

**JUVENILE ACCOUNTABILITY INCENTIVE  
BLOCK GRANT PROGRAM - FFY98  
REQUEST FOR PROPOSALS  
BLUE PRINT PROGRAMS**

Organization Name: \_\_\_\_\_

Organization Address: \_\_\_\_\_

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Organization FEIN No: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Fax Number: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Amount of Federal Funds Requested: \$ \_\_\_\_\_

Amount of Match Funds to be Used: \$ \_\_\_\_\_

Total Program Cost (Federal and Match): \$ \_\_\_\_\_

**Application Checklist:**

\_\_\_ One original unbound proposal and five copies, including all of the following items:

\_\_\_ Completed Cover Page

\_\_\_ Complete Proposal Narrative

\_\_\_ Implementation Schedule (**Attachment A**)

\_\_\_ Proposed Budget (**Attachment B**)

\_\_\_ Signed Certification (**Attachment 3**)

\_\_\_ Signed Drug Free Workplace Act Certification (**Attachment 4**)

\_\_\_ Signed Federal Lobbying/Debarment Certification (**Attachment 5**)



**REQUEST FOR PROPOSALS**  
**for**  
**IMPLEMENTATION OF BLUEPRINT PROGRAMS**  
**TO PREVENT JUVENILE DELINQUENCY**  
**funded by**  
**The Illinois Criminal Justice Information Authority**  
**in conjunction with**  
**The Juvenile Crime Enforcement Coalition**

**(Please read this RFP in its entirety before beginning to prepare your proposal)**

Project Duration: Twelve months beginning January 1, 2000. Funding for an additional 12 months is available depending upon performance in the first year.

Available Funds: \$922,700 will be allocated among multiple projects across Illinois in amounts ranging from \$15,000 to \$150,000. These funds are a portion of federal fiscal year 1998 Juvenile Accountability Incentive Block Grant funds made available to Illinois by the Office of Juvenile Justice and Delinquency Prevention of the U.S. Department of Justice. Funds may only be used to support and implement one or more of the Blueprint programs described in Attachment 1 to this Request for Proposals (RFP).

Match: Grant funds may not be used for more than 90% of the total cost of the program. The remaining portion must be met through a cash match contribution to the program from non-federal sources.

Eligibility: Units of local government or combinations of units of local government which were not eligible to receive a share of Juvenile Accountability Incentive Block Grant funds allocated by formula in spring 1999 may apply to implement one or more of the Blueprint programs. A unit of local government is defined as a county, township, city, or political subdivision

of a county, township, or city that is a unit of local government as determined by the Secretary of Commerce for general statistical purposes. A list of units of local government which were previously eligible to receive JAIBG funds is included in Attachment 2 to this RFP. If you have questions about whether your city or county is eligible to submit a proposal, please call 1-888-425-4248.

Proposal Deadline: Proposals must be received by **12:00 noon on Friday, November 12, 1999**. Facsimile transmissions are not acceptable. Late proposals will not be accepted. To be accepted for consideration, proposals must meet the requirements set forth in this RFP.

Questions: Call the Illinois Criminal Justice Information Authority's toll-free number -- 1-888-425-4248. The Authority's web site, [www.icjia.state.il.us](http://www.icjia.state.il.us), also provides information on this RFP.

## Section I: OVERVIEW

The Illinois Criminal Justice Information Authority, a state agency dedicated to the improvement of Illinois' justice system, is seeking applications from eligible units of local government to implement one or more of six violence prevention and intervention programs which target youth at-risk of or involved in the justice system. These projects will be supported with funds made available to the States through the federal Juvenile Accountability Incentive Block Grant Program administered by the Office of Juvenile Justice and Delinquency Prevention of the U.S. Department of Justice. Approximately \$922,700 will be available for each of two years to fund 8 to 16 community-based programs beginning January 2000.

## Section II: BACKGROUND

The Juvenile Accountability Incentive Block Grants (JAIBG)<sup>1</sup> program was created by Congress to promote greater accountability in the juvenile justice system. The law authorizes the Attorney General to provide grants to the States to strengthen their policies, programs, and administrative systems that foster the creation of safe communities. The underlying supposition is that young people, their families, and the juvenile justice system must be accountable for improving the quality of life in every community.

In fiscal year 1998, the U.S. Department of Justice received \$250 million for the new JAIBG program. Grants are made to eligible States on a formula basis (based on the State's population under age 18), with at least 75 percent of the funds to be passed through to or used by the States to benefit units of local government—based on a formula of criminal justice expenditures (67 percent) and Part I violent crimes (33 percent).

In Illinois, the governor has named the Illinois Criminal Justice Information Authority to administer the JAIBG program. The Authority, working in partnership with the Illinois Juvenile Justice Commission, the body with statutory responsibility for Illinois' juvenile justice and delinquency prevention program, formed the Juvenile Crime Enforcement Coalition to oversee

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<sup>1</sup> Public Law 105-119 (Nov. 26, 1997).

the block grant program. That group has chosen to utilize the \$922,700 not allocated directly by formula to municipalities or counties for programs to prevent the involvement or further involvement of young people in the justice system. The Juvenile Crime Enforcement Coalition hopes that timely intervention with these youthful offenders will provide them with the skills and abilities to avoid crime and pursue positive activities.

