

**PRELIMINARY REPORT ON FINDINGS
FOR THE FEDERAL RESPONSE TO
DISADVANTAGED YOUTH:
APRIL 2003**

**THE WHITE HOUSE TASK FORCE
FOR DISADVANTAGED YOUTH**

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The White House Task Force for Disadvantaged Youth

Preliminary Report on Findings for The Federal Response to Disadvantaged Youth: April 2003

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White House Task Force for Disadvantaged Youth

April 30, 2003

Dear Mr. President,

The White House Task Force for Disadvantaged Youth is pleased to present our preliminary report for your consideration. As you directed, this report provides our initial overall assessment of the Federal response to failure among disadvantaged youth under existing authorities and programs.

While most children in America are being prepared for a successful adulthood, a large number of youth continues to be left behind year after year. This report identifies the hundreds of Federal programs serving disadvantaged youth with an eye toward considering how the government's approach can be made more effective in improving the lives of these young people, who are so important to the future of this country. The report includes our work plan detailing the goals and objectives that will lay the foundation for our final report on October 1, 2003. That report will include our final assessment and recommendations regarding the issues we raise in this first report.

The Task Force has high aspirations for these youth. We want them to grow up to be healthy and safe, and to be ready for the responsibilities of adulthood. We hope that our efforts will help bring a greater sense of coherence and effectiveness to Federal efforts. We thank you for this opportunity to serve you and the children of this great nation.

Sincerely,

Margaret Spellings
Assistant to the President for Domestic Policy
Chairman, White House Task Force for Disadvantaged Youth

John Bridgeland
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Vice Chairman, White House Task Force for Disadvantaged Youth

White House Task Force for Disadvantaged Youth

Preliminary Report on Findings for The Federal Response to Disadvantaged Youth: April 2003

Summary of Key Findings

- Most American youth ages 5 to 17 are doing fine, but a number suffer from a variety of factors that place them at a disadvantage. These factors include poverty, physical or mental illnesses or disabilities, dysfunctional families, abuse or neglect, behaviors that place their health and well-being at risk, failure at school, committing acts of violence, and more.
- The National Academy of Sciences estimates that one quarter of the adolescents in this country – almost 10 million teens – are at serious risk of not achieving productive adulthood.
- Federal involvement in issues surrounding disadvantaged youth has expanded significantly in the last four decades.
- The current federal response to youth failure is convoluted and complex, and is a perfect example of what the General Accounting Office, in a 1997 report on the use of the Results Act, calls “mission fragmentation.” GAO recommends that programs with similar goals, target populations and services be coordinated, consolidated or streamlined as appropriate, to ensure that goals are consistent and that program efforts are mutually reinforcing.
- The Task Force identified 335 Federal programs serving disadvantaged youth in 12 Departments for FY 2002. Only 68 of these programs report serving school-age youth (our target population) exclusively. Most of these programs serve other age groups in addition to youth ages 5 to 17. A total of 150 programs serve youth ages 0 to 21. The remaining 185 programs serve various ages of youth as well as adults; this can mean entire families, or adults who are working with youth. The three largest youth-serving agencies are the Departments of Health and Human Services, Justice and Education.
 - Of the 335 programs, 57 were block/formula grants, 241 were discretionary grants or cooperative agreement, and 37 were either contracts or other types of grants.
 - Nonprofits were reported as eligible for more programs than any other group, followed by state agencies, local governments, state and local education agencies, etc. Faith-based organizations were reported to be eligible to apply for only approximately half the number of programs for which all nonprofits were eligible.
 - Approximately half the programs address one or more youth risk behaviors (alcohol, drugs, sex, tobacco or violence).

- For each youth-serving program, we asked program managers to identify the program's goals, target populations and activities/services. We found that a large number of youth-serving programs are targeting large numbers of youth subgroups. Many have also established an ambitious number of goals; many offer a large quantity of activities and services. In short, many programs are offering multiple kinds of services to a wide variety of youth subgroups. These services and target populations often overlap.
- A review of all statutes authorizing Federal disadvantaged youth programs reveals 11 categories that describe the reasons that the government has, through the years, created programs to target these young people. These include:
 1. seriousness of the problem
 2. encouragement of a preferred strategy
 3. funding specific services
 4. the federal government has greater resources
 5. the common good
 6. legal or Constitutional reasons
 7. protect or provide for special populations
 8. technical reasons
 9. helping to reach national goals
 10. economic reasons
 11. promote voluntary service
- There are 10 categories of mechanisms that the Federal government uses to address youth issues. These are:
 1. training and technical assistance
 2. collaboration and coordination
 3. provision of resources
 4. systems support and improvement
 5. research
 6. evaluation/information dissemination/best practices
 7. demonstration or discretionary programs
 8. provide certain desired services
 9. funding capital improvements
 10. mandates
- Congressional earmarking of funds for disadvantaged youth programs creates an especially problematic situation. It eliminates what linkages there should be between accountability measures and funding decisions. Earmarked programs do not receive the oversight that enables agencies to make sure they are actually helping youth, achieving their goals, and making wise use of limited funds. The earmark process also keeps Federal agencies, charged with implementing the statutes, from making funding decisions based on a coordinated, identified need to address a specific problem.

- The Federal government is one of many players who serve disadvantaged youth. Others include state and local governments, tribal organizations, schools, faith-based and community groups, universities, health care providers, and more. Parents, extended families and their communities play the most significant roles in the lives of youth.
- While we have funding totals for each program for FY 2002 and 2003, in most cases Federal program managers were unable to determine how much of the funds for their program went only for youth ages 5 to 17.
- A review of the funding formulas for the youth-related block and formula grants shows that about half distribute funds in a formula that is based on need or poverty factors. The rest relied on a variety of factors, including school-age population, number of violent crimes, state-related cost and spending factors, etc.
- Youth-related statutes are often written quite broadly, allowing agencies to have considerable discretion in the activities they conduct and populations they serve, often without regard to the original authorizing statutes.
 - Agencies exercised that discretion aggressively and widely.
 - As time goes on, agencies often expand their programs to add in the “issue du jour.” This type of “mission creep” leads to a haphazard response and a lack of the rationality that these serious and complex problems demand. It calls for all youth-serving agencies to have a clear and focused mission and a plan to ensure collaboration among Federal programs involved in addressing the same issue.
 - The populations that the agencies targeted with their youth programs was dictated specifically by the program statutes only 19 percent of the time. **The remaining 81 percent of the time, the choices of target populations was made by the agencies themselves.**
 - The activities and services conducted under these programs were dictated by their statutes **only 30 percent of the time.** For the remaining 70 percent of the time, the types of program activities and services was determined by the agencies.
- While billions of dollars are being spent to help disadvantaged youth, we have very little information to show for certain that the funds are being spent wisely and effectively. Our initial review of the evaluations conducted of youth-serving programs shows that:
 - Only one of 28 youth-serving programs was rated “effective” by OMB during the FY 2004 PART process. Three were “moderately effective,” five were “adequate” and the remaining 68 percent were rated either “results not demonstrated” or “ineffective.”
 - More than half of all 335 youth-related programs had not been evaluated within the last five years.
 - Of those that were evaluated, 75 percent were evaluated independently, while the remainder were done mostly by the grantees themselves.

