



JUVENILE JUSTICE

Raising Responsible and
Resourceful Youth

Also

- ◆ Strengthening Families
- ◆ Empowering Parents

OJJDP

Journal of the
Office of Juvenile Justice and Delinquency Prevention

From the Administrator

The family is the foundation of society and a principal factor in the future of children. This issue of *Juvenile Justice* highlights the importance of parent-child relationships and features ways that we can strengthen the capacity of families to make the crucial contributions to their children's welfare that they are uniquely able to do.

The White House Conference on Teenagers brought together parents, teenagers, and professionals to share their concerns about "Raising Responsible and Resourceful Youth." As **First Lady Hillary Rodham Clinton** reminds us, "America's teenagers need—and want—guidance and support from their families." A number of initiatives have come out of the conference, including some designed to help parents spend critical time with their teens.

Families are, of course, the first point of social contact for children and thus play a key role in their development, as **Rose Alvarado** and **Karol Kumpfer** note in describing effective programs and best practices in "Strengthening America's Families." Improving parenting practices is an effective and enduring strategy in preventing and addressing juvenile delinquency.

The challenges families face are considerable, and one of the most difficult occurs when a child is reported missing—as takes place in the United States more than 2,000 times each day. "Team H.O.P.E." helps parents of missing children by linking them with experienced and trained volunteers who have also undergone the crisis of having a missing child, as **Michelle Jezycki** reports.

This issue also describes the publication "America's Children: Key National Indicators of Well-Being," which reports statistical indicators that reflect America's progress in taking care of its children.

It is my hope that the information in this important issue of our Journal will help ensure that the future of our children is the brightest possible.

John J. Wilson
Acting Administrator
Office of Juvenile Justice
and Delinquency Prevention

JUVENILE JUSTICE

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Raising Responsible and Resourceful Youth

Too often, teenagers feel alienated from their communities, and parents of teenagers frequently worry about the well-being of their children. According to Karen Pittman, Ph.D., Executive Director of the International Youth Foundation, to be fully prepared for the future, youth need academic, social, emotional, vocational, and civic confidence. Teenagers today “need to be competent, they need to be confident, they need to have character, connections, and . . . they need to be contributors.”¹

To address concerns of parents and teenagers, President Clinton convened the first White House Conference on Teenagers: Raising Responsible and Resourceful Youth in May 2000. The conference, which brought together parents, teenagers, educators, youth workers, researchers, policymakers, and representatives from foundations, focused attention on ways that families and communities can teach youth sound values, promote healthy behavior, and support positive youth development.

In her syndicated column *Talking It Over*,² Hillary Rodham Clinton summarizes the conference’s topics of discussion and announces several new initiatives and resources for youth and their families. These are described in greater detail on pages 5–7.

Talking It Over

by Hillary Rodham Clinton

Despite declarations of independence and “KEEP OUT” signs hung on closed bedroom doors, America’s teenagers need—and want—guidance and support from their parents.

This information comes from a new poll commissioned by the YMCA, and released this morning at the first-ever White House Conference on Teenagers. And the news may come as a surprise to many parents. After all, isn’t this the age when our children would rather spend

two hours talking on the phone to a friend than 10 minutes in a conversation with Mom or Dad?

Yet, according to the poll, more than three out of four teenagers say they still turn to their parents in times of trouble. In fact, while parents list the threat of drugs and alcohol as their chief worries, teenagers themselves list education and “not having enough time” with their parents as their top concerns.

Hillary Rodham Clinton’s weekly column, Talking It Over, has drawn on her experiences as First Lady and on her observations as an advocate for families. Ms. Clinton is the U.S. Senator-elect for New York.

Today's conference brought together parents, teens, policymakers and other experts to discuss the importance of the teenage years in the social and intellectual development of children. Like the 1997 White House Conference on Early Childhood Development and Learning, today's gathering underscored some of the common misconceptions that parents have, and offered strategies for raising responsible and resourceful children.

America's teens are full of promise and potential.

It has been my good fortune, over the last 30 years, to talk to thousands of teens in hundreds of settings. Despite negative messages too often sent by the media, America's teens are full of promise and potential. But ask them, and they will tell you that what should be the best years of their lives are too often filled with stress, alienation and confusion.

What teens need—a theme returned to by each speaker today—is a connection. They need a relationship with an adult who cares about them. In the words of psychologist Urie Bronfenbrenner, "Somebody's got to be crazy about that kid, and vice versa!"

Dr. Robert Blum, one of the country's leading experts on adolescent health, assured us that "families matter." His research shows that, when families are connected, sexual activity is delayed, and there is less tobacco and alcohol use, less emotional distress and less violence. "The key," he says, "is giving young people the consistent message that they matter."

But how do parents send that message? One way, espoused by many of today's speakers, is by having dinner—or lunch, or breakfast—together.

One of the biggest casualties of modern life is family time—that time when parents and children can check out of their busy schedules, and check in with each other. Before our daughter left for college, my husband and I made it a priority to share at least one meal with her every day. It wasn't always easy, but we made the effort, and that half-hour in the small kitchen of our private quarters was my favorite part of the day.

By making the time to be together, Bill and I sent our daughter a simple message—one that she carried with her when she went 3,000 miles away to college: Whenever she needs to talk, to ask advice, or just say hello, we will always be available and eager to listen.

One of the initiatives that I was proud to announce this morning is a new public awareness campaign designed to challenge parents to make more time for their teens, and encourage businesses to offer more flexible work schedules and

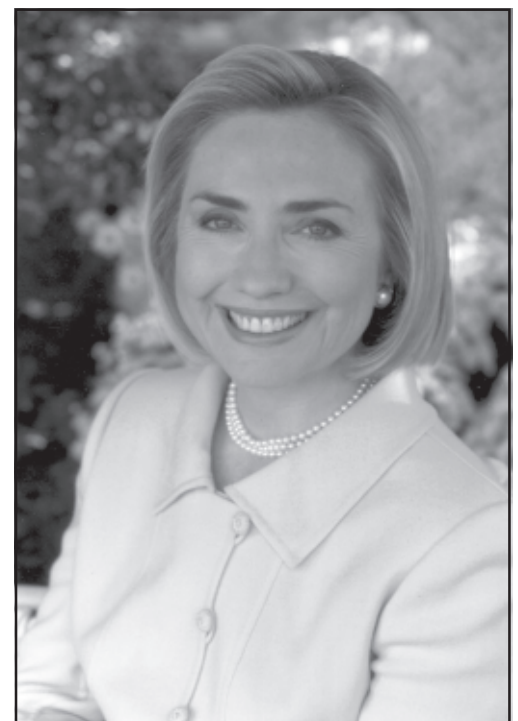


Photo courtesy of the White House

policies for parents. The President, who announced that he will sign an Executive Order prohibiting discrimination against parents in the federal workforce, challenged all employers: “Don’t put up glass ceilings for parents. A parent’s job is tough enough.”

Ben Casey of the Dallas YMCA described the role that community organizations can play. In Dallas, the Y has initiated a partnership with a dot-com grocery store, a dry cleaner and a pharmacy. When parents arrive to pick up their children at the Y, they can also pick up their groceries, their cleaning and their pharmacy items. In return for this free service, each family must agree to go home, turn off the TV, and have dinner together.

This is just the kind of support busy parents—and their children—need.

Hundreds of programs like this are working all over the country, but getting the word out isn’t always easy. For that reason, I was pleased to announce that a new White House task force will create a web site to link parents to successful programs just like this one.³ A companion site will offer age-appropriate resources for their children.

Laura Sessions Stepp, author of “Our Last Best Shot: Guiding Our Children Through Early Adolescence,” summed up the three Rs that teens need to reach their full promise and potential: respect, responsibility and close relationships. It is time for all of us—not just parents—to do a better job of telling teens that we value them, we love them, we care about them, and we want to be involved in their lives.

Conference Initiatives and Resources

YMCA Poll

According to a poll released by the YMCA (Young Men’s Christian Association) of the USA, Chicago, IL, and announced at the White House Conference on Teenagers, parents and teens suffer from a significant communication gap.⁴ Most parents polled (64 percent) believe that they talk to their children frequently about values and beliefs, but only 41 percent of teens surveyed state that this is done on a regular basis.

Similarly, most parents (62 percent) believe that their teens share their values, but only 46 percent of teens agree. Many teens report that their friends heavily influence their values and that it is their friends to whom they turn for advice. Thirty-seven percent of 15-year-olds

state that their friends have the biggest influence on their values, and 67 percent of the same age group report that when they need help, they consult their friends for advice. Forty percent of teens who do turn to friends for guidance on values revealed that they do so because they feel that their parents are unable or unwilling to spend time with them.

The poll revealed that although parents may feel they discuss difficult issues such as sex, alcohol, and drugs with their children, the children do not necessarily believe this to be the case. For example, 43 percent of parents feel that they discuss sex frequently with their teenage children, while just 26 percent of teenagers feel that sex is a regular topic of discussion in their home.