The programs offered for replication through this request are the result of a project undertaken in 1996 by the Center for the Study and Prevention of Violence (CSPV), with funding from the Colorado Division of Criminal Justice and the Centers for Disease Control (and later from the Pennsylvania Commission on Crime and Delinquency), to identify ten violence prevention programs that met a very high scientific standard of program effectiveness—*programs that could provide an initial nucleus for a national violence prevention initiative*. The Center’s objective was to identify truly outstanding programs, and to describe these interventions in a series of “blueprints” which describe the theoretical rationale, the core components of the program as implemented, the evaluation designs and results, and the practical experiences programs encountered while implementing the program at multiple sites. The blueprints were designed to be very practical descriptions of effective programs which would allow states, communities, and individual agencies to: (1) determine the appropriateness of this intervention for their state or community; (2) provide a realistic cost estimate for this intervention; (3) provide an assessment of the organizational capacity needed to ensure its successful start-up and operation over time; and (4) give some indication of the potential barriers and obstacles that might be encountered when attempting to implement this type of intervention.

Six of the ten model programs meeting this rigorous selection criteria target young people who are at-risk of becoming involved in or are involved in the juvenile justice system or subject to transfer to the criminal justice system:

**1. Big Brothers/Big Sisters of America**

- Mentoring program serving primarily disadvantaged youth between the ages of 6-18, from single parent households.
- National average cost of \$1,000 per year.

## **2. Bullying Prevention Programs**

- Major goal is the reduction of victim/bullying problems among primary and secondary school children.
- All students within a school participate in most aspects of the program. Additional individual interventions are targeted at students who are identified as bullies or victims of bullying.
- Aims to increase awareness of the problem and knowledge about it, to achieve active involvement on the part of teachers and parents, to develop clear rules against bullying behavior and to provide support and protection for the victims of bullying.

## **3. Functional Family Therapy**

- Targets youth 11-18 who are, or are at risk of becoming, delinquent, violent, or substance abusing or exhibiting signs of conduct disorder, oppositional defiant disorder, or disruptive behavior disorder.
- 90 day program averaging 12 home visits per family (8-26 hours total). Program costs between \$1,350 to \$3,750 per family for an average of 12 home visits per family.

## **4. Multidimensional Treatment Foster Care**

- Community families are recruited, trained and closely supervised to provide TFC placements, treatment and supervision to participating adolescents.
- Emphasizes behavior management methods to provide youth with a structured and therapeutic living environment.
- Family therapy is provided for the youth's biological (or adoptive) family, with the ultimate goal of returning the youth back to the home.

## **5. Multisystemic Therapy**

- Targets chronic, violent or substance abusing male or female juvenile offenders ages 12-17, at high risk of out-of-home placement and their families.
- Utilizes intensive family and community based treatment that addresses the multiple determinants of serious antisocial behavior.
- Has a major goal of empowering parents with the skills and resources needed to independently address the difficulties that arise in raising teenagers and empowering youth to cope with family, peer, school, and neighborhood problems. Costs \$4,500 per youth for 60 hours of contact over four months on average.

## **6. Promoting Alternative Thinking Strategies (PATHS)**

- School based intervention designed to promote emotional competence, including the expression, understanding and regulation of emotions.
- A universal intervention, implemented by teachers with entire classrooms of children kindergarten through 5<sup>th</sup> grades.
- The PATHS curriculum, taught three times per week for a minimum of 20-30 minutes per day, provides teachers with systematic, developmentally-based lessons, materials, and instructions for teaching their students emotional literacy,

self-control, social competence, positive peer relations, and interpersonal problem-solving skills.

Eligible applicants are invited to apply for funds to adapt and implement one or more of these model programs in their communities. Details about each of the model programs are included in Attachment 1 to this request for proposals and at the Blueprints Project website ([www.colorado.edu/cspv/blueprints](http://www.colorado.edu/cspv/blueprints)). These should be used to guide design and development of programs based on the blueprints, which address local problems and take into account local circumstances, including, but not limited to, available resources. Interested eligible applicants should note that while some of the model programs target a rather wide audience, such as all 6<sup>th</sup> graders in a school, others target a smaller number of youth who meet certain specified eligibility criteria. Thus communities may consider preparing a proposal which serves a single jurisdiction or a number of eligible jurisdictions.

### Section III: ELIGIBLE APPLICANTS

Units of local government or combinations of units of local government which were not eligible to receive direct funding pursuant to the formula allocation—i.e., units of government which, by formula would have been eligible to receive less than \$5,000—may apply for these funds. A unit of local government is defined as a county, township, city, or political subdivision of a county, township, or city that is a unit of local government as determined by the Secretary of Commerce for general statistical purposes. Units of government which were eligible to receive funds via the formula can not apply, even if that unit chose not to seek its share of the formula funds. (See Attachment 2 for a list of units of local government which were eligible to receive a share of the formula funds). While non-profit agencies may be included as sub-contractors of units of local government, they may not directly apply for funds.

### Section IV: ELIGIBLE ACTIVITIES

Activities related to the implementation of one or more of the Blueprint programs listed in Attachment 1 may be supported with block grant funds. Funds may be used only to adapt and implement one or more of these Blueprint programs. No other programs will be funded.



However, the Authority and Coalition do recognize that conditions in Illinois communities may not mirror those in the communities where the Blueprint programs were developed and tested. Therefore, some modification of these programs to adapt them to the unique needs and circumstances of the applicant's community is anticipated.