- Only 27 programs have been evaluated using the more scientifically reliable random assignment method.
 - Only 70 programs reported using some form of “outcome” evaluation, rather than a process evaluation.
 - Less than half of the identified programs indicated that they were included in their Department’s GPRA plans. (See Appendix IV for youth-related GPRA goals and performance measures.) This is potentially problematic because the purpose of GPRA is to provide objective information about the effectiveness and efficiency of Federal programs and spending, and thus increase the level of accountability to Congress and the American people. Thus, with no related goals, and more importantly, no performance measures, there can be no accountability under GPRA.
- The Federal government is but one player among many in helping disadvantaged youth. The more we focus our resources and energies on the things that we at the Federal level do well and that are uniquely and appropriately ours, the more effective our efforts will be and the more that the young people whose lives have been troubled can be helped in meaningful ways.

The White House Task Force for Disadvantaged Youth

Preliminary Report on Findings for The Federal Response to Disadvantaged Youth: April 2003

American Youth: A Portrait

The story of today's American youth is one of good news and bad news.

The good news is that most of the 72 million children in this country are doing just fine.¹ They are being well-prepared to take on the responsibilities of adulthood – self-sufficiency, marriage and family, civic engagement and contributing to their communities. These youth, who represent slightly more than one quarter of our total population, are growing up in strong families and communities where they are receiving the love and support that will guide their future family formation. More than two-thirds are living with two married parents. They are in very good health, and living in safe neighborhoods.² They feel connected to their parents and their schools, and these connections are helping to keep them from getting involved in behaviors that risk their current and future health and well-being. A large majority are completing high school and going on to college or vocational training. They are showing a commitment to their communities, with 27 percent of older teens volunteering to help in their neighborhoods or through service organizations. Mostly, they need little or no help from the Federal government to grow up healthy and successfully prepared for adulthood.

But the bad news is that the future does not look very bright for a number of children, who fall into one or more situations that place them at a disadvantage. About 15 percent of American children live below the poverty level; these rates are almost twice as high for minority children.³ Some have families who are either barely functioning or nonexistent; about 3 in 10 live with just one parent. More than half a million children are living in foster care due to the inability of their families to provide a safe environment. About 1.5 million children had parents in state and Federal prisons. In 2000, 879,000 children were abused or neglected. Each year, as many as one-and-a-half million children run away from home or find themselves on the streets and homeless.

¹ Data sources for this section include: U.S. Census Bureau; "Trends in the Well-Being of America's Children and Youth, 2002", Office of the Assistant Secretary for Planning and Evaluation, U.S. Department of Health and Human Services; National Center for Education Statistics, U.S. Department of Education. This statistic refers to ages 0 – 17.

² In 2001, 82% of children under 18 were reported by their parents to be in very good, or excellent health

³ 30 percent of black children and 27 percent of Hispanic children live below the poverty level, 2001 data. \$17,650 for a family of four in 2001, per the U.S. Census Bureau.

Some face difficult health problems. Even intact, functioning families may find themselves overwhelmed with the significant health needs of a child suffering from a chronic illness or some other mental or physical disability. Some children live on poor diets in households with adults who are not providing them with the nutrition they need to grow up healthy and strong; about 12 percent live in families whose dire circumstances qualify them to receive nutrition or food assistance. Other children suffer from the opposite problem. For them, unhealthy dietary choices, which are mostly learned from their families, have left 15 percent of school-age children seriously overweight.

Some young people become disadvantaged because they engage in risk-taking behaviors. More than 2.6 million teens use illicit substances each month. More than 3 million youth ages 12 to 17 are current smokers, and everyday, more than 6,000 try smoking for the first time. About 14 percent of high school students smoke frequently. One-third of high school students reported having sex in the previous three months, while 46 percent of high schoolers have had sexual intercourse, putting themselves at risk for pregnancy and sexually transmitted diseases. Some 153,437 girls under the age of 18 gave birth in 2001, long before they were ready to be a responsible parent.

Some live in downtrodden or violent neighborhoods, leaving them vulnerable to crime. Some are drawn into violence themselves; 400,000 teens commit violent crimes each year. About 57 percent of public schools reported a criminal incident to police during a recent school year, including a serious violent crime or a less serious crime such as a fight without weapons, theft, or vandalism. Juveniles were involved in 16 percent of all violent crime index arrests and one-third of all property crime index arrests in 2000. One-quarter of all persons arrested for robbery that same year were under age 18.

Getting a good education provides a significant challenge for many of these children. They are falling behind more and more each year at school. Nearly 70 percent of inner city and rural fourth graders cannot read at even a basic level. Some 13 percent of students are considered learning disabled. Almost 11 percent drop out of school entirely. More than 5.5 million children received special education services, 2.7 million for a specific learning disability and almost half a million for emotional disturbance. Children suffering from learning disabilities and/or behavior disorders are disadvantaged socially and educationally. Finally, for those whose families have recently immigrated to this country, the students or their parents may not speak English, which would put them at a disadvantage educationally and in other ways.

The adults in the lives of disadvantaged youth either made poor choices or experienced bad luck, or a bit of both. But it is the children who suffer. Childhood is a critically important time. Children who engage in risk behaviors place themselves at long term risk of having a variety of chronic illnesses, many of which can seriously impair the quality of life, and can even end it prematurely. Too many young people are growing up without the supports they need to grow up safe and healthy, and prepared for responsible adulthood. We owe it to them to help them get through these first 18 years as safely and as prepared as possible for the challenges and opportunities that lay ahead.

Federal Response to Disadvantaged Youth

The Executive Memorandum creating the Task Force directed it to submit “a comprehensive Federal response, under existing authorities and programs, to the problems of youth failure, with a focus on enhanced agency accountability and effectiveness” for its second and final report, due October 1, 2003. In addition, the Memorandum directs the Task Force to provide in this first report our “initial overall assessment of the Federal response to failure among disadvantaged youth under existing authorities and programs.” This section begins that process by looking more closely at the question of reviewing and assessing the current role of the Federal government regarding disadvantaged youth. This is an important point to be considered, in that the more we focus our resources and energies on the things that government we at the Federal level do well and that are uniquely and appropriately ours, the more effective our efforts will be and the more that the young people whose lives have been troubled can be helped in meaningful ways.

