taking these factors into account in each program component, a new direction in the administration of juvenile treatment services is fostered.

Comment: A respondent encouraged the "renewed" focus on aftercare. In addition, the respondent suggested that special attention be given to the coordination of mental health, medical, substance abuse, educational, independent living, and crisis intervention services well in advance of discharge. It was further suggested that these services should be an automatic extension of care given while in placement.

Response: OJJDP's Intensive Community-Based Aftercare for High Risk Juvenile Offenders Project (IAP) incorporates this approach. The IAP model is currently being implemented in four competitively selected jurisdictions, following a multi-year research and development initiative conducted by Johns Hopkins University and California State University (Sacramento). Each Serious, Violent, and Chronic Juvenile Offender Treatment Program site and the SafeFutures jurisdictions are expected to incorporate aftercare services as a key component of the graduated sanctions continuum. OJJDP will provide technical assistance on implementing the IAP model, as necessary, in these and other jurisdictions.

Comment: A respondent recommended the use of "teen mentors" or peers as role models, presenters and speakers in programs for youth, based on the writer's success in using such youth in delivering various positive

Response: OJJDP agrees that involving peers as role models in delinquency prevention and intervention can be effective and that "peer-related prevention must be an essential part of comprehensive prevention programming." (Pransky, 1991) As reflected in the "Ensure Education" issue area of the SafeFutures program, peer mediation is addressed through "encouraging the development of positive values and teaching critical social skills, including conflict resolution and peer mediation."

Comment: Two respondents recommended that input on prevention and intervention programs be sought and utilized from youth involved in the program. It was suggested that by making these involved youth part of the process, they will stay involved and programs will be improved.

Response: OJJDP agrees with the respondents. Research has demonstrated that "Young people are more likely to be active program participants if they

themselves are involved in creating and running (the program)" (Pransky, 1991).

Comment: A respondent recommended that OJJDP support the development and/or acquisition of videos and provide information and training on promising and effective programs to assist in replication.

Response: Through OJJDP's Juvenile Justice Clearinghouse (JJC), the Office makes available a variety of program materials developed through OJJDP funded grants and contracts. This material includes videos, manuals, surveys, program summaries and directories of promising programs. In addition, JJC collects and disseminates similar materials on other programs of various types not funded by OJJDP. JJC can be reached by calling 1-800-638-8736 or sending an Internet message to ''askncjrs@ncjrs.aspensys.com''. OJJDP routinely provides training and technical assistance on promising programs such as Law-Related Education and the Intensive Community-Based Aftercare for Juveniles Program.

Comment: A respondent recommended that OJJDP identify and promote existing and new programs. It was suggested that these programs be identified by soliciting responses from police, court, school, and media personnel.

Response: Since 1992, OJJDP has annually awarded the Gould-Wysinger Award to State and local programs in order to recognize exceptional achievements in juvenile justice programming. This program is designed to both recognize and acknowledge outstanding local programs and to encourage replication in communities facing similar challenges. Each year, projects are nominated by each State's Formula Grants program agency, in consultation with the State Advisory Group. Winners of the award are published in OJJDP's Juvenile Justice Magazine and in an OJJDP Bulletin with a short description of each program along with a contact name and phone number for more information on the program. Since 1992, a total of 72 programs have received the Gould-Wysinger Award.

It has also been recognized that identifying promising programs for delinquent and at-risk youth in the juvenile justice system is a key concern of juvenile justice practitioners and others. In 1992, OJJDP awarded a grant to the National Center for Juvenile Justice to identify programs that effectively address the needs of juvenile offenders. During the data collection process, 3,000 juvenile court judges, probation administrators, and line staff

nominated more than 1,100 programs in 49 States. The result is What Works: Promising Interventions in Juvenile Justice, a directory of 425 intervention programs deemed effective by the practitioners who use them. This directory and descriptions of those programs having received the Gould-Wysinger Award are available from the Juvenile Justice Clearinghouse by calling 1–800–638–8736, or sending an Internet message to askncjrs@ncjrs.aspensys.com".

Comment: A respondent recommended that "vocational education" be provided to youth in various parts of the juvenile justice system, including "community service, probation and to suspended students in an atmosphere conducive to youth involvement." It was further recommended that a "recreational hook" be used to "get kids involved and build upon that 'activity' in order to allow youth to learn 'practical trades' and skills that can later be used in industry."

Response: OJJDP agrees in principle with the respondent and recognizes the need for comprehensive service delivery, including supplementing traditional academic education with vocational training. OJJDP also intends to address a number of these issues in the SafeFutures Program, including ensuring education, increasing the effectiveness of juvenile justice by providing youth vocational training and meaningful job opportunities, addressing truancy and school dropouts through alternative education, and providing a continuum of services to respond appropriately to the needs of

each juvenile offender. OJJDP also agrees that "recreation", including cycling, baseball, football, and basketball, can be an effective "hook" to get youth involved in prevention services. However, it should be made clear that recreation alone is not an effective intervention. Wrap-around services that address the needs and risk factors of the youth involved are a necessity. For example, the Boys and Girls Clubs of America have successfully and consistently used recreation and other activities to reach out to at-risk youth in order to make available prevention and intervention services available once inside the clubs.

Comment: A respondent recommended that "job training skills" be incorporated with the education process so as to allow youth "to stay involved in a program by keeping them interested." Students who have been suspended should be allowed to "prove" themselves in a program that offers a variety of job opportunities. An