#### Section V: PROPOSAL DEVELOPMENT

Proposal development should carefully follow the requirements set forth in the following sections. ***Applicants must refer to one or more of the six Blueprints in Attachment 1 when developing the proposal narrative.*** Proposals should:

- (1) be as concise as possible yet include important details and address the requirements set forth herein;
- (2) use language that is clear to persons who are not experts in the field of juvenile justice;
  - use simple sentences and short paragraphs;
  - do not use vague, imprecise terms or make generalizations;
  - explain terms or abbreviations someone outside your organization may not understand; and
- (3) clearly and fully explain how the applicant intends to fulfill RFP requirements.

#### Section VI: REPORTING REQUIREMENTS

Monthly progress and fiscal reports will be required of the successful applicants. The nature and format of these reports will be determined by the Authority prior to implementation of the project. The purpose of these reports is to allow the Authority to monitor the progress and spending of the project. In addition, close-out reports will be required upon the project's completion.

#### Section VII: LEVEL AND DURATION OF FUNDING

A maximum of \$922,700 is being made available to be distributed among multiple projects statewide depending on the number of responses. Project duration is for 12 months, commencing no later than January 1, 2000. Funding for an additional 12 months is dependent on project performance in the first 12 months.

### Section VIII: PROPOSAL DEADLINE

Proposals must be received by **12:00 noon on Friday, November 12, 1999**. Facsimile transmissions will not be accepted. Late submissions will not be accepted. Proposals may be mailed or delivered to:

Federal and State Grants Unit  
 Illinois Criminal Justice Information Authority  
 120 South Riverside Plaza, Suite 1016  
 Chicago, Illinois 60606-3997  
 Attention: **JAIBG Blueprint Program**

### Section IX: PROPOSAL CONTENT

To be accepted for consideration, proposals must meet the requirements set forth in this RFP. Applicants must submit an **original (unbound) and five (5) copies** of the proposal. The copies may be bound. **Proposal must be on 8½" x 11" paper, single-sided, double-spaced, with margins of not less than 1½" each, use 12 point font size, contain a maximum of 10 pages of narrative (not including the implementation schedule and budget), and include the following in the order indicated:**

- (1) A completed cover page that includes the name and address of the organization, the full name of a contact person, telephone number, facsimile number, and total amount of funding requested for one year;
- (2) Proposal narrative to include the following sections: *(Applicants must refer to one or more of the Blueprint programs included in Attachment 1 when developing the proposal narrative)*

Part I: **Organizational Capacity (2 page max).** A brief description of your community—its location, population, characteristics which distinguish it from other communities—and a brief description of the process followed to adapt the Blueprint program to your community, including who was involved in that process.

Part II: **Summary of Program (1 page max).** A brief description of the proposed program.

- Part III: **Statement of Problem (2 page max).** A detailed problem statement which explains why the program is needed by describing the juvenile crime and delinquency problem in your community and how it has changed in recent years. Include as much multi-year data as possible and anecdotal information to substantiate the problem. Support claims with facts. Include tables, charts and diagrams when appropriate; however, use them only when they explain the problem or unmet need. Large volumes of data can be appended but should not be left to the reader to interpret. Also include statements regarding current efforts to address the problem(s) and an explanation of why these efforts aren't adequately reducing or eliminating the problem(s).
- Part IV: **Goals and Objectives (1 page max).** The proposed goals and objectives should offer some relief of the problem(s) defined in the previous section. Goals are general statements of what your project hopes to accomplish. Objectives are the specific, measurable, and realistic changes you intend to bring about. Please supply at least one goal and at least two objectives for each goal.
- Part V: **Program Strategies (3 page max).** The problem statement has described the issue(s) to be addressed. Goals/objectives have defined the ends to be achieved. This section should indicate how these ends are going to be accomplished by describing how the Blueprint program(s) will be adapted and implemented in language which provides the reader with a clear picture of how the program will operate. The strategy should also discuss:
- (i) how this program will fit into the overall scope of the community's current efforts;
  - (ii) the number of youth to be served;
  - (iii) the services to be provided;
  - (iv) the activities to be undertaken to provide the services and achieve the stated objectives; and
  - (v) how the budgeted items, including personnel, are related to the strategies.
- Part VI: **Performance Indicators (1 page max).** This section should list performance indicators to measure the performance of your program and which will be used as a basis for the monthly performance reports. They must relate to the objectives set in Part IV;
- Part VII: **Implementation Schedule.** The implementation schedule should be used as a planning tool for the project and should reflect a realistic projection of how the program will proceed and should describe in outline form, the funded activities which will be undertaken to accomplish each objective, who will be responsible for each activity and the expected completion date of each activity. You may use the attached implementation schedule form

or recreate it on the computer [form attached – Attachment A]; and

Part VIII: **Proposed Budget.** A budget and budget narrative, including match from non-federal sources. You may use the attached budget form for the line item budget or recreate it on the computer [form attached - Attachment B]. A budget narrative should be attached as a separate page, which explains how the budgeted items are related and necessary to the project and how costs were calculated. Job descriptions must be included for individuals to be paid with JAIBG funds.

- (4) a signed certification that (a) the applicant is not barred from contracting with any unit of state or local government as a result of violation of 720 ILCS 5/33E-3 or 5/33E-4, and (b) that it shall notify the Authority's Ethics Officer if the applicant solicits or intends to solicit for employment any of the Authority's employees during any part of the application process or during the term of any contract awarded. [form attached - ATTACHMENT 3];
- (5) a signed certification regarding the State of Illinois Drug Free Workplace Act (30 ILCS 580) [form attached - ATTACHMENT 4]; and
- (6) Federal Lobbying/Debarment Certification [form attached - ATTACHMENT 5].