Over the last four decades in particular, the Federal response to disadvantaged youth has expanded significantly. During that period, the government increasingly identified special subpopulations of youth that it determined, for a variety of reasons, required the attention and intervention of agencies at the Federal level, by declaring that the problems affecting these young people were beyond the capacity of either their families, communities or state and local governments. These subgroups ranged from abused and neglected youth, to juvenile delinquents, youth with disabilities, and runaway and homeless youth, among others.

Federal Government Not the Only Player

One interesting result of the vast array of Federal programs, targets and services that this report will identify is that it almost makes it appear as if the Federal government is truly addressing all the needs that all disadvantaged youth have. While there is certainly a great deal of effort being made, the Federal government’s efforts neither address all problems nor provide all solutions. Most importantly, we ought not to expect that the Federal government can or must play this role. The issues are often so massive and difficult that there is simply no way that one component of the broader community can possibly address these problems alone.

While the Federal government can and has played an important role in addressing the many problems surrounding the effort to improve the lives and outcomes for disadvantaged young people, it is only one player among many on the stage. Parents and families, both immediate and extended, play the most important roles. Those who are closest to these young people and to their communities are the ones who are significantly more likely to be effective in this often complex task.

But often for these youth, those vitally important support systems are weakened or do not exist at all. In other cases, the family is functioning and capable, but the problems they are attempting to address are simply beyond their capacity. In these cases, they can draw on the resources of their communities, as well as faith-based institutions, schools, health care providers, and State and local governments, who can also play very significant roles. The close proximity

to the young people themselves means these groups are also closer to the impact that their difficulties have not only on the lives of these young people, but also on the quality of life in their communities. Thus, their roles are frequently the most significant in identifying and addressing the needs of these children as well as some of the ways to find possible solutions to their problems. Having said that, we recognize that the government at the Federal level can and has played a unique and vitally important role in many respects regarding disadvantaged youth. It is our belief that the more we focus on the activities that the Federal government does best and uniquely so, the more successful our overall efforts will be.

The status of these children's lives are not just an issue for their families and their immediate communities. It is in our best interest as a nation to ensure that we leave no child behind, in all areas of their lives. In economic terms, our country needs as many qualified workers as possible to handle the demands of the marketplace and to be paying taxes. This will become increasingly important as the generations ahead of them retire and place increasing burdens on our national, worker-supported retirement system. Fifty years ago, there were 16.5 workers contributing to the Social Security system for every retired person who made withdrawals. By 2001, that ratio had dropped to 3.4 workers for every retiree.⁴ Our futures depend on the health and well-being of the generation behind us, and some of them need additional help to get them to the place where they can be productive adults.

But children are more than a matter of statistics or economics. They are our future. We are a nation of compassionate people, and we want to do the best we can for all our children. We recognize that our nation has an important responsibility to create a caring environment where all children can flourish and reach their full potential. Governments at every level, along with parents in every home, have a responsibility to protect America's children.

The President has firmly committed this Administration to helping our nation's youth reach their full potential.⁵ By promoting programs that strengthen families, that help protect children from abuse and neglect, that strengthen our schools and call for higher standards for all children, that support more caring and responsible mentors, and in many other ways, this Administration is aiming for the promise of a bright future for all young people. From developing and sending clear and consistent messages educating children about the dangers of drug use, the health dangers of tobacco and other risk behaviors, the Federal government has played an important leadership role. For instance, to improve each child's chance at a good education, the Administration has encouraged the right of parents to choose the school that will most effectively educate their child and prepare him or her for a productive adult life, and has given children trapped in failing schools the right to transfer to ones that will give them the education they need to succeed in life. Most importantly, the President has declared that "the soft bigotry of low expectations" is no longer acceptable policy for public schools.

"Our goal must be to make sure that all children have the opportunity to learn and succeed," the President said in his National Child's Day Proclamation for 2002. "To achieve this, we must

⁴ Covered Workers and Beneficiaries, Calendar Years 1945-2080, Social Security Administration.

⁵ National Family Week, 2002, Presidential Proclamation.

use the resources of our families, communities, schools and government to ensure that no child is left behind.”

This Administration has also recognized an important limitation of the Federal government, namely, that while government can provide much to support children, it cannot provide the love a child needs. But what we can do is to support and encourage those who can step into the wake of broken families and provide that caring and responsible adult that each child needs.

As President Bush has said, the Federal government can also raise the bar of expectations, measure progress, insist on results, and blow the whistle on failure. “Good beginnings are not the measure of success,” the President said in the introduction to the President’s Management Agenda. “What matters in the end is completion. Performance. Results. Not just making promises, but making good on promises.”

The Federal government plays a powerful role in funding and disseminating key research on the effectiveness of programs that affect disadvantaged youth. That role has grown somewhat in the last eight years, particularly as Congress has increasingly added in language to some programs (often during the reauthorization process) that calls for outcome-based program evaluations.

But the Task Force survey data cited later in this report will show that the vast majority of youth programs are not receiving the kind of serious, high quality review that the government should be performing. This is particularly distressing because evaluating programs to see if they are accomplishing their missions is and should be an important role that the Federal government plays. It is certainly not the Federal role exclusively, since others in the private sector (universities, foundations, individual researchers) can and do also fund and produce some high quality research. But it is an area in which the government plays a leadership role, most particularly since the programs that need evaluation are, in fact, Federally-funded. Naturally, not all parties support strong research and program evaluations. Some program managers privately express concern that instituting quality evaluations might show the world what they secretly fear, that their programs are not successfully addressing the needs they were designed to address, in spite of their anecdotes to the contrary. Without any requirements to institute strong accountability measures, most programs have opted not to address this issue at all, or to address it in only a token manner. This would allow the program to claim it is successful when in fact this assertion is based on inputs or processes, rather than outcomes and impacts.

Federal Response Revealed Through Statutes

The current Federal role is most clearly revealed through the laws that authorize those programs that target disadvantaged youth either in whole or in part. In order to get a complete picture of what those statutes revealed, the Task Force asked each of the agencies that operate youth programs to provide the statutory authorization for their programs.⁶ We reviewed each of those laws, focusing most particularly on the Congressional “findings” or “purposes” sections

⁶ A copy of the Federal Youth Programs Survey instrument is provided in Appendix I.

(where applicable) of each law as it related to the particular programs in question. Our goal was to answer more specifically several important questions:

(1) **Why** has the Federal government become involved with issues relating to disadvantaged youth? (See Figure 1)

(2) **How** does the Federal government address issues relating to disadvantaged youth? What mechanisms has it used? (See Figure 2)

We developed the tables below to provide a more complete picture in response to the reasons for and methods of Federal involvement. In Figure 1, we provide an analysis of the reasons why the Federal government has through the years chosen to involve itself in the issues surrounding the various subpopulations of disadvantaged youth. We have consolidated the variety of reasons from all major youth-related statutes into 11 categories, each providing its own useful insights. The reasons range from issues where the Federal government saw a role for itself due to the “seriousness of the problem” and because it could bring greater Federal resources to address that problem, to issues that required Federal attention due to Constitutional issues.