The poll also found that parents and teens differ in what they regard as their primary concerns. Most parents fear dangers from outside the home, such as juvenile substance abuse (24 percent), while one of teens' biggest concerns is that they do not get to spend enough time with their parents (21 percent). Thirty-four percent of both parents and teenagers identify parental work obligations as the primary culprit in disrupting family time.

One of teens' biggest concerns is that they do not get to spend enough time with their parents.

Work, however, is not the only problem. Thirty-six percent of parents and 29 percent of teens report that teens spend more time watching television or sitting in front of the computer than they do with their parents. When asked about how often they supervise their teenage children's online activities, parents' answers differ significantly from what their children report. Seventy-one percent of parents indicate that they monitor their children's use of the Internet, but 45 percent of teens state that they are online all or most of the time without parental supervision.

Parents and teens, however, do seem to spend some time together frequently. Parents report spending approximately 80 minutes per day talking with their teenage children and eating together an average of eight meals per week. Despite the communication problems previously noted, most teens (78 percent) report that they still turn to their parents for advice.

Time With Your Teens Campaign

In her address to the White House Conference on Teenagers, First Lady Hillary Clinton stated that "even if your teenager or your preteen doesn't want you following her or him around, in many ways they need you around." To heighten awareness of the importance of teens and parents spending time together, the National Partnership for Women and Families and the Families and Work Institute are developing the Time With Your Teens Campaign.

The campaign will highlight actions businesses and employers can take to enable parents to spend more time with their children. These include providing flexible work schedules, allowing job sharing, and revising leave policies. Among other campaign activities, the National Partnership for Women and Families will focus on how the proposed expansions to the Family and Medical Leave Act could help parents spend critical time with their teens. The campaign will emphasize the need for parental involvement in middle and high schools and challenge parents and teens to spend more time together. In addition, the U.S. Office of Personnel Management will raise awareness of the previously noted parental work benefits and will urge agencies to provide employees with information on teen development and related issues and encourage the establishment of parental support groups.

On May 2, 2000, President Clinton signed Executive Order 13152 to bar discrimination against federally employed parents (65 Fed. Reg. 26115 (2000)). Employee recruitment, referral, hiring, promotion, discharge, and training are all affected. Employers in the executive branch would also be prohibited from assuming that employees who are parents or who have parental responsibilities would be incapable of performing in particular positions.

The Executive Order is an amendment to Executive Order 11478, Equal Employment Opportunity in Federal Government. In newly added section 6, "status as a parent" is defined as:

- ◆ A biological parent.
- ◆ An adoptive parent.
- ◆ A foster parent.
- ◆ A stepparent.
- ◆ A custodian of a legal ward.
- ◆ *In loco parentis* (a person acting in place of a parent).
- ◆ A person actively seeking legal custody or adoption.

New Media Task Force

During the White House Conference on Teenagers, the First Lady announced the White House Task Force on Navi-

gating the New Media Age. As a companion site to the Parenting Resources Web site (www.parentingresources.ncjrs.org) launched by the Coordinating Council on Juvenile Justice and Delinquency Prevention, the task force has created a Web site for teenagers (www.americasteens.gov). This site links teenagers to college, community service, and internship and career opportunities and provides them with information on topics such as education, substance abuse, teen health, and safety.

Another Web site, the Parental Media Guide (www.parentalguide.org), educates parents on how to understand and monitor what their children are experiencing while surfing the Web, listening to music, or watching movies or television. In preparation for the White House Conference on Teenagers, the First Lady challenged the media and entertainment industries to develop the guide, which links users to the parental guidelines of the movie, software, radio, and television industries.

Notes

1. White House Conference on Teenagers: Raising Responsible and Resourceful Youth, Washington, DC, May 2, 2000.
2. Copyright © 2000 Creators Syndicate, Inc. All rights reserved.
3. Parenting Resources for the 21st Century (www.parentingresources.ncjrs.org) was launched in June 2000.
4. Global Strategy Group of New York, NY, and Washington, DC, conducted the poll for the YMCA, interviewing 200 children between ages 12 and 15 and 200 parents of children between ages 12 and 15. For further information about the poll, visit the YMCA's Web site, www.ymca.net.

Strengthening America's Families

by Rose Alvarado and Karol Kumpfer

Delinquency and violence are rooted in a number of interrelated social problems, including child abuse and neglect, early sexual involvement and teen pregnancy, alcohol and drug abuse, youth conflict and aggression, family violence, gang participation, and insufficient education. Often, these problems are inadequately addressed in the family environment or may even have originated within the family itself. Because families are the first point of a child's social contact, it is essential that parents understand the critical role they play in their children's development and that they be equipped with the information and skills necessary to raise healthy and well-adapted children. Improving parenting practices and the family environment is the most effective and enduring strategy for combating juvenile delinquency and associated behavioral, social, and emotional problems. Accordingly, society should promote learning opportunities for successful parenting.

Although children and adolescents are generally more accessible through schools or community groups and are typically easier to work with in delinquency prevention activities than are entire families, it is important to begin focusing on the needs of the family as a whole. Garnering a commitment from parents who may face numerous obstacles to participation can be challenging, but it is worth the investment. Transportation and childcare needs and time demands are among the constraints that programs must address to promote successful parent participation. While efforts focusing on youth should continue, mounting evidence demonstrates that strengthening the entire family often has a more enduring impact on the child.

Family Protective and Risk Factors

The likelihood that a youth will develop delinquency problems increases as the number of risk factors grows in relation to the number of protective factors. The goal of family-based prevention programs should be to decrease risk factors and to increase protective factors. According to Bry (1996) and other researchers, the principal family protective factors are supportive parent-child relationships, positive discipline methods, close monitoring and supervision, parental advocacy for their children, and parental pursuit of needed information and support. A longitudinal study of delinquency, funded by

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Karol Kumpfer, Ph.D., an associate professor at the University of Utah's Department of Health Promotion and Education, served as Director of the Center for Substance Abuse Prevention from 1997 to 2000.

the Office of Juvenile Justice and Delinquency Prevention (OJJDP) (Huizinga, Loeber, and Thornberry, 1995), found that parental supervision, attachment to parents, and consistency of discipline are the most important protective factors in promoting resilience to delinquency in high-risk youth.

Family risk factors include the following (Kumpfer and Alvarado, 1995):

- ◆ Poor socialization practices.
- ◆ Modeling of antisocial values and behaviors.
- ◆ Poor supervision of the child, including failure to monitor the child's activities.
- ◆ Poor discipline skills.
- ◆ Poor quality of parent-child relationships.
- ◆ Excessive family conflict and aggressive behavior in youth.
- ◆ Family chaos and stress.
- ◆ Poor parental mental health.
- ◆ Family isolation.
- ◆ Poverty and community violence.
- ◆ Differential acculturation and acculturation stress.
- ◆ Sibling and peer drug use.

Strengthening America's Families Initiative

To provide parents with the critical skills required to enhance family resilience and decrease risk factors, OJJDP launched its Strengthening America's Families Initiative in the mid-1980's. The initiative's goals are to identify best practices that can meet the needs of diverse communities and disseminate these family-focused approaches to practitioners. With OJJDP support, the University of Utah developed a methodology for program identification

and implemented a dissemination model, which included plans for developing a Web site, distributing printed material, showcasing family-based programs at national conferences, coordinating 2- to 3-day program-specific training workshops, and providing technical assistance. Minigrants for family-based program implementation were also funded.

Parental supervision, attachment to parents, and consistency of discipline are the most important protective factors.

In 1999, OJJDP joined with the Center for Substance Abuse Prevention (CSAP) and the University of Utah to continue and expand the initiative. OJJDP, CSAP, and the University of Utah collaboratively updated the methodology for best practices identification, sponsored 2 national conferences in 2000, and offered 16 program-specific training workshops across the country. In addition, CSAP awarded 2-year funding to 95 agencies to implement the best practice models and to gather data on the effectiveness of the programs. Using these data, researchers will determine whether the programs, once disseminated and adapted to meet community needs, are effective in reducing delinquency, violence, and related problems such as substance abuse.