Proposals that do not address each of these points will not be considered.

**Proposal packages will be opened at 2:00 p.m. on Friday, November 12, 1999, at the Authority. Proposals not submitted in a sealed envelope will be rejected. Submissions that do not include the complete original proposal (including items 1 through 6, as outlined above) and five copies will not be considered.**

#### Section X: ALLOWABLE ITEMS OF EXPENDITURE

Grant funds may be used only for expenses clearly related and necessary to carrying out the approved activities. Allowable items of expenditure for which grant support may be requested include:

- Salaries, wages, and fringe benefits of professional and other supporting staff engaged in the project activities.
- Travel directly related to carrying out activities under the approved project.

- Supplies, communications, and rental or purchase of equipment and space directly related to approved project activities.
- Contracts for performance of activities under the approved project.
- Other such items necessary to support approved project activities so long as they are allowable under the applicable cost principles.

## Section XI: REVIEW CRITERIA AND PROCEDURES

Proposal selection will be made using the following criteria. The Authority reserves the right to reject any or all proposals if it is determined that submission(s) are not satisfactory. The Authority also reserves the right to invite one or more applicants to resubmit amended proposals.

- (1) **Need for Program/Past Commitment** - The narrative explains the need for the program, the applicant's ability and commitment in recent years to providing juvenile centered services and extent of collaboration with other non-profit and public agencies to improve responses to youth. (Maximum of 30 points)
- (2) **Responsiveness to Proposal** - The narrative addresses all parts of the RFP well and adequately describes how one or more of the blueprint programs will be adapted to the specific needs of the community and demonstrates an ability to successfully implement the program. (Maximum of 50 points)
- (3) **Implementation Plan** - Has been included; is complete, clear and reasonable. (Maximum of 5 points)
- (4) **Adequacy of Cost Estimates** - Proposed project costs for services, activities and other items will be assessed to determine how realistic they are, and the extent to which they have been allocated in a cost-efficient yet effective manner. (Maximum of 10 points)
- (5) **Inclusion of Match** - The budget and budget narrative explain the amount and source of matching funds, and include an itemization of the costs to which matching funds will be applied. The JAIBG Program has a 10% cash match requirement from non-federal sources. The federal amount must not exceed 90% of the total project cost. (Maximum of 5 points)

Use the following formula to calculate federal and match amounts.

**To calculate the federal amount:**

total project cost x .9 = federal amount

**To calculate the match amount:**

total project cost – federal amount = match amount

**Proposals that are found to contain unallowable items can have their scores reduced by up to 10 points.** Proposals will be reviewed by a panel of Authority staff and external reviewers with expertise in juvenile issues. A panel of Authority senior staff will do a final review of proposals for allowability of services, activities and costs. Their recommendations will be forwarded to the Executive Director of the Authority for presentation to the Juvenile Crime Enforcement Coalition, and then final recommendation to the Authority. A preliminary award decision will be made and applicants will be notified of the Authority's decision at the earliest possible date.

**Section XII: GRANT CONTENT**

The content of the selected proposal, including possible modifications, will help define the project and will be appended to a grant awarded to the applicant. In addition, other grant obligations include, but are not limited to, an anti-bribery clause, drug-free workplace certification, subcontractor limitation, international boycott certification, debarment certification, equal employment opportunity, assurance of compliance to standards that minimally adhere to the Illinois Procurement Code, and nondiscrimination certifications. Failure of the selected applicant to accept grant obligations may result in cancellation of the selection. The Authority reserves the right to extend the grant at its discretion.

## Attachment 1

### **Big Brothers Big Sisters of America**

**Big Brothers Big Sisters of America (BBBSA)** has been providing adult support and friendship to youth for nearly a century. A report in 1991 demonstrates that through BBBSA's network of nearly 500 agencies across the country, more than 70,000 youth and adults were supervised in one-to-one relationships.

#### **Program Targets:**

BBBSA typically targets youth (aged 6 to 18) from single parent homes.

#### **Program Content:**

Service delivery is by volunteers who interact regularly with youth in a one-to-one relationship. Agencies use a *case management* approach, following through on each case from initial inquiry through closure. The *case manager* screens applicants, makes and supervises the matches, and closes the matches when eligibility requirements are no longer met or either party decides they can no longer participate fully in the relationship.

BBBSA *distinguishes itself from other mentoring programs* via rigorous published standards and required procedures:

- *Orientation* is required for all volunteers.
- *Volunteer Screening* includes a written application, a background check, an extensive interview, and a home assessment; it is designed to screen out those who may inflict psychological or physical harm, lack the capacity to form a caring bond with the child, or are unlikely to honor their time commitments.
- *Youth Assessment* involves a written application, interviews with the child and the parent, and a home assessment; it is designed to help the caseworker learn about the child in order to make the *best possible match*, and also to secure parental permission.
- *Matches* are carefully considered and based upon the needs of the youth, abilities of volunteers, preferences of the parent, and the capacity of program staff.
- *Supervision* is accomplished via an initial contact with the parent, youth, and volunteer within two weeks of the match; monthly telephone contact with the volunteer, parent and/or youth during the first year; and quarterly contact with all parties during the duration of the match.