Figure 1: Why the Federal Government Gets Involved in Disadvantaged Youth Issues

Reasons for Federal government involvement in disadvantaged youth issues.	Explanation	Examples
Seriousness of the Problem	Because the problems are: huge; growing rapidly; need to be prevented; need immediate attention; are cyclical, and need special attention to be stopped; are multiple, and addressing one problem can also address another; or there is a concern that the Federal government has not “properly” addressed the problems it now faces; or, because there is a “particular need.”	Example of a multiple problem: job training and welfare dependency.
Preferred strategy	To provide funds to encourage the use of a particular strategy preferred by the Federal government to address a problem of disadvantaged youth.	Family planning services; abstinence education
Specific services	Congress wants to fund specific types of services.	Safe and drug-free housing; health care for mothers and children, etc.
Greater Federal resources	To provide greater Federal assets to a State/local problem.	Title I education funding
For the Common Good	To provide Federal funds for something seen as having a common purpose, serving a public good, having a broader value to the country.	Public education
Legal/Constitutional	To protect rights; to ensure equal protection of the law; to uphold Federal laws	Disabilities programs.

Special populations	To offer help to a special population. To encourage minority involvement, as their participation is seen as essential to success for that program.	Disabled, special education students, Historically Black Colleges and Universities (HBCUs), minority groups or individuals, etc. Related activities include everything from increasing their involvement in research to offering them special programs or services.
Technical reasons	To address a problem in a way only the Federal government can, e.g., across geographic and jurisdictional boundaries. Geographic gaps in services cause hardship.	Collaborative efforts between various levels of the government, between States, etc.
National goals	To help meet nationally (Federally)-established goals. To close an achievement gap	Public health goals (Healthy People 2010), education goals
Economic reasons	To prepare people for the labor force. To reduce welfare dependence. To enhance the productivity and competitiveness of the nation. To help us compete internationally	Economic development and job creation; educational tests
Voluntary service	To encourage voluntary service in local communities.	AmeriCorps, VISTA, etc.

Figure 2 shows the 10 primary mechanisms that the Federal government uses to address the issues relating to disadvantaged youth. These 10 categories of mechanisms were distilled from the authorizing statutes for youth programs. The data gathered from the Federal Youth Programs Survey allowed us to take this analysis a step further as shown in the column on the right side, where some details are provided regarding the numbers of youth programs that include those activities and services in their missions.

Figure 2: Methods of Federal Involvement in Disadvantaged Youth Issues

Methods of Federal involvement	Explanation	Number of Youth Programs
Training and Technical Assistance	To fund or provide directly training and technical assistance to States, local governments, Tribes, nonprofit organizations, etc.	191 programs
Collaboration and Coordination	To encourage this among and between States, local governments, nonprofit organizations, etc.	Conferences: 111 programs
Resources	To provide resources. To re-allocate them from one person/ place to another	335 programs
Systems Support and Improvement	To improve institutional systems that are perceived to be insufficient or inadequate. Examples: Law enforcement/ court/correctional systems, juvenile justice system, mental health system, foster care system, etc.	204 programs
Research	To fund or conduct basic and applied research, and to link the two. Includes research centers, prevention centers, conducting surveys, etc.	109 programs

Evaluation/Information Dissemination/Best Practices	To conduct evaluations of federally-funded programs. To determine “best” or “promising” practices and then to disseminate that information to others (e.g., States, nonprofits, policy-making groups) who are funding or conducting programs for youth. To educate the public. Examples of dissemination: conferences, clearinghouses, printed materials, media campaigns, funds to associations who help pass information to their constituencies/ members, etc.	Evaluation: 184 programs. Information dissemination: 195 programs. Clearinghouses: 74 programs
Demonstration or Discretionary programs	To try out new approaches to problems via “pilot” programs. These programs also provide discretion to the agencies to vary the problems, populations and regions served.	Project/ Discretionary Grants: 189 programs Cooperative Agreements: 52 programs
Provide services	To fund various kinds of services, e.g., health care centers, social services, substance abuse treatment, etc.	Numerous programs
Capital Improvements	To fund capital improvements, including maintenance and repair.	23 programs
Mandates	To create, loosen or tighten “strings” placed on Federally-funded programs. To increase State flexibility. To consolidate Federal assistance into a single grant (e.g., block grant).	Information not available

Federal Role in Education: A Case Study

A discussion of the Federal role in education provides a good example of the kind of limited and targeted role played by the national government, as described by several categories described in Figure 2. In the United States, education is primarily a state and local responsibility. It is at the local and state levels where the schools are established, curricula is developed and enrollment and graduation requirements are determined. The Federal Constitution does not mention either education or schools, and until the passage of the 1965 Elementary and Secondary and Education Act (ESEA), the Federal role was a limited one. The structure of our education finance system also reflects this more localized focus, since only about 10 percent of all funds spent nationwide (including State, local and private sources) comes from the Federal government.⁷

Since the Federal role is limited, the Department of Education, like other agencies that address issues related to youth, targets its efforts as much as possible to those groups and activities where they believe they can do the most good. According to the Department of Education, “This targeting reflects the historical development of the Federal role in education as a kind of ‘emergency response system,’ a means of filling gaps in State and local support for education when critical national needs arise.”⁸ One prominent example of “filling gaps” is in the Title I formula grant to States, which provides additional funds to State and local education agencies in poor urban and rural areas. At about \$11.7 billion, Title I is the largest single Federal grant program that focuses solely on our target age group, school-age youth. In addition to

⁷ “Federal Role in Education,” found at U.S. Department of Education website. This includes funding for Head Start and school nutrition programs.

⁸ Ibid.

providing funds where needed, the Department of Education focuses much of its efforts on its official mission, which is to ensure equal access to education and to promote educational excellence throughout the nation, which are also important roles for the Federal government.

Two other significant Federal roles in education are as the keeper of statistics for the nation's school system and as the sponsor of an important assessment of educational achievement nationwide, the National Assessment of Educational Progress (NAEP). These two activities are unique to the national level. Both are enormously valuable to states and policymakers in their attempts to evaluate their schools' performance as compared to other states. The data gathering and analysis help the nation to evaluate trends and suggest future developments. In addition, the Federal government provides invaluable funding for research into "what works" and then disseminates that information to educators, policymakers and parents so that no child is left behind.

