Juvenile arrests for murder increased by 51 percent, compared with a nine percent increase for adults.

Between 1990 and 1992, the number of juveniles under age 15 arrested for violent crimes increased 33 percent.

Between 1988 and 1992, the number of females under age 18 arrested for violent crimes increased by 63 percent.

Violence and crime also invade schools. Nationally, nearly 3 million thefts and incidents of violent crime occur on or near school grounds annually. Nearly one in five high school students have reported carrying a weapon at least once in a 30 day period, and nearly 8 percent of 9-12 year olds have reported being involved in a fight requiring treatment by a doctor or nurse. Schools in many poor communities find it increasingly difficult to educate children and youth because of the problems that many bring to school.

The Department of Education has found that, despite the increasing violence among children and youth, there are safe schools even in communities where the worst crime and drug problems exist. An element common to many safe schools is the adoption of comprehensive strategies for schools and communities aimed at the prevention of crime and violence through a wide array of educational and professional activities and early intervention services. Comprehensive strategies include the development of education and training programs for students, staff, and community members; conflict resolution; peer meditation; the teaching of law and legal concepts; a school ethic that sets high standards for students and values their contribution; efforts to involve families in the community in developing programs; and implementation of innovative activities such as community service projects designed to rebuild safe and healthy neighborhoods and increase students' sense of individual responsibility.

## D. Lessons From Consultation

Service providers and other experts have identified a number of shortcomings in past approaches to the funding of services to children and

1. Public and private communitybased service systems are increasingly unable to compensate as families become more isolated from traditional sources of support. Many parents are stressed and squeezed for time, whether because both parents are working, a single parent is struggling to combine work and parenting, or simply because they lack traditional neighborhood and extended family support. As a result,

parents are turning to under-funded and over-burdened community agencies, including schools, day care centers, youth serving organizations and recreation centers to fulfill their children's social and developmental needs and to provide the requisite supervision needed to ensure their safety.

2. Many publicly funded programs have not engaged a broad range of community services nor responded to the reality of youth's experiences, goals,

strengths and needs.

3. Historically, youth programs have focused on intervening once youth have participated in delinquent or negative behaviors, rather than on preventing these behaviors and supporting youth during the critical transition from childhood through adolescence.

To address these shortcomings, youth, practitioners and other experts identified the following principles as characteristic of effective programs. Applicants are strongly encouraged to draw on these principles in designing

their application:

1. Promote the positive development of children and youth. Program strategies and activities must be grounded within a developmental framework, begin early in a child's life, be sustained over a long period of time, and be geared to children's individual needs.

2. Involve children and youth in positive peer group interactions and constructive, developmentally appropriate activities. Programs should ensure the availability of age appropriate, constructive activities that are safe, accessible, fun and culturally relevant. Involving children and youth in the design and implementation of the activities will ensure that they are interesting and well attended.

3. Promote learning and academic achievement. Education can promote responsible citizenship by supporting the development of, and adherence to, high standards for academic and social performance among children and youth. The involvement of parents and families in the educational attainment of their children can, through interaction, strengthen family and community bonds. In addition, programs can broaden and/or enhance the academic and social experiences of parents by providing adult basic education courses, parenting classes and positive parentteacher interactions.

4. Foster sustained relationships between children, youth and caring adults. Children and youth need individualized attention and interaction with a caring and supportive adult over an extended period of time. These needs are best met by parents, but volunteers, program staff, social workers and/or teachers can perform a valuable role by acting as mentors, role models and friends to children and youth.

Promote the long-term development of neighborhood and communities. Strong communities yield positive development for children and youth. In developing programs, local communities should place priority on developing local leadership, on involving children, youth and their families as resources in the community building process, and on providing needed services to families as well as

children and youth.

6. Emphasize flexibility and functional collaboration in program design. Residents and service providers within the community must be involved in the design and implementation of the program to ensure that it becomes an integral part of the community. Collaborations should be functional; letters of agreement are not enough. Each collaborating agency should be actively involved and should provide an essential component of service to the program.

## **Part II. Priority Areas**

Part II contains three options. Eligible organizations can choose to apply for a Community Schools Youth Services and Supervision Grant Program (Priority Area A), for a Family and Community **Endeavor Schools Grant Program** (Priority Area B), OR for a Joint Community Schools/FACES Program (Priority Area C). Each priority area description includes information on eligible applicants, program purpose and general legislative requirements. Part II also includes information relevant to all priority areas on Program Evaluation; Duration of the Project; Federal Share of the Project; and Grantee Share of the Project.

Priority Area A: Community Schools Program

Eligible Applicants: Private, nonprofit, locally initiated communitybased organizations (CBOs) with a 501(c)(3) status that are operated by, or are members of, a consortium of service providers consisting of representatives from five or more of the following categories: (1) Residents in the community; (2) business and civic leaders actively involved in providing employment and business development opportunities in the community; (3) educators; (4) religious organizations, which shall not provide sectarian instruction or worship in connection with an activity funded under these grants; (5) law enforcement agencies; (6)