OJJDP and CSAP jointly conducted the 1999 search for best practices and found a number of effective family-focused prevention strategies that target a variety of family needs and help numerous family types (see table 1 on pages 10–11). The 35 programs identified as best practices vary from structured programs with standardized written curriculums to open-ended support groups. Some programs work exclusively with parents

Table 1: Best Practices, 1999

Program	Type	Targeted Age
Exemplary I		
Functional Family Therapy	Family therapy	6–18
Helping the Noncompliant Child	Parent training	3–7
The Incredible Years: Parents, Teachers, and Children Training Series	Comprehensive	3–10
Multisystemic Therapy (MST)	Comprehensive	10–18
Preparing for the Drug Free Years	Parent training	8–14
Strengthening Families Program	Family skills training	6–10
Treatment Foster Care	Parent training	12–18
Exemplary II		
Adolescent Transitions Program	Parent training	11–18
Brief Strategic Family Therapy	Family therapy	0–18
Multidimensional Family Therapy	Family therapy	11–18
Parenting Wisely	Parent training	6–18
Prenatal and Early Childhood Nurse Home Visitation Program	In-home support	0–5
Raising a Thinking Child: I Can Problem Solve Program for Families	Parent training	4–7
Strengthening Families Program: For Parents and Youth 10–14	Family skills training	10–14
Model		
Creating Lasting Family Connections	Parent training	9–17
DARE to be You	Comprehensive	2–5
Effective Black Parenting Program (Center for the Improvement of Child Caring)	Parent training	2–18
Families and Schools Together	Comprehensive	3–14
Focus on Families	Parent training	3–14

while others work with the entire family and encourage extended family participation. A number of programs incorpo-

rate strategies designed specifically for biological families, foster families, single-parent families, teen parents,

Table 1: Best Practices, 1999 (Continued)

Program	Type	Targeted Age
Model (Continued)		
Healthy and Fair Start (CEDEN Family Resource Center)	In-home support	0–5
Healthy Families America	Comprehensive	0–5
Home Instruction Program for Preschool Youngsters (HIPPY)	In-home support	3–5
HOMEBUILDERS	Comprehensive	0–18
MELD	Parent training	0–5
NICASA Parent Project (Northern Illinois Council on Alcoholism and Substance Abuse)	Parent training	0–18
Nurturing Parenting Program	Family skills training	1–18
Parents as Teachers	Parent training	0–5
Parents Who Care	Family skills training	12–16
Project SEEK (Services to Enable and Empower Kids)	Comprehensive	0–18
Strengthening Hawaii Families	Family skills training	5–12
Promising		
Bethesda Day Treatment	Comprehensive	10–18
Make Parenting a Pleasure	Parent training	0–8
Nurturing Program for Families in Substance Abuse Treatment and Recovery	Family skills training	0–18
Parents Anonymous ^R	Comprehensive	0–18
Strengthening Multi-Ethnic Families and Communities	Parent training	3–18

Note: Two-page summaries of the programs (including program training and implementation costs and direct links to individual program Web sites) can be found on the Strengthening America's Families Web site at www.strengtheningfamilies.org.

ethnic families, families with an incarcerated parent, families in which both parents work outside the home, and

rural and inner-city families. The programs work with families of children of a variety of ages, from the prenatal stage

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through high school. The following descriptions illustrate the broad spectrum of programs that were selected as best practices:¹

◆ **The Incredible Years: Parents, Teachers, and Children Training Series.** The parent training curriculum of this series, designed for parents of children ages 3 to 12, focuses on strengthening parents' monitoring and disciplinary skills and building their confidence. The curriculum includes an 11-week basic program that uses videotapes depicting real-life situations. Parents meet in groups and cover topics such as Helping Children Learn, The Value of Praise and Encouragement, Effective Limit Setting, and Handling Misbehavior. The basic program can be supplemented with a videotape training series, Supporting Your Child's Education, which focuses on how parents can help their children academically. Parents may also opt to take the advanced training program, which teaches parents interpersonal skills such as effective communication and problem solving, anger management, and ways to give and get support. Several studies of this training series have revealed that parents and teachers were able to significantly reduce children's problem behaviors and increase their social competence and academic engagement.

◆ **Strengthening Families Program.** This 14-week family skills training program is designed to reduce risk factors for substance abuse and other problem behaviors. The program includes three separate courses: Parent Training, Children's Training, and Family Life Skills Training. Families with children ages 6 to 10 attend the program as a family. The parents and children attend separate sessions for the first hour of the program and then come together as a family for the second hour to practice the skills they have learned. Parents learn strategies for effective family communication, problem solving, and limit setting while children learn about communication, social skills, and ways to resist peer pressure. Positive outcomes have been found in a number of independent program evaluations. The program reduced children's problem behaviors, improved children's emotional status and prosocial skills, and improved parenting skills and family environment and functioning.

◆ **Prenatal and Early Childhood Nurse Home Visitation Program.** This program is designed to improve the health and social functioning of low-income first-time mothers and their babies. Nurse home visitors develop a supportive relationship with the pregnant mother and family and provide them with information on personal and environmental health, maternal roles, life course development, and the value of support from family and friends. The home visits continue until the child reaches age 2, with the frequency of visits varying depending on the child's age. Two randomized clinical trials reveal substantial reductions in rates of cigarette smoking among pregnant women, hypertensive disorders, child maltreatment, and subsequent pregnancy among low-income, unmarried women.

◆ **Multisystemic Therapy (MST).** The primary goals of this intensive home-based family treatment are to reduce rates of antisocial behavior in youth ages 10 to 18, reduce out-of-home placements, and empower families to resolve difficulties. Goals are developed in collaboration with the family, and family strengths are used as levers for change. MST treats factors in the youth's environment that are contributing to behavior problems in addition to addressing individual characteristics of the youth such as poor problem-solving skills, academic difficulties, or association with deviant peers. Randomized clinical trials have demonstrated that the program reduces long-term rates of criminal activity, incarceration, and concomitant costs.

◆ **Project SEEK (Services to Enable and Empower Kids).** This program focuses on families with children from birth through age 11 in which a parent is in prison. The program is designed to reduce the probability that children of inmates will participate in delinquent or criminal activities, thereby breaking the intergenerational cycle of criminality. This comprehensive program is a home visitation model that works to improve parenting practices and the child's social competency, cognitive development, and emotional well-being; promote a positive caregiving environment; and maintain appropriate parent-child relationships while the parent is incarcerated. Preliminary analyses show an increase in youth's cognitive skills, academic self-esteem, and internal locus of control; lower recidivism among released inmates; and a significant reduction in the number of times youth change schools.

Programs are divided into exemplary, model, and promising categories based on the degree, quality, and outcomes of research associated with them. Table 2 lists the programs by population served and age category and may be helpful in deter-

mining at a glance which programs best meet the needs of a community. Further information on the selection process and program classification follows.² This information may benefit nonprofit agency service providers, researchers, government agency representatives, and others in their search for outstanding family-based programs for the prevention of juvenile delinquency, violence, and substance abuse in communities across the country.

In Multisystemic Therapy, family strengths are used as levers for change.

1999 Search for Effective Programs

OJJDP, CSAP, and the University of Utah established a pool of programs for committee review. In previous searches, the University of Utah solicited nominations from every State in the United States. In the original 1989 search, for example, the committee reviewed more than 500 programs. During the 1999 search, CSAP and the University of Utah used unique strategies to identify potential programs for consideration. Programs were drawn primarily from:

- ◆ Model programs identified in the 1994 search.
- ◆ Programs identified in *Preventing Substance Abuse Among Children and Adolescents: Family Centered Approaches* (Center for Substance Abuse Prevention, 1998).
- ◆ A search of the scientific literature.
- ◆ Recommendations from program developers.

Table 2: Strengthening America’s Families Program Matrix

Ages	Universal (General Population)	Selected (High-Risk Population)	Indicated (In-Crisis Population)
0–5	HIPPY (Model) New York, NY Make Parenting a Pleasure (Promising) Eugene, OR MELD (Model) Minneapolis, MN Parents as Teachers (Model) St. Louis, MO Raising a Thinking Child: I Can Problem Solve Program for Families (Exemplary II) Philadelphia, PA	DARE to be You (Model) Cortez, CO Healthy Families America (Model) Indianapolis, IN Prenatal and Early Childhood Nurse Home Visitation Program (Exemplary II) Denver, CO	Healthy and Fair Start (Model) Austin, TX Helping the Noncompliant Child (Exemplary I) Seattle, WA
6–10	Preparing for the Drug Free Years (Exemplary I) Seattle, WA	The Incredible Years: Parents, Teachers, and Children Training Series (Exemplary I) Seattle, WA Strengthening Families Program (Exemplary I) Salt Lake City, UT Strengthening Hawaii Families (Model) Honolulu, HI Families and Schools Together (Model) Madison, WI	Focus on Families (Model) Seattle, WA

University of Utah staff working with OJJDP and staff from the National Center for the Advancement of Prevention (NCAP) working with CSAP contacted program developers directly to request their formal submissions. Not all program developers who were contacted chose to participate in the search. Failure to participate was due to either lack of time

to compile the information needed or other reasons.