Formulas for Youth-Related Programs Reveal Priorities

One of the major roles played by the Federal government is in the distribution of funds to State governments, territories and tribes, to allow them to address various problems of disadvantaged youth. These funds are distributed to the States by federally-determined formulas that can provide some further enlightenment regarding the intent of the statute, as well as indications regarding the priorities Congress wanted to set in terms of the youth populations they wanted the States to serve. In order to get a picture of what those formulas revealed about the priorities and policies of the Federal government, the Task Force conducted a review of the funding formulas for each of the block and formula grants that we identified as targeting disadvantaged youth either entirely or in part. A chart listing each of the funding formulas by grant is provided in Appendix II.

These formulas are particularly important because such a high proportion of the Federal funds spent on youth are done through these 57 block and formula grant programs. As the chart in Appendix II shows, the formulas place a consistent priority on poverty as a factor in numerous programs that target youth (either in whole or in part, directly or indirectly). Almost half of the programs include in their funding distribution formulas some measure related to poverty. The second largest category of programs distributed funds according to population (often age-specific).

Authorization for Many Programs is Broad

A further review of the statutes authorizing many of these programs reveals several other important points. First, for many programs, the main focus of the authorizing statute is not specifically youth.⁹ Often, laws addressing issues such as health care or crime prevention, while the sections relating to youth form only a small or peripheral part. Second, in many cases, the statutes provide such broad authority to various Federal agencies that they have been able to create programs addressing youth even though there was little or no specific mention of that in

⁹ The analysis herein focuses primarily on authorizing statutes, and therefore does not include all situations where subsequent appropriations laws might have impacted these programs.

the authorizing statute. For example, a law that authorizes crime prevention programs in general will almost always have some youth violence prevention component created by the agency as part of that program, even though that particular target population is not explicitly mentioned in the law. Authorizing legislation often creates a broad framework which is later filled out by appropriations bills and agency planning. This flexibility can be enormously useful to the Congress and a Federal agency when either wants to launch an additional activity to address new problems that arise. But the Task Force notes that these appropriately broad authorities present the executive branch with additional opportunities and responsibilities, requiring a clear and focused mission to ensure collaboration among Federal programs involved in the same issue. Third, there are a number of statutes cited as the authority for youth programs that are written so broadly that they deserve mention. An example of a commonly cited statute that authorizes numerous programs within the National Institutes of Health (NIH), as well as the Centers for Disease Control and Prevention (CDC) is 42 U.S.C. Sec. 241, “Research and Investigations generally:”

(a) Authority of Secretary. The Secretary shall conduct in the Service, and encourage, cooperate with, and render assistance to other appropriate public authorities, scientific institutions, and scientists in the conduct of, and promote the coordination of, research, investigations, experiments, demonstrations, and studies relating to the causes, diagnosis, treatment, control, and prevention of physical and mental diseases and impairments of man, including water purification, sewage treatment, and pollution of lakes and streams.

This authorization to study the “impairments of man” has been interpreted by the agencies as broadly as possible. This flexibility naturally has its benefits for the progress of the scientific research community at NIH, allowing it to respond to the directions dictated by medical research and the health needs of the American people. For an agency such as the CDC, broad authorities are utilized by the Congress, the agency and the Department to create a wide variety of youth programs not specifically prescribed by authorizing legislation. The broad authority itself can be a useful tool. But it strongly emphasizes the need for continuing collaboration between agencies focusing on similar issues, and a robust interagency communication system to ensure coherency of efforts.

The Task Force survey data itself provides the strongest evidence of this assertion. For each youth program, the agencies identified which subpopulations of disadvantaged youth are targeted. The survey also asked whether or not the authorizing statute dictated the targeting of that particular group. An answer of “no” would indicate that the agency had made that choice of target population using their own discretion. Interestingly, our survey showed that the number of target populations and activities/services mandated under these various programs was in fact far smaller for each program than the number and types ultimately chosen by the agencies themselves. For all federal youth programs, the survey revealed that the populations that the agencies targeted with their youth programs was dictated by the statutes only 19 percent of the time. For the remaining 81 percent of the time, those choices were made by the agencies

themselves.¹⁰ Similarly, the survey asked about the basis for the activities/services conducted under each program, including whether or not the authorizing statute specifically required those services. Again, the survey results revealed that the activities/services conducted under the programs were dictated by the statutes only 30 percent of the time. For the remaining 70 percent of the time, the types of activities and services offered under those programs was determined by the agencies and their grantees, rather than mandated by statute.

Conclusion

This hodgepodge method of piecing together a policy to address some very tough problems calls for greater coherency, which the current system cannot claim. The current Byzantine structure of youth programs did not appear overnight. Many of these programs have, through the years, gained additional directives from Congress over time. It is not uncommon for a number of programs to be given new target populations and/or new services when a program is reauthorized, through an amendment tacked onto a related piece of legislation, or through the annual appropriations process.

Often, a program will maintain its original focus but will have major portions (or all) of its funding mandated by Congress so that it has no chance to develop any sense of rationality in terms of its approach to a particular problem. The Community Schools program is one example of this. Created in the 1994 crime bill, the program was designed to offer services to youth during non-school hours in order to prevent crime and violent behavior. The Congress originally funded the program at \$25.9 million, but later rescinded all but \$10 million, and restricted the use of the funds for activities related only to entrepreneurship, academic or tutorial programs, or workforce preparation. Two years later they added a requirement to use funds to focus on drug prevention. Eventually, that form of the program lost all its funding as Congress changed its focus even further, moved it from HHS to the Department of Education, and made it into an after-school program to “end social promotion.”

Besides actions by Congress, the Departments themselves frequently expand their programs in various directions, adding on the “issue du jour.” Haphazard responses are made that often do not build on existing structures, but instead create new ones. But no matter who is responsible for the expansion, the Federal response is weakened as programs are expanded over time and without the kind of framework and rationality that these very serious and complex issues demand.

¹⁰ It should be noted that many times, grantees will propose certain target populations as well, in conjunction with the agency program officers.

Current Federal Programs Serving Disadvantaged Youth

The Task Force identified 335 Federal programs that serve or address issues relating to disadvantaged youth that operated during Fiscal Year 2002, the most recently completed fiscal year. A total of 150 programs serve youth ages 0 to 21; 68 of those focus solely on school-age youth. The remaining 185 programs serve various ages of youth as well as adults; this can mean entire families, or adults who are working with youth. The programs were administered by 12 departments and agencies. Three departments, Health and Human Services, Justice, and Education, housed the bulk of the programs, as shown in Figure 3.