#### **Program Outcomes:**

An evaluation of the BBBSA program has been conducted to assess children who participated in BBBSA compared to their non-participating peers. After an eighteen month period, BBBSA youth:

- were *46% less likely than control youth to initiate drug use* during the study period,
- were *27% less likely to initiate alcohol use* than control youth,
- were *almost one-third less likely than control youth to hit someone*,
- were *better than control youth in academic behavior, attitudes, and performance*,
- were more likely to have *higher quality relationships with their parents or guardians than control youth*,
- were more likely to have *higher quality relationships with their peers* at the end of the study period than did control youth.

#### **Program Costs:**

The national average cost of making and supporting a match relationship is \$1,000 per year.

The information for this fact sheet was excerpted from:

McGill, D. E., Mihalic, S. F., Grotspeter, J. K. (1997). Big Brothers Big Sisters of America. In D. S. Elliott (Series Ed.), *Blueprints for Violence Prevention* (Book 2). Boulder, CO: Center for the Study and Prevention of Violence, Institute of Behavioral Science, University of Colorado.

## **Bullying Prevention Program**

The **Bullying Prevention Program** is a universal intervention for the reduction and prevention of bully/victim problems. The main arena for the program is the school, and school staff has the primary responsibility for the introduction and implementation of the program.

### **Program Targets:**

Program targets are students in elementary, middle, and junior high schools. All students within a school participate in most aspects of the program. Additional individual interventions are targeted at students who are identified as bullies or victims of bullying.

### **Program Content:**

Core components of the program are implemented at the school level, the class level, and the individual level:

*School-wide components* include the administration of an anonymous questionnaire to assess the nature and prevalence of bullying at each school, a school conference day to discuss bullying at school and plan interventions, formation of a Bullying Prevention Coordinating Committee to coordinate all aspects of a school's program, and increased supervision of students at "hot spots" for bullying.

*Classroom components* include the establishment and enforcement of class rules against bullying, and holding regular class meetings with students.

*Individual components* include interventions with children identified as bullies and victims, and discussions with parents of involved students. Teachers may be assisted in these efforts by counselors and school-based mental health professionals.

### **Program Outcomes:**

The Bullying Prevention Program has been shown to result in:

- a substantial reduction in boys' and girls' reports of bullying and victimization;
- a significant reduction in students' reports of general antisocial behavior such as vandalism, fighting, theft and truancy; and
- significant improvements in the "social climate" of the class, as reflected in students' reports of improved order and discipline, more positive social relationships, and a more positive attitude toward schoolwork and school.

The information for this fact sheet was excerpted from:

Olweus, D. and Limber, S. P. with Mihalic, S. F. (1999). Bullying Prevention Program In D. S. Elliott (Series Ed.), Blueprints for Violence Prevention (Book 9). Boulder, CO: Center for the Study and Prevention of Violence, Institute of Behavioral Science, University of Colorado.



## **Functional Family Therapy**

**Functional Family Therapy (FFT)** is an outcome-driven prevention/intervention program for youth who have demonstrated the entire range of maladaptive, acting out behaviors and related syndromes.

### **Program Targets:**

Youth, aged 11-18, at risk for and/or presenting with delinquency, violence, substance use, Conduct Disorder, Oppositional Defiant Disorder, or Disruptive Behavior Disorder.

### **Program Content:**

FFT requires as few as 8-12 hours of direct service time for commonly referred youth and their families, and generally no more than 26 hours of direct service time for the most severe problem situations.

Delivery modes: Flexible delivery of service by one and two person teams to clients in-home, clinic, juvenile court, and at time of re-entry from institutional placement.

Implementation: Wide range of interventionists, including para-professionals under supervision, trained probation officers, mental health technicians, degreed mental health professionals (e.g., M.S.W., Ph.D., M.D., R.N., M.F.T.).

FFT effectiveness derives from emphasizing factors which enhance protective factors and reduce risk, including the risk of treatment termination. In order to accomplish these changes in the most effective manner, FFT is a phasic program with steps which build upon each other. These phases consist of:

- *Engagement*, designed to emphasize youth and family factors that protect youth and families from early program dropout;
- *Motivation*, designed to change maladaptive emotional reactions and beliefs, and increase alliance, trust, hope, and motivation for lasting change;
- *Assessment*, designed to clarify individual, family system, and larger system relationships, especially the interpersonal functions of behavior and how they relate to change techniques;
- *Behavior Change*, which consists of communication training, specific tasks and technical aids, basic parenting skills, contracting and response-cost techniques; and
- *Generalization*, during which family case management is guided by individualized family functional needs, their interface with environmental constraints and resources, and the alliance with the FFT therapist/Family Case Manager.

### **Program Outcomes:**

Clinical trials have demonstrated that FFT is capable of:

- Effectively treating adolescents with Conduct Disorder, Oppositional Defiant Disorder, Disruptive Behavior Disorder, alcohol and other drug abuse disorders, and who are delinquent and/or violent;
- Interrupting the matriculation of these adolescents into more restrictive, higher cost services;
- Reducing the access and penetration of other social services by these adolescents;
- Generating positive outcomes with the entire spectrum of intervention personnel;
- Preventing further incidence of the presenting problem
- Preventing younger children in the family from penetrating the system of care;
- Preventing adolescents from penetrating the adult criminal system; and
- Effectively transferring treatment effects across treatment systems.

### **Program Costs:**

The 90-day costs in two ongoing programs range between \$1,350 and \$3,750 for an average of 12 home visits per family.