Program Submissions

Program developers submitted 10-page descriptions of their programs and research publications or evaluation reports detailing the effectiveness of the programs. If

Table 2: Strengthening America's Families Program Matrix (Continued)

Ages	Universal (General Population)	Selected (High-Risk Population)	Indicated (In-Crisis Population)
11–18	Parents Who Care (Model) Seattle, WA Strengthening Families Program: For Parents and Youth 10–14 (Exemplary II) Ames, IA	Adolescent Transitions Program (Exemplary II) Eugene, OR Creating Lasting Family Connections (Model) Louisville, KY	Brief Strategic Family Therapy (Exemplary II) Miami, FL Functional Family Therapy (Exemplary I) Salt Lake City, UT MST (Exemplary I) Charleston, SC Multidimensional Family Therapy (Exemplary II) Miami, FL Treatment Foster Care (Exemplary I) Eugene, OR
0–18	NICASA Parent Project (Model) Round Lake, IL Parents Anonymous ^R (Promising) Compton, CA	Effective Black Parenting Program (Model) Studio City, CA Nurturing Parenting Program (Model) Park City, UT Strengthening Multi-Ethnic Families and Communities (Promising) Los Angeles, CA	Bethesda Day Treatment (Promising) Milton, PA HOMEBUILDERS (Model) Federal Way, WA Parenting Wisely (Exemplary II) Athens, OH Project SEEK (Model) Lansing, MI Nurturing Program for Families in Substance Abuse Treatment and Recovery (Promising) Cambridge, MA

applicable, they also were asked to provide the program curriculum material. The 10-page descriptions provided information on the following areas:

- ◆ Program history.
- ◆ Theoretical assumptions.
- ◆ Expected outcomes.
- ◆ Target population.
- ◆ Format and content of the program.
- ◆ Teaching methods.
- ◆ Staffing requirements.
- ◆ Evaluation methodology, including research design, measures, data collection, analyses, and results.
- ◆ Replicability.
- ◆ Capacity for dissemination.

This information was forwarded to a panel of experts on the National Program Review Committee (NPRC).

The National Program Review Committee used numerous criteria to rate and categorize programs.

National Program Review Committee

NPRC comprised five groups, each consisting of three experts. Each of these groups focused on one of the following areas: family therapy, family skills training, in-home family support, and parenting programs.³ The groups reviewed and rated the programs and reached consensus regarding the categorization of each program. CSAP staff, together with University of Utah staff, determined the final categorization of programs.

Rating/Categorization of Programs

NPRC used numerous criteria to rate and categorize programs, including the following:

- ◆ Theory.



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- ◆ Fidelity of the intervention.
- ◆ Sampling strategy and implementation.
- ◆ Attrition.
- ◆ Measures.
- ◆ Data collection.
- ◆ Missing data.
- ◆ Analysis.
- ◆ Replicability.
- ◆ Dissemination capability.
- ◆ Cultural and age appropriateness.
- ◆ Program integrity.
- ◆ Program utility.

Reviewers rated each program independently, discussed their ratings, and made final determinations regarding the appropriate category. The following categories were used:

- ◆ **Exemplary I.** The program has evaluation of the highest quality, an experimental design with a randomized sample, and replication by an independent investigator other than the program developer. Outcome data from numerous research studies show clear evidence of program effectiveness.
- ◆ **Exemplary II.** The program has evaluation of the highest quality and an experimental design with a randomized sample. Outcome data from numerous research studies show clear evidence of program effectiveness.
- ◆ **Model.** The program has research of either an experimental or quasi-experimental design with few or no replications. Outcome data from the research project(s) indicate program effectiveness, but the data are not as strong in demonstrating program effectiveness as are the data for the exemplary categories.
- ◆ **Promising.** The program has limited research and/or employs nonexperimental

designs. Evaluation data associated with the program appear promising but require confirmation using scientific techniques. The theoretical base or some other aspect of the program is also sound.

These categories are important in assessing the degree of scientific rigor of the programs' outcome results and in matching programs to identified needs in a community.

Meeting Community Needs

Communities should consider a number of factors in deciding which practices best meet their needs (Kumpfer and Alvarado, 1997). It is crucial that communities establish specific need in relation to family-focused programming. In identifying this need, communities may examine community statistics on such topics as juvenile crime, teen pregnancy, births, and needs assessments. Significant factors that communities should consider when selecting an intervention include:

- ◆ The developmental appropriateness of the intervention.
- ◆ The risk status of the target population (general or universal, selective or high risk, or indicated or in crisis).
- ◆ Cultural and language traditions in a community.
- ◆ Appropriateness and effectiveness of the recruitment and retention strategies.
- ◆ Intensity of the program (e.g., 7 weeks versus 14 weeks, 2 hours versus 5 hours).
- ◆ Availability of appropriate program staff.
- ◆ Resources available in the community.

Conclusion

The movement to focus on families has made great strides over the past decade. With agencies such as OJJDP and CSAP working together to support the dissemination and adoption of theory-based and effective programs, high-quality prevention programs have reached families across the country. Service providers are teaching effective parenting strategies in their communities and have touched the lives of youth and parents who want positive futures. Through the Strengthening America's Families Initiative, many more parents and children will be reached as more community leaders choose to invest in families in their efforts to decrease juvenile delinquency.

Notes

1. The first three of these programs are described in greater detail in OJJDP's Family Strengthening Series of Bulletins; the fourth program is also described in an OJJDP Bulletin. These publications (*The Incredible Years Training Series*, *Family Skills Training for Parents and Children*, *Prenatal and Early Childhood Nurse Home Visitation*, and *Treating Serious Anti-Social Behavior in Youth: The MST Approach*) can be found online at OJJDP's Web site, www.ojjdp.ncjrs.org.
2. Additional information about the initiative or individual programs can be found at www.strengtheningfamilies.org or by contacting Rose Alvarado or Kay Kendall at the University of Utah by calling 801-585-9201, e-mailing fsp@health.utah.edu, or faxing 801-581-5872.
3. Two of the groups focused on this last program type.

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Team H.O.P.E.:

Help Offering Parents

Empowerment

by Michelle Jezycki

According to the Federal Bureau of Investigation's (FBI's) National Crime Information Center (NCIC) database, 867,129 individuals were reported missing in 1999. The FBI estimates that 85–90 percent of those missing persons were juveniles—approximately 2,100 children reported missing every day (National Center for Missing and Exploited Children, 2000).

These missing children cases include the following:

- ◆ **Family abductions (international and domestic).** Children abducted or illegally retained by a parent or relative in violation of a legal or verbal custody agreement or other living arrangement.
- ◆ **Nonfamily abductions.** Children abducted by a nonfamily member.
- ◆ **Runaway children.** Children who leave home voluntarily without the knowledge or consent of parents or legal guardians and stay away for at least one night.
- ◆ **Lost, injured, or otherwise missing children.** Children lost, injured, and failing to return home.

Coping with the trauma of having a child who is missing demands courage and determination on the part of parents and other family members, who often feel isolated in facing their fears and frustrations. Through Team H.O.P.E. (Help

Offering Parents Empowerment), OJJDP seeks to support parents of missing children. Parents who have undergone similar crises can help other families of missing children to cope with their situation. As Thomas Jefferson observed, “Who then can so softly bind up the wound of another as he who has felt the same wound himself?”

Established in 1998, Team H.O.P.E. helps families of missing children handle the day-to-day issues of coping with holidays, birthdays, and disappearance anniversaries; caring for family members; keeping marriages together; and working with the media and law enforcement. Team H.O.P.E. links victim parents with experienced and trained parent volunteers who have gone through the experience of having a missing child. Because they speak from firsthand experience, these volunteers provide compassion, counsel, and support in ways no other community agency can.

Michelle Jezycki is Project Director of Team H.O.P.E., a parent support network for families of missing children.

Team H.O.P.E. volunteers include parents, guardians, and siblings.¹ Nominations of potential parent mentors originate from volunteers, the National Center for Missing and Exploited Children (NCMEC), State Missing Children Clearinghouses, nonprofit organizations dealing with missing children issues, law enforcement officials, and childcare organizations. Nominees have demonstrated the ability to turn their personal tragedies into vital lifelines of support for other families. Potential mentors are screened and trained before becoming Team H.O.P.E. volunteers.

- ◆ Protocols, training, and other factors affecting law enforcement’s response to these cases.
- ◆ Guidelines for dealing with families in crisis.
- ◆ Techniques for asking questions and listening with compassion.
- ◆ Types of support volunteers can offer victim families.
- ◆ National, State, and local services, resources, and agencies available to victim families.

Team H.O.P.E. volunteers include parents, guardians, and siblings.

Compassionate Response Training

Team H.O.P.E. has conducted several Compassionate Response (CR) training sessions. Training includes discussion of:

- ◆ Issues associated with the range of missing children cases.