Figure 3: Programs Serving Youth, by Federal Agency¹¹

Federal Agency	Number of Programs Serving Youth
Health and Human Services	124
Justice	76
Education	70
Agriculture	11
Housing and Urban Development	11
Interior	14
Labor	9
Transportation	8
Corporation for National and Community Service	7
Defense	2
Office of National Drug Control Policy	2
Environmental Protection Agency	2

In order to gather further details about each of these programs, the Task Force developed the Federal Youth Programs Survey (see Appendix I). This instrument asked all the Departments to identify and provide details regarding any programs they operated for Fiscal Year 2002 that targeted youth between the ages of 5 to 17 (the school-age population, below the age of majority) who are considered disadvantaged. There is no standard definition of “disadvantaged youth” in Federal law. Rather, the statutes themselves have, through the years, shown by the focus of individual programs which youth are considered to be “disadvantaged” enough to warrant attention by the Federal government. For the purposes of the work of the Task Force, the following definition of “disadvantaged” was developed: “Youth who, because of certain characteristics, circumstances, experiences or insufficiencies, encounter financial, legal, social, educational, emotional and/or health problems and may have significant difficulties growing into adults who are responsible citizens, productive workers, involved members of communities, and good parents.”

¹¹ These programs target youth ages 5-17 either directly, as the sole target population, or as one of several other populations, e.g., adults, children ages 0-4, 16-21, etc.

Target Populations, Program Goals and Activities/Services

Previous studies of youth programs by the General Accounting Office looked at various types of programs, including a 1996 study that identified 131 programs for at risk and delinquent youth, and a 1997 report that identified 70 programs addressing substance abuse and violence prevention. These studies did not break down the category of “youth.” However, most youth programs are designed to target various subpopulations of youth, rather than the broad category of “disadvantaged youth.” In order to gather the data regarding the breakdown of these subgroups, our survey instrument provided the responding agencies with a list of 30 subpopulations that appear to dominate youth programs. This list of youth subgroups was developed by reviewing both the federal statutes that authorize youth programs, as well as the programs themselves. The survey asked each program manager to indicate which subgroups were targeted by their particular program. Figure 4 provides the entire list of subpopulations, and indicates the number of times each youth subgroup was targeted by the 335 programs, as well as the percent of programs that targeted that particular group. The data indicates that a large number of programs were targeting multiple subgroups of youth.

Figure 4: Target Populations of Programs Serving Disadvantaged Youth

Target Population¹²	Number of programs with listed population	Percent of youth programs that target this subgroup
At-risk/high-risk youth	201	60 %
Minority youth	189	56 %
Native American/Alaskan/Hawaiian youth	181	54 %
Students (includes public, private, home school)	171	51 %
Urban youth	171	51 %
Rural youth	168	50 %
Youth in areas identified as at-risk communities	164	49 %
Low-income youth	161	48 %
Adults who work with youth	160	48 %
Juvenile delinquents/offenders	151	45 %
All youth	141	42 %

¹² One additional category of “other” lists target populations that were not included on the Federal Youth Programs Survey. They can include further subpopulations of youth, as well as subpopulations of adults who are also served by these programs. For the programs we list in Appendix III, this included: children/youth with parents with HIV/AIDS; youth in the sex industry; children or adults with limited English proficiency; persons who use crisis telephone services; children of substance abusers or parents who are in treatment; families of those with Fetal Alcohol Syndrome (FASD); youth with FASD; those who would be the first generation college students and veterans; Medicaid or SCHIP recipients; youth in Title I schools; homosexual youth; students in low-performing schools; elderly; postpartum and breastfeeding women; children to age 5; low income households in need of nutrition assistance; educationally disadvantaged; expelled or suspended students; children whose parents have had their parental rights voluntarily surrendered to adoption agencies; youth exposed to violence; and homeless persons with disabilities.

Abused/neglected youth	141	42 %
Youth with disabilities	139	41 %
Dropouts/potential dropouts	137	41 %
Youth substance abusers (drugs/alcohol)	137	41 %
Youth with special needs/learning disabled	128	38 %
Youth with mental illness or emotion disturbances	125	37 %
Children of welfare recipients	123	37 %
Current or former children or youth in foster care	119	36 %
Youth gang members/potential gang members	116	35 %
Youth victims of crime	115	34 %
Unemployable or unemployed youth	108	32 %
Runaway/homeless youth	105	31 %
Youth at risk for STDs/HIV/AIDS/pregnancy	105	31 %
Migratory youth	103	31 %
Pregnant/parenting youth	103	31 %
Immigrant youth	100	30 %
Sufferers of chronic disease (including HIV/AIDS)	80	24 %
Missing/exploited/abducted youth	61	18 %
Obese youth	57	17 %

In analyzing survey responses, some programs listed target groups sparingly, only counting groups that are actual targets of their efforts (whether designated by law or not). Other programs listed many types of youth who might come into contact with their services, even if their specific “disadvantage” bore little relationship to the program itself. However, the analysis did not consider such claims as incorrect, since they portray the diversity, flexibility and realities of many youth-serving programs.

The Task Force also gathered data regarding the goals of the various youth programs in order, to determine the purposes of those programs more specifically. We provided agencies with 33 choices of program goals that were developed from the youth program statutes. As the survey data shows in Figure 5, many federal programs address the same or similar program goals.

Figure 5: Goals of Programs Serving Youth

Program Goal	Number of programs with listed goal	Percent of programs with listed goal
Promote healthy development of children/families	146	44 %
Collect and/or evaluate data/conduct research	138	41 %
Improve academic performance	126	38 %
Provide institutional systems support	105	31 %
Eliminate or reduce substance abuse	100	30 %
Provide youth developmental activities	97	29 %
Reduce juvenile delinquency or gang participation	97	29 %
Provide self-sufficiency skills	97	29 %
Prevent substance abuse	94	28 %
Provide workforce preparation/job training	92	27 %
Provide mentoring services	87	26 %
Reduce the dropout rate	85	25 %

Promote mental health	83	25 %
Prevent and/or reduce neglect/abuse/exploitation	75	22 %
Address crime and disorder problems	73	22 %
Reduce/eliminate school violence	71	21 %
Provide service opportunities	71	21 %
Provide service learning opportunities	70	21 %
Serve victims of child abuse and neglect	69	21 %
Help children with developmental disabilities	65	19 %
Provide character education	62	19 %
Eliminate/reduce teen pregnancy/STDs/HIV	57	17 %
Provide treatment for juvenile offenders	54	16 %
Reduce/eliminate poverty	50	15 %
Address homelessness/runaway youth	49	15 %
Treat substance abusers	49	15 %
Promote good nutrition/address obesity	47	14 %
Prevent/treat chronic diseases	40	12 %
Provide social services (foster care, adoption, etc.)	37	11 %
Provide after-school care	36	11 %
Reduce/eliminate youth smoking	33	10 %
Enforce underage drinking laws	31	9 %
Provide day care	27	8 %

In addition to these, the survey also asked the agencies to identify the kinds of activities conducted or services offered under each program. Respondents were given a choice of 41 different types of activities and services that were known to be a part of various youth programs. Figure 6 shows the ranking of those activities and services, in order of their popularity with youth programs.