The information for this fact sheet was excerpted from:

Alexander, J. F., Pugh, C. and Parsons, B. V. with Barton, C., Gordon, D., Grotpetter, J. K., Hansson, K., Harrison, R., Mears, S., Mihalic, S. F., Schulman, S., Waldron, H., and Sexton, T. (1998). Functional Family Therapy. In D. S. Elliott (Series Ed.), *Blueprints for Violence Prevention (Book 3)*. Boulder, CO: Center for the Study and Prevention of Violence, Institute of Behavioral Science, University of Colorado.

## **Multidimensional Treatment Foster Care**

**Multidimensional Treatment Foster Care (MTFC)** is a cost effective alternative to group or residential treatment, incarceration, and hospitalization for adolescents who have problems with chronic antisocial behavior, emotional disturbance, and delinquency. Community families are recruited, trained, and closely supervised to provide MTFC-placed adolescents with treatment and intensive supervision at home, in school, and in the community; clear and consistent limits with follow-through on consequences; positive reinforcement for appropriate behavior; a relationship with a mentoring adult; and separation from delinquent peers.

### **Program Targets:**

Teenagers with histories of chronic and severe criminal behavior at risk of incarceration.

### **Program Content:**

*MTFC Training for Community Families.* Emphasizes behavior management methods to provide youth with a structured and therapeutic living environment. After completing a pre-service training and placement of the youth, MTFC parents attend a weekly group meeting run by a program case manager where ongoing supervision is provided. Supervision and support is also given to MTFC parents during daily telephone calls to check on youth progress and problems.

*Services to the Youth's Family.* Family therapy is provided for the youth's biological (or adoptive) family, with the ultimate goal of returning the youth back to the home. The parents are taught to use the structured system that is being used in the MTFC home. Closely supervised home visits are conducted throughout the youth's placement in MTFC. Parents are encouraged to have frequent contact with the MTFC case manager to get information about their child's progress in the program.

*Coordination and Community Liaison.* Frequent contact is maintained between the MTFC case manager and the youth's parole/probation officer, teachers, work supervisors, and other involved adults.

### **Program Outcomes:**

Evaluations of MTFC have demonstrated that program youth compared to control group youth:

- Spent 60% fewer days incarcerated at 12 month follow-up;
- Had significantly fewer subsequent arrests;
- Ran away from their programs, on average, three times less often;
- Had significantly less hard drug use in the follow-up period; and
- Quicker community placement from more restrictive settings (e.g., hospital, detention).

### **Program Costs:**

The cost per youth is \$2,691 per month; the average length of stay is seven months.

The information for this fact sheet was excerpted from:

Chamberlain, P., with Mihalic, S. F. (1998). Multidimensional Treatment Foster Care. In D. S. Elliott (Series Ed.), *Blueprints for Violence Prevention (Book 8)*. Boulder, CO: Center for the Study and Prevention of Violence, Institute of Behavioral Science, University of Colorado.

## **Multisystemic Therapy**

**Multisystemic Therapy (MST)** is an intensive family- and community-based treatment that addresses the multiple determinants of serious antisocial behavior in juvenile offenders. The multisystemic approach views individuals as being nested within a complex network of interconnected systems that encompass individual, family, and extrafamilial (peer, school, neighborhood) factors. Intervention may be necessary in any one or a combination of these systems.

### **Program Targets:**

MST 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.

### **Program Content:**

MST addresses the multiple factors known to be related to delinquency across the key settings, or systems, within which youth are embedded. MST strives to promote behavior change in the youth's natural environment, using the strengths of each system (e.g., family, peers, school, neighborhood, and indigenous support network) to facilitate change.

The major goal of MST is to empower parents with the skills and resources needed to independently address the difficulties that arise in raising teenagers and to empower youth to cope with family, peers, school, and neighborhood problems. Within a context of support and skill building, the therapist places developmentally appropriate demands on the adolescent and family for responsible behavior. Intervention strategies are integrated into a social ecological context and include strategic family therapy, structural family therapy, behavioral parent training, and cognitive behavior therapies.

MST is provided using a home-based model of services delivery. This model helps to overcome barriers to service access, increases family retention in treatment, allows for the provision of intensive services (i.e., therapists have low caseloads), and enhances the maintenance of treatment gains. The usual duration of MST treatment is approximately 60 hours of contact over four months, but frequency and duration of sessions are determined by family need.

### **Program Outcomes:**

Evaluations of MST have demonstrated for serious juvenile offenders:

- reductions of 25-70% in long-term rates of rearrest,
- reductions of 47-64% in out-of-home placements,
- extensive improvements in family functioning, and
- decreased mental health problems for serious juvenile offenders.

### **Program Costs:**

MST has achieved favorable outcomes at a cost savings in comparison with usual mental health and juvenile justice services, such as incarceration and residential treatment. At a cost of \$4,500 per youth, a recent policy report concluded that MST was the most cost-effective of a wide range of intervention programs aimed at serious juvenile offenders.

The information for this fact sheet was excerpted from:

Henggeler, S. W. with Mihalic, S. F., Rone, L., Thomas, C., and Timmons-Mitchell, J. (1998). Multisystemic Therapy. In D. S. Elliott (Series Ed.), *Blueprints for Violence Prevention* (Book 6). Boulder, CO: Center for the Study and Prevention of Violence, Institute of Behavioral Science, University of Colorado.