Volunteers are also trained to respond to the needs of families of runaway children, because the number of referrals involving endangered runaways has grown. Families of endangered runaways experience additional anguish, as the missing child purportedly left voluntarily. Volunteers help the family to address the root of the problem upon the child’s return rather than ignoring it because they fear the child will run away again.²

Many parents of missing children are unaware of the resources available to them and do not fully understand the role of law enforcement in their cases. CR training sessions provide volunteers

Our daughter’s tumultuous dance with running away began nearly 2 years ago, when she had just turned 14. I felt terribly alone in that certainly no other family had experienced what I was going through. Otherwise, I reasoned, other families, local agencies, or law enforcement would have told me where to go or what book to read. Instead, there was no one to answer the hard questions; no one to tell me what to expect or how to respond. No one seemed to be telling anyone about what was going on. Mostly, I’ve found out, runaway families are often busy hiding—hiding from rejection, hiding from shame, and hiding from guilt. Hiding because, even when the runaway returns, there is the constant fear that he or she will walk out the door again.

And then one day, I grew increasingly frustrated by the roadblocks I kept encountering while searching for my child. I went on another kind of search: to find out what in the world was out there to help us leave-behinds—the parents and her siblings. There had to be something, and I found it—Team H.O.P.E. Through Team H.O.P.E., I learned of ways to help local law enforcement; ways to encourage and console my other children; ways of coping with each difficult day. Most important, I learned that I wasn’t alone . . . and that life goes on, even in the midst of tragedy. Through the faith and hope of the Team H.O.P.E. parent volunteers, I learned how to keep my own faith and keep putting one foot in front of the other.

—Mother of recovered child and Team H.O.P.E. parent volunteer



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with information about Federal, State, and local resources and the array of resources available to assist the families of missing children. Representatives of NCMEC, the FBI, the U.S. Department of State, INTERPOL (International Criminal Police Organization), the Immigration and Naturalization Service, the U.S. Marshals Service, and the National Runaway Switchboard also

participate and interact with volunteers. Through this interaction, volunteers gain insight into the services, responses, and protocols of the agencies involved in investigating, locating, and recovering missing children.

Volunteers share their experiences regarding what proved helpful in their own searches, which is often one of the most valuable tools in helping other families. With few exceptions, most families of missing children, including the volunteers, have had little or no contact with families in similar situations. Despite diverse circumstances, these families share similar concerns and often feel alone in coping with the challenges confronting them. The training sessions have benefited not only the families that volunteers serve but the volunteers themselves, affording them the opportunity to share their experiences and frustrations and to learn from the circumstances faced by others.

Sometimes, issues arise that cause emotions to resurface when a volunteer helps another family in crisis. Accordingly, volunteers are trained to deal with such emotions and the grief of families they help. They also are trained to identify

I cried after watching a movie about a missing boy who ultimately is recovered because I long for the day that I see my daughter get out of a car and run into my arms. At 18, she disappeared from her afterschool job, and we didn't get much help because of her age. She has been missing for 6 years now. After wiping my tears, I called a friend. No matter how sympathetic she tried to be, she couldn't console me. She didn't understand. What does a parent do? Where do we turn when we feel helpless and alone?

About 2 years ago, I became part of a group called Team H.O.P.E. So I called one of my Team H.O.P.E. friends and talked to someone who really understood. I started to think back to those first days of my daughter's disappearance. If only there had been someone for me to talk to who really understood what I was going through!

Team H.O.P.E. is a lifeline for me and other families of missing children. As a parent volunteer, I get a chance to offer support to other families and make a difference in how they face each day. Some of my families call me their "angel." That sounds funny because helping them helps me to stay sane. Being a part of Team H.O.P.E., I have been able to gain knowledge from the experience of others so that I, in turn, can pass it on to other families that need support.

The greatest gift that a parent of a missing child can receive—with the exception of their child's safe return—is knowledge. "Knowledge is power." Team H.O.P.E. helps us to have a sense of control in an out-of-control situation.

—Mother of missing child and Team H.O.P.E. volunteer

indicators of other needs that families may have that require help beyond what Team H.O.P.E. can provide.

Consequently, volunteers are also trained to help families who have reunited with their missing children. In the cases involving Team H.O.P.E. volunteers, many missing children have returned home. Even when the child has been recovered, however, the family often requires additional support. If the child ran away from home, the family must address why the child left home to prevent it from happening again. If the child was abducted by a family member, the family may be concerned about whether another abduction will be attempted. They may also worry about what the child was told while in the abductor's custody. Team H.O.P.E. volunteers are trained to support the family through these trying times. If a child is a chronic runaway, volunteers may advise parents to contact organizations such as ToughLove International (www.toughlove.org). If families fear reabduction, volunteers can coach them in communicating with school and other officials to involve these individuals in efforts to protect their children.

Referrals to Team H.O.P.E.

Families referred to Team H.O.P.E. for support find their way to the project in

a variety of ways. Most families (70 percent) connect with Team H.O.P.E. after securing information about the program from NCMEC. Increasingly, families are requesting guidance after visiting Team H.O.P.E.'s Web site, www.teamhope.org. Other families are referred by law enforcement, State Missing Children Clearinghouses, and missing children nonprofit associations.

Approximately 85 percent of the 800 cases referred to Team H.O.P.E. involved endangered runaways; 12 percent, family abductions; 2 percent, lost, injured, or otherwise missing children; 1 percent, nonfamily abductions; and less than 1 percent, missing adults.³ Team H.O.P.E. has worked with the families of more than 1,000 missing children (see the table on page 23). The average age of the children who were endangered runaways was 14 years; victims of family abductions, 5 years; lost, injured, or missing, 11 years old; and victims of nonfamily abductions, 13 years.

When possible, searching families are paired with mentors who have gone through similar experiences. In matching families with volunteers, project staff take into account such factors as demographics, case type, gender, and the length of time the child has been missing. The volunteer then initiates contact with the requesting family to offer support, resources, and understanding.

When my son was missing, I was assisted by law enforcement, missing children's organizations, family, and friends, and yet I felt alone. I felt as though no one understood the pain I was experiencing. I know, from working with parents of missing children, that contact with someone who has walked in your shoes makes a big difference. The parent volunteers give searching parents hope, understanding, and empathy. We help them help themselves. Being a part of Team H.O.P.E. has helped us in our healing process. My son now knows that he is not unique—that what happened to him is happening to thousands of other children.

Abduction leaves nasty scars that may never disappear entirely. Working with other families has helped me come to terms with my own experience. It has enabled me to use a negative experience in a positive way by using what I have learned to help others.

—Mother of recovered child and Team H.O.P.E. parent volunteer

Number of Missing Children Whose Families Team H.O.P.E. Helps, by State

State	Number of Missing Children	State	Number of Missing Children	State	Number of Missing Children	State	Number of Missing Children
AL	9	ID	7	MS	7	PA	30
AR	4	IL	66	MT	1	RI	1
AZ	27	IN	20	NC	27	SC	13
CA	148	KS	10	NE	4	TN	16
CO	21	KY	14	NH	3	TX	62
CT	7	LA	9	NJ	20	UT	14
DC	3	MA	8	NM	3	VA	23
DE	2	MD	23	NV	14	VT	3
FL	109	ME	1	NY	48	WA	13
GA	23	MI	18	OH	43	WI	16
HI	2	MN	21	OK	21	WV	8
IA	13	MO	37	OR	14	WY	2

Note: These data are current as of September 14, 2000.

Additional Avenues of Help

Team H.O.P.E.'s Web site is an important element of its services. The site provides information about the project, offers legislative updates, and includes links to additional resources. Parents of missing children may also request assistance by e-mailing project staff. The site enables users to access relevant publications such as *When Your Child Is Missing: A Family Survival Guide* (Office of Juvenile Justice and Delinquency Prevention, 1998). Written by parents of missing children, the *Guide* extends words of hope and encouragement, offers firsthand advice on what parents should do and what they should expect, and describes the steps that families and law enforcement agencies may take in seeking to find the missing child.

"Echoes of Survival" is, perhaps, the most useful section of the Team H.O.P.E. site. It provides parents of missing children—many of whom may feel more comfortable communicating through the

written word—a forum for sharing their experiences.

Conclusion

Team H.O.P.E. regularly receives feedback from participating families. As it enters its third year of operation, Team H.O.P.E. is analyzing referral data and feedback to better assist the families it serves.

Team H.O.P.E. offers parents of missing children encouragement, empowerment, and support. It enables parents to share their knowledge and thus help others. Families of missing children are not the sole beneficiaries of the support provided by Team H.O.P.E. volunteers; law enforcement, social services, and other agencies also have gained valuable insight and assistance in helping families of missing children.

In the collective experience of families of missing children, society has a resource that could positively influence the way in which missing children cases are handled. With the help of this experience, policies and procedures regarding missing

children have been strengthened. Examples include the following:

- ◆ The Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Act (42 U.S.C. § 14071 (1994)) encourages States to require individuals convicted of criminal offenses against minors, those convicted of sexually violent offenses, and/or those identified as sexually violent predators to register their current addresses with a State law enforcement agency.
- ◆ Jennifer's Law (Pub. L. No. 106-177, 114 Stat. 35 (2000)) requires law enforcement agencies to file complete profiles of deceased unidentified persons in the FBI's NCIC unidentified persons file, which can then be compared against the more widely used missing persons file.
- ◆ An Executive Memorandum signed by President Clinton in 1996 directs Federal facilities to post missing person notices in all Federal buildings.
- ◆ The Morgan Nick Plan is a cooperative effort of 250 radio stations and law enforcement in Arkansas in which participating stations interrupt programming to broadcast reports of missing children.