Figure 6: Activities and Services Provided by Federal Youth Programs

Activity/Service	Number of programs with listed activity/service	Percent of programs with listed activity/service
Information dissemination	195	58 %
Training/technical assistance	191	57 %
Evaluation activities	184	55 %
Planning and program development	157	47 %
Activities to support adults who work with youth	149	44 %
Parental and family intervention	142	42 %
Counseling	126	38 %
Mentoring	120	36 %
Institutional systems support	119	36 %
Self-sufficiency skills development	118	35 %
Academic services/educationally related services	115	34 %
Youth development activities	113	34 %
Funding for conferences/meetings	111	33 %
Substance abuse prevention activities	110	33 %
Research	109	33 %
Peer activities	109	33 %
After school/Summer programs	106	32 %

Job training/employment skills development	105	31 %
Tutoring	102	30 %
Violence/crime/delinquency prevention activities	100	30 %
Mental health services	93	28 %
Social services/welfare	86	26 %
Improvement of/application of technology	85	25 %
Services related to child abuse/neglect or domestic violence	83	25 %
Voluntary service activities (includes activities to increase service)	80	24 %
General health care	77	23 %
Clearinghouse/resource center	74	22 %
Child abuse and neglect prevention/related services	72	21 %
Character education	68	20 %
Pregnancy prevention	66	20 %
Juvenile offender services	65	19 %
Services for homeless and runaway youth	63	19 %
HIV/AIDS/STD prevention	60	18 %
Substance abuse treatment	60	18 %
Offender treatment	59	18 %
Victim assistance	55	16 %
Chronic disease prevention	49	15 %
Smoking prevention/cessation activities	49	15 %
Bilingual education	47	14 %
Economic/community development	28	8 %
Capital improvement	23	7 %

The data indicates that a large number of programs offer a broad array of activities and services. The list is dominated at the top by common program support activities, including: information dissemination; training/technical assistance; evaluation activities; and planning and program development. Many programs offer these types of activities in addition to the more typical “direct services,” such as counseling, peer activities, mental health services, etc. Relatively few youth-related programs (only 23) offer funds for capital improvement activities.

Critically important in any kind of review of Federal programs is an understanding of the kind of authority under which the program operates. Our survey found that of the 335 programs identified, the agencies indicated that 57 were either block grants or formula grants. Not surprisingly, the largest number of grants, 189, were discretionary programs. Cooperative agreements, which are similar to discretionary grants, but where the agencies expect to have substantial involvement between the government and the grantee carrying out the activity, totaled 52. Programs operating under contracts totaled 32, while 5 programs identified themselves as falling under “other” categories.¹³ Throughout this report, we will touch on those places where the grant type impacted the data in specific and significant ways.

¹³ This included: Direct Payments for Specified Use; Provision of Specialized Services, Training and Information; and Advisory Services and Counseling.

Having Many Targets and Services Contrasts with Statutes

As shown in the previous section, many individual programs also targeted a large number of subpopulations of youth. These figures are even more interesting when compared to the statutory requirements under which each of these programs operates. The chart below (Figure 7) describes the numbers of types of different youth that have been targeted by various programs. The chart reveals that about one-third of the programs chose to target a large and varied number of subpopulations of youth, with 112 programs targeting 16 or more subgroups of youth. Only 36 percent of programs targeted from one to five subgroups. About 20 percent claimed to serve from 6 to 10 subgroups of youth, while another 11 percent targeted between 11 and 15 subgroups. The last column in Figure 7 shows how many programs reported that they had specific statutory authority to serve these subgroups. This shows that about half reported the authorization to serve between 1 and 5 subgroups, while only 2 programs report the specific authorization to serve 16 or more groups of youth.

Figure 7: FY 2002 Many Programs Target Multiple Subpopulations of Youth

Number of Target Populations	Number of programs serving this many populations	Number of programs statutorily authorized to serve this many populations
1 to 5	121	153
6 to 10	66	29
11 to 15	36	10
16 or more	112	2

Figure 8 shows the entire list of 30 youth subpopulations that were provided to the program staff in the survey. It compares the ranking of how many times each group was targeted in all the youth-serving programs, versus how often that particular subgroup was mentioned in the program statutes. The final column in this chart provides the percent of times the subgroup was mentioned in statute, versus all youth-serving programs. Thus the target subgroup of “minority youth” ranked number two in terms of the number of times they were chosen as targets by Federal program managers. But they ranked only 12 in terms of how many times they were actually mentioned in statute. Finally, the last column shows that when comparing these two columns, they were specifically authorized by statute only 15 percent of the time they were actually targeted in youth-serving programs.

Figure 8: Comparison of Ranking of Target Populations in Youth-Serving Programs

Target Population	Ranking by presence in Youth-serving programs	Ranking by Appearance in Statutes	Percent This Group Appears in Statute vs in All Youth Programs
At-risk/high-risk youth	1	1	24 %
Minority youth	2	12	15 %
Native American/Alaskan/Hawaiian youth	3	11	17 %

Students (includes public, private, home school)	4	6	22 %
Urban youth	5	24	8 %
Rural youth	6	15	14 %
Youth in areas identified as at-risk communities	7	14	16 %
Low-income youth	8	4	25 %
Adults who work with youth	9	2	27 %
Juvenile delinquents/offenders	10	5	26 %
Abused/neglected youth	11	7	25 %
All youth	12	8	25 %
Youth with disabilities	13	3	30 %
Dropouts/potential dropouts	14	18	16 %
Youth substance abusers (drugs/alcohol)	15	13	20 %
Youth with special needs/learning disabled	16	10	25 %
Youth with mental illness or emotional disturbances	17	9	28 %
Children of welfare recipients	18	21	12 %
Current or former children or youth in foster care	19	17	18 %
Youth gang members/potential gang members	20	19	15 %
Youth victims of crime	21	16	20 %
Unemployable or unemployed youth	22	25	11 %
Runaway/homeless youth	23	23	14 %
Youth at risk for STDs/HIV/AIDS/pregnancy	24	27	10 %
Migratory youth	25	22	15 %
Pregnant/parenting youth	26	20	16 %
Immigrant youth	27	29	7 %
Sufferers of chronic disease (including HIV/AIDS)	28	26	14 %
Missing/exploited/abducted youth	29	28	15 %
Obese youth	30	30	2 %

It must be said that often these categories are not mutually exclusive. For example, an “urban youth” might also be a “minority youth” who might also be an “abused/neglected youth.” However, this does not appear to account for the consistently large numbers of programs that target such a broad range of youth subgroups. Interestingly, it might be expected that block grants, given the broad authority that they afford states, might account for the expansive number of subgroups chosen by so many grant programs. However, the data in Figure 9 shows that while block and formula grants represent 17 percent of the total number of grants, their presence in the category with 16 or more target groups (20 percent) is only somewhat more frequent than their overall presence (17 percent). Thus, the broader number of target populations appears to have been directed by decisions made over time by various program officers.

