <input type="checkbox"/> Yes <input type="checkbox"/> No	14. Has this Student Ever Been Held Back: <input type="checkbox"/> Yes <input type="checkbox"/> No					
15. History of Attending Multiple Schools: <input type="checkbox"/> Yes <input type="checkbox"/> No	16. Parent's Highest Level of Education _____					
E X I T  F R O M  P R O	1. Exit Date: _____		3. Has Youth Successfully Completed All Court-Ordered Sanctions Related to the Truancy Case: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A			
	2. Did Youth Successfully Complete this Program: <input type="checkbox"/> Yes <input type="checkbox"/> No					
	4. School Status at Discharge : <input type="checkbox"/> Actively Attending <input type="checkbox"/> Drop Out <input type="checkbox"/> Suspended <input type="checkbox"/> Expelled <input type="checkbox"/> Pursuing GED <input type="checkbox"/> Truant <input type="checkbox"/> GED <input type="checkbox"/> Unknown		5. Number of Days Absent from School During Previous Quarter: <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 30px; height: 30px;"></td><td style="width: 30px; height: 30px;"></td><td style="width: 30px; height: 30px;"></td></tr></table>			
	6. Youth has Passing Grades: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A		7. What Type of School Does the Child Attend? <input type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Charter <input type="checkbox"/> Alternative <input type="checkbox"/> Residential Treatment			
	8. Has Youth been assessed for Special Education: <input type="checkbox"/> Yes <input type="checkbox"/> No		9. Does the Youth have an IEP ? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A			
10. Did Student Receive any Delinquency Filings During Program: <input type="checkbox"/> Yes <input type="checkbox"/> No		11. History of School Behavior Problems Previous Quarter: <input type="checkbox"/> Yes <input type="checkbox"/> No				

G R A M	12. Did Student Change Schools During Program:  <input type="checkbox"/> Yes <input type="checkbox"/> No	13. Current Living Situation:  <input type="checkbox"/> In home <input type="checkbox"/> With a relative <input type="checkbox"/> Out-of-Home placement  <input type="checkbox"/> Other (describe) _____					
	14. Number of FTAs (Failure to Appear in Truancy Court):  14a. Prior to Program <table><tr><td></td><td></td><td></td></tr></table> 14b. During Program <table><tr><td></td><td></td><td></td></tr></table>						

### Truancy Pilots – Pre/Post Survey for Students

<input type="checkbox"/> Pre-services <input type="checkbox"/> Post-services		Date: _____				
Program Name: _____  		Client ID: _____  Gender: <input type="checkbox"/> Female <input type="checkbox"/> Male    Age: _____				
Using the scale as a guide, please mark the box that says the way you feel about each statement.						
	1= strongly disagree	2= disagree	3= slightly disagree	4= slightly agree	5= agree	6= strongly agree
1. I love school						
2. I feel safe at school						
3. My parents support me to do well in school						
4. I get good grades						
5. I have a reliable way to get to school						
6. I'm not hungry at school						
7. My culture is respected at school (culture examples: race/ethnicity, gender, sexual orientation, etc...)						
8. School is too easy						
9. School is too hard						
10. My teachers want me to be successful						
	Yes	No				

11. I participate in after-school activities			
12. I have attended many different schools			

## APPLICATION TIPS

1. Have someone not familiar with the proposed project read the application. It is important that an “outsider” understand what it is that the project is trying to accomplish. This often helps in keeping the language short and to the point.
2. Use only whole dollar amounts in your budget and be sure to have the financial person who will be working on the project with you look over and verify your proposed budget.
3. Eliminate jargon wherever possible.
4. Make sure there is a thread that ties the application together from the problem statement through the evaluation, the elements should all be related, flow, and make sense.
5. Illustrate the collaborative efforts where appropriate.
6. Have you included the Special Provisions and Certification Assurance pages with the application? Be aware that your signatories are certifying to these assurances and provisions.
7. Allow time for signatures. Please ensure that the three (3) original signatures provided on the Special Provisions and Certification Assurance page are separate and appropriate individuals. Are they signed in blue ink? If an “acting” authority has signed, have you included documentation of this person’s authority to sign? **Remember: the names and signatures must be for three different individuals. No one person can serve more than one of these functions.**
8. Treat evaluation as an integral part of the proposal development process and not as an after thought.
9. Double-check the budget summary to make sure that all figures add correctly.
10. Organize goals and objectives.
11. Goals and objectives and the evaluation (and the project as a whole) should be viable.
12. Justify and explain all budget items and calculations in the budget narrative.
13. For continuation applicants/projects explain what has changed from the previous year.
14. Have you attached all required items?
15. Have you bound the original and each copy with only a staple or binder clip in the upper left hand corner?
16. Have you enclosed one copy of your most recent audit or financial review?