All too often, parents of missing children face numerous roadblocks to recovering their children. Examples of such obstacles include a disjointed system response, poor communication between agencies, authorities who treat family abduction as a simple "domestic issue," and gaps in international border controls that make it easier for abductors to take children out of the country. Team H.O.P.E. has collected ideas from volunteers that can help families recover from the crisis of a missing child and break down barriers to ease the process of recovery and reunification.

For Further Information

Association of Missing and Exploited Children's Organizations
781-878-3033

Child Protection Division
Office of Juvenile Justice and
Delinquency Prevention
202-616-3637

National Center for Missing and Exploited Children
703-274-3900
800-THE-LOST
www.ncmec.org

National Runaway Switchboard
800-344-2785
www.nrsicrisisline.org

Team H.O.P.E.
Public Administration Service
703-629-7148
800-306-6311
www.pashq.org

Notes

1. Team H.O.P.E. has received requests from parents seeking help for their other children who have been left behind and who are having a difficult time coping. Sibling volunteers help by connecting and sharing experiences with these siblings of missing children.
2. The National Runaway Switchboard, a non-profit organization offering crisis intervention, advocacy, and educational services, assists Team H.O.P.E. with this training.
3. These data are current as of September 14, 2000. Some cases referred to Team H.O.P.E. involve multiple children (e.g., one case involves six missing children from the same family).

References

National Center for Missing and Exploited Children. 2000. *1999 Missing Children Statistics*. Fact Sheet. Alexandria, VA: National Center for Missing and Exploited Children.

Office of Juvenile Justice and Delinquency Prevention. 1998. *When Your Child Is Missing: A Family Survival Guide*. Report. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

JUSTICE MATTERS

Parenting as Prevention

December 2000 marks the 2-year anniversary of the U.S. Department of Justice's Children Exposed to Violence Initiative (CEVI). In December 1998, President Clinton launched CEVI to address the needs of the Nation's most vulnerable crime victims and witnesses—children. CEVI is dedicated to improving the justice system's approach and community responses to children exposed to violence. The initiative originally consisted of four components: justice system reform, legislative reform, program support, and community outreach.

Just this year, the U.S. Department of Justice instituted a fifth component: the Parenting Initiative for 2000. Children are exposed to violence in their communities, at school, and through the media. The most direct and harmful victimization, however, occurs within the home. Although the number of reported cases of child victimization continues to decline, parents remain the primary perpetrators of child maltreatment. The scars are not only physical; exposure to violence affects how children think, feel, and learn. Child victims are 53 percent more likely to suffer repeat victimization than not to be abused again, and they are 38 percent more likely to become juvenile and adult offenders than youth who are not abused.¹

¹ Office for Victims of Crime. 1999. *Breaking the Cycle of Violence: Recommendations to Improve the Criminal Justice Response to Child Victims and Witnesses*. Monograph. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office for Victims of Crime.

CEVI is designed to help parents find the support and tools they need to raise safe, strong, and healthy children. These tools are important not just for at-risk families but for all parents, grandparents, and other adult caregivers involved in raising the next generation.

CEVI will be implemented as a pilot initiative in Washington, DC. In collaboration with the Mayor's Office, the District's Office of Maternal and Child Health, the national I Am Your Child Foundation, and others, a CEVI working group will coordinate the DC Parenting Initiative. For a 3-year period, this initiative will provide "new-parents kits" to the parents of every baby born in Washington, DC. The kits will include:

- ◆ Videotapes on child development, safety, discipline, childcare, health and nutrition, and early literacy.
- ◆ Written materials on child development.

- ◆ A guide to local and Federal resources available to new parents.

- ◆ A voucher to "opt in" to free nurse home visitation.

- ◆ A guide to the Coordinating Council on Juvenile Justice and Delinquency Prevention's new parenting Web site (see page 30).

- ◆ A "Passport to Child Development," which includes immunization records, abuse and neglect warning signs, and other valuable information.

- ◆ A book to promote early literacy.

The kits will be distributed in birthing hospitals, correctional institutions, community health clinics, and parenting centers. Ultimately, the DC Parenting Initiative will include a series of forums held in parenting centers in select wards of the city to foster dialog between adolescents, young parents, and community leaders.

Parents: The Anti-Drug

One of the most effective deterrents to drug use among youth is their parents. To get this message across, the Office of National Drug Control Policy (ONDCP), through its National Youth Anti-Drug Media Campaign, launched new national advertising in fall 1999. The advertisements target parents and other adult caregivers, reminding them

that they are an important influence in their children's lives and that they can make a difference in their children's decisionmaking.

The advertising focuses on five basic values: truth, love, honesty, communication, and trust. Parents are urged to talk truthfully with their children about drugs and to

IN BRIEF

JUSTICE MATTERS

maintain an open dialog with them as they grow older. The advertising sends consistent messages in all media—print, billboards, radio, and television—to reassure parents that they can positively affect their children’s decisions regarding drugs by:

- ◆ Spending time with them.
- ◆ Listening to them genuinely.
- ◆ Asking them what they think.
- ◆ Giving them clear, consistent rules to follow.
- ◆ Praising and rewarding them for good behavior.
- ◆ Telling them they are loved.
- ◆ Encouraging them to participate in extracurricular activities.
- ◆ Being involved in their lives.

The advertising’s unique design—each of the five values is leveraged against a single idea (“The Anti-Drug”) in all media—resulted from a national study of parents, teens, and children. Researchers talked with parents and youth about their attitudes toward drugs, peer pressure, and family dynamics and found that many parents are uncertain of their importance in their children’s lives.

The findings led the ONDCP campaign to designate the five basic values as tools that parents can use in raising their children to be drug free.

The campaign also created a Web site (theantidrug.com) and set up a toll-free number (800-788-2800) to provide parents with more information. The Web site gives parents and caregivers strategies and tips and offers suggestions on how to

address sensitive subjects such as a parent’s personal history with drugs. The Web site is available in Cambodian, Chinese, English, Korean, Spanish, and Vietnamese.

For more information, visit the National Youth Anti-Drug Media Campaign’s Web site at www.mediacampaign.org/ or the Partnership for a Drug-Free America’s Web site at www.drugfreeamerica.org/.

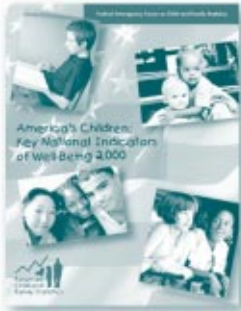
Call for Materials

The role of parents and families in addressing juvenile crime is a growing topic of interest to parents, professionals, and researchers in the juvenile justice system. OJJDP wants to assist you and your colleagues in learning about the topic via publications and other information resources. OJJDP’s Juvenile Justice Clearinghouse and the National Criminal Justice Reference Service (NCJRS) offer an extensive library collection covering all aspects of criminal and juvenile justice and drug policy. Contribute to the NCJRS library and abstracts database (www.ncjrs.org/database.htm) by sending material related to the topic of how parents and families address juvenile crime. Contributions should be a minimum of four pages in length and must have been published within the past 5 years. Materials will be reviewed to determine eligibility, and they cannot be returned. Send materials or information to:

National Criminal Justice Reference Service
Attn: Patricia Cronin, Collection Development
2277 Research Boulevard, MS 2A
Rockville, MD 20850



America's Children: Key National Indicators of Well-Being



America's Children: Key National Indicators of Well-Being 2000, prepared by the Federal Interagency Forum on

Child and Family Statistics, illustrates the condition and progress of the Nation's youth over time. The first section of this fourth annual report, "Population and Family Characteristics," presents eight key demographic measures that describe the changing population, family characteristics, and context in which children are living. For example, the number of Hispanic children increased from 9 percent in 1980 to 16 percent in 1999; the percentage of children living with one parent increased from 20 percent in 1980 to 27 percent in 1999; and the percentage of children (birth through third grade) who received regular childcare increased from 51 percent in 1995 to 54 percent in 1999.

The second section, "Indicators of Children's Well-Being," presents 23 key indicators that are drawn from the most recent and reliable

Federal statistics and fall under the subsections Economic Security, Health, Behavior and Social Environment, and Education. Significant findings include the following:

- ◆ The percentage of children who live in households with housing problems (e.g., crowded or inadequate housing) increased from 30 percent in 1978 to 36 percent in 1997.
- ◆ The percentage of children born with low birth weight has increased steadily since 1984.
- ◆ The birthrate for adolescents dropped by more than one-fifth between 1991 and 1998.
- ◆ The percentage of children ages 3 to 5 who are read to daily by a family member decreased from 57 percent in 1996 to 53 percent in 1999.