## **PATHS – Promoting Alternatives**

The **PATHS (Promoting Alternative Thinking Strategies)** Curriculum is a comprehensive program for promoting emotional and social competencies and reducing aggression and behavior problems in elementary school-aged children while simultaneously enhancing the educational process in the classroom. This innovative curriculum is designed to be used by educators and counselors in a multi-year, universal prevention model. Although primarily focused on the school and classroom settings, information and activities are also included for use with parents.

### **Program Targets:**

The PATHS Curriculum was developed for use in the classroom setting with all elementary school-aged children. PATHS has been field-tested and researched with children in regular education classroom settings, as well as with a variety of special needs students (deaf, hearing-impaired, learning disabled, emotionally disturbed, mildly mentally delayed, and gifted). Ideally it should be initiated at the entrance to schooling and continue through Grade 5.

### **Program Content:**

The PATHS Curriculum, taught three times per week for a minimum of 20-30 minutes per day, provides teachers with systematic, developmentally-based lessons, materials, and instructions for teaching their students emotional literacy, self-control, social competence, positive peer relations, and interpersonal problem-solving skills. A key objective of promoting these developmental skills is to prevent or reduce behavioral and emotional problems. PATHS lessons include instruction in identifying and labeling feelings, expressing feelings, assessing the intensity of feelings, managing feelings, understanding the difference between feelings and behaviors, delaying gratification, controlling impulses, reducing stress, self-talk, reading and interpreting social cues, understanding the perspectives of others, using steps for problem-solving and decision-making, having a positive attitude toward life, self-awareness, nonverbal communication skills, and verbal communication skills. Teachers receive training in a two-to three-day workshop and in bi-weekly meetings with the curriculum consultant.

### **Program Outcomes:**

The PATHS Curriculum has been shown to improve protective factors and reduce behavioral risk factors. Evaluations have demonstrated significant improvements for program youth (regular education, special needs, and deaf) compared to control youth in the following areas:

- Improved self-control,
- Improved understanding and recognition of emotions
- Increased ability to tolerate frustration;
- Use of more effective conflict-resolution strategies,
- Improved thinking and planning skills,
- Decreased anxiety/depressive symptoms (teacher report of special needs students),
- Decreased conduct problems (teacher report of special needs students),
- Decreased symptoms of sadness and depression (child report—special needs), and
- Decreased report of conduct problems, including aggression (child report).

### **Program Costs:**

Program costs over a three-year period would range from \$15/student/year to \$45/student/year. The higher cost would include hiring an on-site coordinator, the lower costs would include redeploying current staff.

The information for this fact sheet was excerpted from:

Greenberg, M. T., Kusch, C., with Mihalic, S. F. (1998). *Promoting Alternative Thinking Strategies*. In D. S. Elliott (Series Ed.), *Blueprints for Violence Prevention (Book 10)*. Boulder, CO: Center for the Study and Prevention of Violence, Institute of Behavioral Science, University of Colorado.



**ILLINOIS  
CRIMINAL JUSTICE  
INFORMATION AUTHORITY**

120 South Riverside Plaza • Suite 1016 • Chicago, Illinois 60606 • (312) 793-8550

Attachment 2

**Localities Eligible for Direct Funding**

**(not eligible for funding under this RFP)**

Adams county	East Peoria city	Madison county	St. Charles city
Addison village	East St. Louis city	Matteson village	St. Clair county
Alsip village	Elgin city	Mattoon city	Stephenson county
Alton city	Elk Grove village	Maywood village	Streamwood village
Arlington Heights city	Elmhurst city	McHenry county	Tazewell county
Aurora city	Evanston city	McLean county	Tinley Park village
Barrington village	Evergreen Park village	Melrose Park village	University Park village
Bartlett village	Ford Heights village	Moline city	Urbana city
Bedford Park village	Forest Park village	Morton Grove village	Vermilion county
Belleville city	Franklin county	Mount Prospect village	Vernon Hills village
Bellwood village	Franklin Park village	Mount Vernon city	Villa Park village
Bensenville village	Freeport city	Mundelein village	Washington Park
Berwyn city	Galesburg city	Naperville city	Waukegan city
Bloomington city	Geneva city	Niles village	Westmont village
Bloomington city	Glen Ellyn village	Normal town	Wheaton city
Blue Island city	Glencoe village	North Chicago city	Wheeling village
Bolingbrook village	Glendale Heights	North Riverside village	Whiteside county
Broadview village	Glenview village	Northbrook village	Will county
Buffalo Grove village	Granite city	Northlake city	Williamson county
Burbank city	Hanover Park village	Oak Brook village	Wilmette village
Cahokia village	Harvey city	Oak Forest city	Winnebago county
Calumet City	Highland Park city	Oak Lawn village	Winnetka village
Carbondale city	Hoffman Estates city	Oak Park village	Wood River city
Carol Stream village	Homewood village	Ogle county	Woodridge village
Carpentersville village	Jackson county	Orland Park village	Zion city
Champaign city	Jacksonville city	Ottawa city	
Champaign county	Joliet city	Palatine village	
Chicago city	Kane county	Park Forest village	
Chicago Heights city	Kankakee city	Park Ridge city	
Christian county	Kankakee county	Pekin city	
Cicero town	Kendall county	Peoria city	
Coles county	Knox county	Peoria county	
Collinsville city	La Grange village	Quincy city	
Cook county	Lake county	Riverdale village	
Crystal Lake city	Lake Forest city	Rock Island city	
Danville city	Lansing village	Rock Island county	
Decatur city	Lasalle county	Rockford city	
Deerfield village	Lee county	Rolling Meadows city	
DeKalb city	Libertyville village	Romeoville village	
DeKalb county	Lincolnwood village	Sangamon county	
Des Plaines city	Lisle village	Schaumburg village	
Dolton village	Livingston county	Schiller Park village	
Downers Grove village	Lombard village	Skokie village	
DuPage county	Macon county	South Holland village	
East Moline city	Macoupin county	Springfield city	

