Recovering children abducted by family members often is extremely difficult and costly. Many children who run away return home quickly, but a significant number run many times and live on the streets constantly exposed to danger, exploitation, and becoming involved in criminal activity. Some of the children previously thought of as runaways have in actuality been thrownaway or abandoned. Every year many children are harmed after they become lost or wander away. Thousands of children are abducted for short periods of time and molested. It is estimated that there are more than 114,000 attempted nonfamily abductions of children each

Missing and exploited children are often already known to community agencies as victims. Runaway and abducted children may experience physical and sexual assault as part of their missing episode. Runaways often leave home to escape abuse, and children may become involved in sexual exploitation as a direct or indirect result of earlier victimization. Many family abduction cases involve families with histories of domestic violence. Most parentally-abducted children have suffered from being the focus of bitter conflict prior to being taken. Recovery of abducted children seldom means the end of the conflict or the traumatic effects of an abduction, yet these children seldom receive the mental health services that could help them cope. Recent studies indicate that children who come from households characterized by violence, abuse or neglect may be more vulnerable to abuse and exploitation by persons outside their home as well. The issues surrounding missing and exploited children are varied, complex, and tragic. The missing and exploited children problem is not a minor dilemma that can be resolved with a single approach or by any single agency. Law enforcement officers and other professionals who become involved in these cases face difficult challenges. Agencies must work in collaboration with others who share that responsibility.

The general consensus of all of the Title IV research projects, demonstration programs, and professionals on the local, state, and federal levels is that there is an overwhelming need for training of and technical assistance to agencies and personnel working with these types of cases. These sources also indicate that this training and technical assistance must be provided through a central source providing coordination and

standardization of the materials and information offered.

This same idea of coordination and standardization was supported by the professionals associated with the development of OJJDP's Title IV Long Range Plan is the overwhelming need for coordinated and comprehensive training and technical assistance to enhance the skills of the professionals charged with the responsibility of handling these very complex and complicated cases.

Under the current process for the design, development, and delivery of training and technical assistance, each grantee is faced with the responsibility of developing their own stand alone mechanism for the accomplishment of this task. This system not only creates additional expense but it also does nothing to address the issue of standardization and duplication of effort.

The first ten years of the Missing and Exploited Children's Program have seen significant progress in our understanding of the issues of these child victims. They also have identified areas of need and provided recommendations for future direction and activities. Building upon the work of the last decade, the goal of the Missing and Exploited Children's Program is to ensure that critical information gleaned from research and demonstration programs is successfully incorporated into existing and new projects funded by OJJDP.

Objectives

- 1. Develop an efficient and effective mechanism for the systematic management and delivery of state-ofthe-art Title IV training and technical assistance on the national-level that will:
- a. utilize the existing information and work products from Title IV grantees and programs, and
- b. ensure the incorporation of new information and work products developed through future efforts.
- 2. Through this mechanism, coordinate and standardize the information, training, technical assistance on missing and exploited children disseminated on the local, state, and federal level.
- 3. Ensure that the following areas are the principle focus of the training and technical assistance delivered.
- a. Effective community and child education, prevention, and awareness programs.
- b. Effective community-based approaches for coordination and collaboration among the primary service provider agencies.

- c. Effective multi-agency team approaches.
- d. Effective multi-jurisdictional coordination approaches.
- e. Available resource education, awareness, and access.
- f. State-of-the-art investigative skills and techniques for location and recovery of missing children.
- g. Selected approaches for the reunification of missing and abducted children with their legal guardians.
- 4. Establish a database for tracking and documentation of communities, agencies, and personnel that receive the Title IV training and technical assistance.
- 5. Develop a mechanism for providing support to OJJDP for incorporation of input from all Title IV Grantees in the development of concept papers, reports, and related materials in furtherance of OJJDP's Title IV Long Range Plan and meeting the mandates of the Title IV Legislation.
- 6. Enhance and improve missing and abducted child serving agencies and organizations capability and ability to respond to the issues related to cases of missing and exploited children.
- 7. Create a stronger link between the front-line personnel working these cases and the policy-makers at the local, state, and federal levels.
- 8. Incorporate the Title IV information and work products into training and technical assistance products for both front-line personnel and policy-makers.
- 9. Maintain state-of-the-art curricula and materials through systematic review, assessment, and revision of curricula, in concert with OJJDP.

Program Strategy

This solicitation and resulting cooperative agreement is to establish a mechanism for the maintenance, management, and standardization of activities; program design, development, and implementation; and fiscal support necessary to sustain those services required for the development of a coordinated and comprehensive Training and Technical Assistance Program under Title IV, the Missing Children's Assistance Act.

The applicant must demonstrate a proven national experience and capability to provide timely, relevant professional program continuity for the design, development, delivery, and maintenance of an efficient and effective Title IV Training and Technical Assistance Program.

The applicant must list and provide letters of agreement to participate from the primary consultants and trainers that will be utilized in the design, development, and delivery of the Title