The report shows that the rate of serious violent crimes committed by young people was the lowest recorded rate since National Crime Victimization Survey data were first collected in 1973. Upon release of this interagency report, John J. Wilson, Acting Administrator of OJJDP—one of the forum's member agencies—stated:

The dramatic and sustained drop in youth violence

provides continuing evidence that the dire predictions of a coming wave of juvenile violence were wrong. It also gives us considerable reason to believe that through comprehensive and coordinated efforts at the Federal, State and local levels, we are making a difference for our young people, their families and their communities. However, we must continue to support prevention and early intervention programs that work if we are to continue to reduce juvenile violence.¹

The report is available online at the forum's Web site, www.childstats.gov; through the National Maternal and Child Health Clearinghouse, 2070 Chain Bridge Road, Suite 450, Vienna, VA 22182, 703-356-1964; or through the Juvenile Justice Clearinghouse (ask for NCJ 182680), P.O. Box 6000, Rockville MD 20849-6000, 800-638-8736.

¹ Office of Juvenile Justice and Delinquency Prevention. 2000. *OJJDP Acting Administrator John J. Wilson Statement on Child Well-Being Indicators Report*. Office of Justice Programs News. Press release. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

When Your Child Is Missing: A Family Survival Guide

Now available in Spanish!



OJJDP has published a Spanish translation of *When Your Child Is Missing: A Family Survival Guide* (*Cuando su Niño*

desaparece: Una guía para la supervivencia de la familia).

The crisis of a missing child calls on every ounce of courage and determination that parents and other family members can muster. The search for a missing child demands a timely and coordinated response by parents and law enforcement alike. OJJDP

published the *Guide* to provide parents and other family members with the critical information, guidance, and tools they need to work with law enforcement agencies in finding their missing child.

Written by parents who have experienced the trauma of having a missing child, the *Guide* provides firsthand insights into what parents should do and what they should expect and offers hope and encouragement. The *Guide* describes the steps that families and law enforcement take as they forge a constructive partnership. The introduction provides parents with a 48-hour checklist to guide them in the crucial steps to take when they first discover their child is missing. Subsequent chapters

explain both the short- and long-term issues of topics such as searching for the missing child; working with law enforcement, the media, and volunteers; distributing photos and fliers; providing rewards and seeking donations; and emphasizing personal and family considerations. The chapters also contain checklists and key points for later reference.

The English and Spanish versions of *When Your Child Is Missing: A Family Survival Guide* are available from the Juvenile Justice Clearinghouse (see the order form). The *Guide* and other resources related to missing and exploited children also are available online at www.ojjdp.ncjrs.org/missing/pubs.html.

Family Strengthening Series



The Bulletins in OJJDP's Family Strengthening Series discuss the effectiveness of family intervention programs, examine specific methods for improving family interactions and reducing delinquency, and highlight successful programs and current research. The following publications are available through OJJDP's Juvenile Justice Clearinghouse (see the order form); additional Bulletins in this series are forthcoming:

- ◆ *Brief Strategic Family Therapy* (April 2000).
- ◆ *Competency Training: The Strengthening Families Program: For Parents and Youth 10–14* (August 2000).
- ◆ *Effective Family Strengthening Interventions* (November 1998).
- ◆ *Families and Schools Together: Building Relationships* (November 1999).
- ◆ *Family Skills Training for Parents and Children* (April 2000).
- ◆ *The Incredible Years Training Series* (July 2000).
- ◆ *The Nurturing Parenting Programs* (November 2000).
- ◆ *Parents AnonymousSM: Strengthening Families* (April 1999).
- ◆ *Preparing for the Drug Free Years* (July 1999).
- ◆ *Preventing Violence the Problem-Solving Way* (April 1999).
- ◆ *Treatment Foster Care* (December 1998).

Youth in Action Series



Parents looking for help in raising their children to be confident and contributing members of society can steer them toward OJJDP's Youth in Action series of publications, which were written by youth involved with the National Youth Network. Founded and managed by OJJDP, the net-

work consists of youth leaders from across the Nation who are sponsored by youth-serving organizations. The network empowers youth to have a positive, formidable impact in their communities.

The Bulletins and Fact Sheets in OJJDP's Youth in Action Series promote activities such as planning community programs, creating publications, making presentations, and working with the media. Youth pro-

grams described in these publications include peer mentoring, community cleanup, youth and senior citizen collaboration, conflict resolution, and drug prevention projects.

The Youth in Action series is available through OJJDP's Web site at www.ojjdp.ncjrs.org or by calling the Juvenile Justice Clearinghouse at 800-638-8736.

Raising Cain: Protecting the Emotional Lives of Boys

In *Raising Cain: Protecting the Emotional Lives of Boys*, Drs. Dan Kindlon and Michael Thompson describe how young boys often develop into silent and angry men who keep their emotions in check because they live in a culture that depicts manliness as requiring merely stoicism and strength. The authors found that many boys suppress their emotions because of their ideas about how boys and men should think and act. Kindlon, a clinical and research psychologist specializing in the behavioral problems of youth, and Thompson, a child and family psychologist, have

worked with emotionally isolated boys who channeled their sadness into contempt for others and self-hate, hid their fear through excessive drinking, or shied away from bonding with others. The authors' discussion revolves around the following question: How can boys be helped to become emotionally whole men?

Kindlon and Thompson describe how the culture steers boys away from expressing themselves emotionally. They examine what young boys struggle with during early education, the cost of the harsh discipline some boys receive, the

cruelty many see in boys, and the relationships between fathers and sons and mothers and sons. Chapters are devoted to the nature of boys' solitude; the battle with depression and suicide that some boys go through; their bouts with substance abuse, which often are attempts to fill an emotional void; their relationships with girls; and their proclivity toward anger and violence. The book, which was published by Ballantine Publishing Group (ISBN 0-345-43485-4), concludes by attempting to answer the question of what boys need to help them grow emotionally.



Parenting Resources

The Parenting Resources for the 21st Century online guide (www.parentingresources.ncjrs.org) is an initiative of the Coordinating Council on Juvenile Justice and Delinquency Prevention (the Council). As part of their ongoing efforts to promote a national agenda for children, foster positive youth development, and reduce violence and serious delinquency, the Council's participating Federal agencies and offices—the U.S. Departments of Justice, Education, Health and Human Services, Housing and Urban Development, and Labor; the Immigration and Naturalization Service; the Office of National Drug Control Policy; the Corporation for National Service; and OJJDP—have joined forces to create this Web site. The site links parents and other caregivers with the information they need to meet the challenges of parenting today.

The site covers the full spectrum of parenting—from locating childcare to getting substance abuse treatment to finding information on college scholarships. The site links users with material on various topics such as infant development, organized sports, domestic violence, the Family and Medical Leave Act, nutrition, volunteer activities, learning disabilities, and mental health. The site also directs users to information on recent research and statistics, new publications, upcoming conferences, and other valuable resources. The site's six main pages, each linked to useful Web sites and other resources related to parenting, are described below.

◆ **Child and Youth Development** has three subpages—Developmental Phases, Gender Issues, and Resources—that are linked to Web sites related to growth and development from birth through young adulthood.

◆ **Child Care and Education** guides users to information about the care and education of children, from developmentally appropriate practices for very young children through developmentally appropriate practices for young adults in college. Information on home schooling and standardized testing is also found here.

◆ **Family Concerns** focuses on issues such as eating disorders, underage drinking, gang activity, and sexual exploitation and includes 16 subpages.

◆ **Family Dynamics** directs users to information on how family members relate to and interact with one another. Specific topics addressed include different types of family relationships (e.g., single-parent, two-parent, and multigenerational families), special circumstances (e.g., the incarceration of a family member), and work and family issues (e.g., alternative work schedules and childcare).

◆ **Health and Safety** includes six subpages: Child Health, Family Health, Child Safety, Family Safety, Special Circumstances, and Resources.

◆ **Out-of-School Activities** focuses on afterschool activities for children and adolescents. The page includes 10 subpages that offer links to information about a wide range of activities both at home and in the community, including sports, arts, and employment.

The Parenting Resources Web site currently links visitors to more than 500 related Web sites; over the next year, hundreds of additional links will be added. E-mail your suggestions to parentingresources@ncjrs.org.



PUBLICATIONS AVAILABLE FREE.

Single copies are available free. There is a nominal fee for bulk orders to cover postage and handling. Contact the Clearinghouse for specific information.