**CERTIFICATION**

The applicant certifies:

- (1) that it is not barred from contracting with any unit of state or local government as a result of 720 ILCS 5/33E-3 or 5/33E-4; and
- (2) that it shall notify the Authority=s Ethics Officer if the applicant solicits or intends to solicit for employment any of the Authority=s employees during any part of the application process or during the term of any contract awarded.

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Name and Title of Authorized Representative

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Signature

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Date

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Name of Organization

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Address of Organization

**STATE OF ILLINOIS  
DRUG FREE WORKPLACE CERTIFICATION**

This certification is required by the Drug Free Workplace Act (Ill. Rev. Stat., ch. 127, par. 152.311). The Drug Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the State unless that grantee or contractor has certified to the State that the grantee or contractor will provide a drug free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant and debarment of contracting or grant opportunities with the state for at least one (1) year but not more than five (5) years.

For the purpose of this certification, “grantee” or “contractor” means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division or other unit thereof, directly responsible for the specific performance under a contract or grant of \$5,000 or more from the State.

The contractor/grantee certifies and agrees that it will provide a drug free workplace by:

(a) Publishing a statement:

- (1) Notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance, including cannabis, is prohibited in the grantee’s or contractor’s workplace.
- (2) Specifying the actions that will be taken against employees for violations of such prohibition.
- (3) Notifying the employee that, as a condition of employment on such contract or grant, the employee will:
  - (A) abide by the terms of the statement; and
  - (B) notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) days after such conviction.

(b) Establishing a drug free awareness program to inform employees about:

- (1) the dangers of drug abuse in the workplace;
- (2) the grantee’s or contractor’s policy of maintaining a drug free workplace;
- (3) any available drug counseling, rehabilitation, and employee assistance programs;  
and

- (4) the penalties that may be imposed upon an employee for drug violations.
- (c) Providing a copy of the statement required by subparagraph (a) to each employee engaged in the performance of the contract or grant and to post the statement in a prominent place in the workplace.
- (d) Notifying the contracting or granting agency within ten (10) days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
- (e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by any employee who is so convicted, as required by section 5 of the Drug Free Workplace Act.
- (f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation is required and indicating that a trained referral team is in place.
- (g) Making good faith effort to continue to maintain a drug free workplace through implementation of the Drug Free Workplace Act.

THE UNDERSIGNED AFFIRMS, UNDER PENALTIES OF PERJURY, THAT HE OR SHE IS AUTHORIZED TO EXECUTE THIS CERTIFICATION ON BEHALF OF THE DESIGNATED ORGANIZATION.

\_\_\_\_\_  
Printed Name of Organization

\_\_\_\_\_  
Signature of Authorized Representative

\_\_\_\_\_  
Requisition/Contract/Grant ID #

\_\_\_\_\_  
Printed Name and Title

\_\_\_\_\_  
Date





**Attachment B**

**PROPOSED BUDGET:** Fill in the budget form below for the proposed project. Please note that federal dollars can only support up to 90% of the total costs of the project. See the attached instructions on how to complete this form. You may fill in this form or recreate it on the computer.

<b>Project Expenses</b>	<b>Unit Cost</b>	<b># of Units/ %of Time</b>	<b>Federal</b>	<b>Match</b>	<b>Total Costs</b>
<b>Personnel Service</b>					
Subtotal:					
<b>Equipment</b>					
Subtotal:					
<b>Commodities</b>					
Subtotal:					
<b>Travel</b>					
Subtotal:					
<b>Contractual</b>					
Subtotal:					
<b>Other</b>					
Subtotal:					
<b>GRAND TOTAL</b>					

## BUDGET NARRATIVE INSTRUCTIONS

**General Instructions.** The Budget Narrative accompanies the Proposed Budget Detail to provide the justification and information necessary to 1) determine the manner in which the budget detail was computed, and 2) the relationship between major budget components and the achievement of the project goals.

If no funds are allocated for an audit within the grant budget, include an explanation in the Budget Narrative of how the audit will be financed.

**Personnel:** List the personnel to be paid for with agreement funds and explain any unusual salary level. Specify the fringe benefits that will be charged to the agreement and how they were calculated.

**Equipment:** If equipment is to be purchased, its proposed use and relationship to the project should be described. All equipment purchased must be necessary to the program.

**Commodities:** Enter the basis for computation of consumable item costs and explain any unusual types or quantities of consumable items.

**Travel:** Describe, in detail, travel costs related to each staff function.

**Contractual:** Enter the cost and time basis (i.e. rate per week, month, etc.) of all contractual costs such as utilities, telephone, equipment rentals, and hourly personnel. Explain in detail any large expenses and explain why they are necessary for the program.

For each person to be employed by the program on an hourly basis, specify the following:

- a) Rate of pay;
- b) Number of hours to be worked each week or month;
- c) Number of months to be employed by the project;
- d) Detailed job duties; and
- e) Minimum educational requirements, training and/or prior experience required.