- NEW** *Brief Strategic Family Therapy* (Bulletin). NCJ 179285.
- NEW** *Competency Training: The Strengthening Families Program: For Parents and Youth 10-14* (Bulletin). NCJ 182208.
- Cuando su Niño desaparece: Una guía para la supervivencia de la familia* (Report). NCJ 178902.
- Effective Family Strengthening Interventions* (Bulletin). NCJ 171121.
- Families and Schools Together: Building Relationships* (Bulletin). NCJ 173423.
- NEW** *Family Skills Training for Parents and Children* (Bulletin). NCJ 180140.
- NEW** *The Incredible Years Training Series* (Bulletin). NCJ 173422.
- NEW** *The Nurturing Parenting Programs* (Bulletin). NCJ 172848.
- Parents AnonymousSM: Strengthening Families* (Bulletin). NCJ 171120.
- Prenatal and Early Childhood Nurse Home Visitation* (Bulletin). NCJ 172875.
- Preparing for the Drug Free Years* (Bulletin). NCJ 173408.
- Preventing Violence the Problem-Solving Way* (Bulletin). NCJ 172847.
- Treating Serious Anti-Social Behavior in Youth: The MST Approach* (Bulletin). NCJ 165151.
- Treatment Foster Care* (Bulletin). NCJ 173421.
- When Your Child Is Missing: A Family Survival Guide* (Report). NCJ 170022.

PUBLICATIONS AVAILABLE FOR A FEE.

- Online Safety for Children: A Primer for Parents and Teachers* (Teleconference Video, VHS format). NCJ 178996. \$17 (U.S.), \$21 (Canada and other countries).
- NEW** *How Shall We Respond to the Dreams of Youth?* (Teleconference Video, VHS format). NCJ 182438. \$17 (U.S.), \$21 (Canada and other countries).

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Publications From OJJDP

OJJDP produces a wide variety of materials, including Bulletins, Fact Sheets, Reports, Summaries, videotapes, CD-ROM's, and the *Juvenile Justice* journal. These materials and other resources are available through OJJDP's Juvenile Justice Clearinghouse (JJC), as described at the end of this list.

The following list of publications highlights the latest and most popular information published by OJJDP, grouped by topical areas:

Corrections and Detention

Construction, Operations, and Staff Training for Juvenile Confinement Facilities. 2000, NCJ 178928 (28 pp.).

Disproportionate Minority Confinement: 1997 Update. 1998, NCJ 170606 (12 pp.).

Implementation of the Intensive Community-Based Aftercare Program. 2000, NCJ 181464 (20 pp.).

Juvenile Arrests 1999. 2000, NCJ 185236 (12 pp.).

Reintegration, Supervised Release, and Intensive Aftercare. 1999, NCJ 175715 (24 pp.).

State Custody Rates, 1997. 2000, NCJ 183108 (4 pp.).

Courts

Employment and Training for Court-Involved Youth. 2000, NCJ 182787 (112 pp.).

Focus on Accountability: Best Practices for Juvenile Court and Probation. 1999, NCJ 177611 (12 pp.).

From the Courthouse to the Schoolhouse: Making Successful Transitions. 2000, NCJ 178900 (16 pp.).

Juvenile Court Statistics 1997. 2000, NCJ 180864 (120 pp.).

Juvenile Justice (Juvenile Court Issue), Volume VI, Number 2. 1999, NCJ 178255 (40 pp.).

Juveniles and the Death Penalty. 2000, NCJ 184748 (16 pp.).

Juvenile Transfers to Criminal Court in the 1990's: Lessons Learned From Four Studies. 2000, NCJ 181301 (68 pp.).

Juveniles Facing Criminal Sanctions: Three States That Changed the Rules. 2000, NCJ 181203 (66 pp.).

Offenders in Juvenile Court, 1997. 2000, NCJ 181204 (16 pp.).

Teen Courts: A Focus on Research. 2000, NCJ 183472 (16 pp.).

Delinquency Prevention

1999 Report to Congress: Title V Incentive Grants for Local Delinquency Prevention Programs. 2000, NCJ 182677 (60 pp.).

Competency Training—The Strengthening Families Program: For Parents and Youth 10–14. 2000, NCJ 182208 (12 pp.).

Comprehensive Responses to Youth at Risk: Interim Findings From the SafeFutures Initiative. 2000, NCJ 183841 (96 pp.).

Co-occurrence of Delinquency and Other Problem Behaviors. 2000, NCJ 182211 (8 pp.).

High/Scope Perry Preschool Project. 2000, NCJ 181725 (8 pp.).

The Incredible Years Training Series. 2000, NCJ 173422 (24 pp.).

Juvenile Mentoring Program: A Progress Review. 2000, NCJ 182209 (8 pp.).

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The Nurturing Parenting Programs. 2000, NCJ 172848 (12 pp.).

Prevention of Serious and Violent Juvenile Offending. 2000, NCJ 178898 (16 pp.).

Gangs

1998 National Youth Gang Survey. 2000, NCJ 183109 (92 pp.).

Preventing Adolescent Gang Involvement. 2000, NCJ 182210 (12 pp.).

Youth Gang Programs and Strategies. 2000, NCJ 171154 (96 pp.).

The Youth Gangs, Drugs, and Violence Connection. 1999, NCJ 171152 (12 pp.).

Youth Gangs in Schools. 2000, NCJ 183015 (8 pp.).

General Juvenile Justice

The Community Assessment Center Concept. 2000, NCJ 178942 (12 pp.).

Increasing School Safety Through Juvenile Accountability Programs. 2000, NCJ 179283 (16 pp.).

Juvenile Accountability Incentive Block Grants Strategic Planning Guide. 1999, NCJ 172846 (62 pp.).

Juvenile Justice (Mental Health Issue), Volume VII, Number 1. 2000, NCJ 178256 (40 pp.).

Juvenile Justice (American Indian Issue), Volume VII, Number 2. 2000, NCJ 184747 (40 pp.).

Juvenile Offenders and Victims: 1999 National Report. 1999, NCJ 178257 (232 pp.). Also available on CD-ROM. 2000, NCJ 178991.

OJJDP Research: Making a Difference for Juveniles. 1999, NCJ 177602 (52 pp.).

Special Education and the Juvenile Justice System. 2000, NCJ 179359 (16 pp.).

Teenage Fatherhood and Delinquent Behavior. 2000, NCJ 178899 (8 pp.).

Missing and Exploited Children

Kidnaping of Juveniles: Patterns From NIBRS. 2000, NCJ 181161 (8 pp.).

Overview of the Portable Guides to Investigating Child Abuse: Update 2000. 2000, NCJ 178893 (12 pp.).

Parents AnonymousSM: Strengthening America's Families. 1999, NCJ 171120 (12 pp.).

When Your Child Is Missing: A Family Survival Guide. 1998, NCJ 170022 (96 pp.). Also available in Spanish. 2000, NCJ 178902.

Substance Abuse

The Coach's Playbook Against Drugs. 1998, NCJ 173393 (20 pp.).

Developing a Policy for Controlled Substance Testing of Juveniles. 2000, NCJ 178896 (12 pp.).

Family Skills Training for Parents and Children. 2000, NCJ 180140 (12 pp.).

Violence and Victimization

Characteristics of Crimes Against Juveniles. 2000, NCJ 179034 (12 pp.).

Children as Victims. 2000, NCJ 180753 (24 pp.).

The Comprehensive Strategy: Lessons Learned From the Pilot Sites. 2000, NCJ 178258 (12 pp.).

Fighting Juvenile Gun Violence. 2000, NCJ 182679 (12 pp.).

Kids and Guns. 2000, NCJ 178994 (12 pp.).

Predictors of Youth Violence. 2000, NCJ 179065 (12 pp.).

Promising Strategies To Reduce Gun Violence. 1999, NCJ 173950 (276 pp.).

Race, Ethnicity, and Serious and Violent Juvenile Offending. 2000, NCJ 181202 (8 pp.).

Safe From the Start: Taking Action on Children Exposed to Violence. 2000, NCJ 182789 (76 pp.).

The materials listed on this page and many other OJJDP publications and resources can be accessed through the following methods:

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To view or download materials, visit OJJDP's home page: www.ojjdp.ncjrs.org.

To order materials online, visit JJC's 24-hour online store: www.puborder.ncjrs.org.

To ask questions about materials, e-mail JJC: askncjrs@ncjrs.org.

To subscribe to JUVJUST, OJJDP's electronic mailing list, e-mail to listproc@ncjrs.org, leave the subject line blank, and type *subscribe juvjust your name*.

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Fax:

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301-519-5600 (to ask questions)
800-638-8736 (fax-on-demand, Fact Sheets and Bulletins only)

Mail:

Juvenile Justice Clearinghouse/NCJRS
P.O. Box 6000, Rockville, MD 20849-6000

JJC, through the National Criminal Justice Reference Service (NCJRS), is the repository for tens of thousands of criminal and juvenile justice publications and resources from around the world. An abstract for each publication or resource is placed in a database that you can search online: www.ncjrs.org/database.htm.

The NCJRS Web Site: Relevant, Reliable, Timely

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