Figure 9: FY 2002 Block and Formula Grants Not Significantly More Likely to Target Multiple Populations

Number of Target Populations	Block or Formula (17% of grants)	All Types of Grants	Percent
1 - 5	18	121	15 %
6 - 10	12	66	18 %
11 - 15	4	36	11 %
16 or more	22	112	20 %

Similarly, Figure 10 shows that many individual programs offered an increasingly large number of activities and services. We chose the categories shown in Figure 10 (1 to 5, 6 to 10, 11 to 15, 16 or more) because we wanted to account for the times where the offering of a larger number of activities/services makes sense. There are several reasons that this practice would be likely to occur. A good workforce development program, for example, would probably bundle multiple activities into a single program. These might include: self sufficiency skills development, job training and employment skills, academic services/GED completion support, peer activities (such as job interview practice), counseling, mentoring, and tutoring. It can also make sense for agencies to co-locate and integrate multiple services at the same point of delivery, and therefore under the same program. In addition, some types of activities are closely linked and therefore are more likely to have been selected to be offered in the same program. An example of this might be some forms of “institutional support” and “planning and program development.” Further analysis is needed to determine whether or not these multiple services are coordinated and integrated in ways that add value, reduce costs, and improve outcomes for disadvantaged youth.

**Figure 10: FY 2002
Many Programs Provide Large Number of Activities and Services**

Number of services and activities	Number of programs	No. of programs statutorily authorized to offer this many services
1 to 5	108	115
6 to 10	77	52
11 to 15	55	21
16 or more	90	7

Figure 10 also offers an interesting comparison to the question of whether or not the offering of these particular services and activities was statutorily determined. By contrast, the number of services/activities was considerably reduced when viewed through the lens of statutory authorizations. Only slightly more programs had statutory authorizations in the low, 1-to-5 range. While 55 programs claimed from between 11 and 15 activities, the far right column shows that only 40 percent of those programs (21 total) had those activities specifically mentioned in statute. In the final category of 16 or more activities/services, 90 programs reported offering that many, while only 7 (8 percent of the programs in that category) had those activities specifically authorized.

We took a closer look at the issue of target populations and activities/services offered, breaking them down by the three largest youth-serving agencies, Justice, Education and HHS, in Figure 11.

Figure 11: FY 2002 Target Populations and Activities/Services, by Department, Compared to Authority

Department of Justice

Number of target populations	Number of programs	Percent	Number of programs statutorily authorized to serve this many groups
1 to 5	35	46 %	32
6 to 10	15	20 %	5
11 to 15	9	12 %	7
16 or more	17	22 %	0

Department of Education

Number of Target Populations	Number of Programs	Percent	Number of programs statutorily authorized to serve this many groups
1 to 5	26	37 %	43
6 to 10	20	29 %	10
11 to 15	8	11 %	1
16 or more	16	23 %	1

Department of Health and Human Services

Number of Target Populations	Number of Programs	Percent	Number of programs statutorily authorized to serve this many groups
1 to 5	46	37 %	52
6 to 10	20	16 %	9
11 to 15	13	11 %	1
16 or more	44	36 %	0

Department of Justice

Number of Activities/Services	Number of programs	Percent	Number of programs statutorily authorized to offer this many services
1 to 5	25	33 %	29
6 to 10	17	22 %	13
11 to 15	17	22 %	2
16 or more	17	22 %	2

Department of Education

Number of Activities/Services	Number of programs	Percent	Number of programs statutorily authorized to offer this many services
1 to 5	29	41 %	34
6 to 10	25	36 %	15
11 to 15	5	7 %	1
16 or more	11	16 %	3

Department of Health and Human Services

Number of Activities/Services	Number of programs	Percent	Number of programs statutorily authorized to offer this many services
1 to 5	38	31 %	36
6 to 10	26	21 %	16
11 to 15	24	20 %	13
16 or more	35	28 %	0

In all three Departments, we found that the number of different youth subgroups targeted by programs dropped considerably when looking at whether or not those actions were specifically mentioned in the statutes. We also found that both HHS and DOJ have a large number of programs that offer a large number of activities/services. Both have around 45 percent of their programs offering 11 or more activities/services. Only 5 percent of the programs in DOJ and Education were authorized in law to offer those specific services, while at HHS, only 11 percent of their programs reported that such a large number of activities (11 or more) was mentioned specifically in statute.

Looking further at the comparison between actual use in practice versus statutory authorization, Figure 12 shows the 41 activities or services that were included in the survey. It compares the ranking of how many times each activity was conducted in all the youth-serving programs, versus how often that particular activity was mentioned in the program statutes. The final column in this chart provides the percent of times the activity was mentioned in statute, versus all youth-serving programs. For example, the activity/service of “counseling” ranked number 7 in terms of the number of times it was offered by Federal programs. But “counseling” ranked only 12 in terms of how many times it was mentioned in statute. Finally, the last column shows that when comparing these two columns, the “counseling” service was specifically authorized by statute only 30 percent of the time it was actually offered in youth-serving programs.

Figure 12: Comparison of Ranking of Activities/Services in Youth-Serving Programs

Activity/Service	Rank by use in youth-serving programs	Rank by appearance in statutes	Percent this activity/service appears in statute versus in all youth programs
Information dissemination	1	3	32 %
Training/technical assistance	2	1	43 %
Evaluation activities	3	2	36 %
Planning and program development	4	5	33 %
Activities to support adults who work with youth	5	7	32 %
Parental and family intervention	6	10	30 %
Counseling	7	12	30 %

Mentoring	8	16	24 %
Institutional systems support	9	6	42 %
Self-sufficiency skills development	10	15	30 %
Academic services/educationally related services	11	4	50 %
Youth development activities	12	18	22 %
Funding for conferences/meetings	13	33	11 %
Substance abuse prevention activities	14	11	35 %
Peer activities	15	38	8 %
Research	16	8	39 %
After school/Summer programs	17	19	23 %
Job training/employment skills development	18	9	40 %
Tutoring	19	20	24 %
Violence/crime/delinquency prevention activities	20	14	37 %
Mental health services	21	13	41 %
Social services/welfare	22	22	27 %
Improvement of/application of technology	23	25	26 %
Services related to child abuse/neglect/domestic viol.	24	17	32 %
Service activities	25	30	19 %
General health care	26	21	30 %
Clearinghouse/resource center	27	28	23 %
Child abuse and neglect prevention/related services	28	24	31 %
Character education	29	36	13 %
Pregnancy prevention	30	32	20 %
Juvenile offender services	31	26	32 %
Services for homeless and runaway youth	32	31	22 %
AIDS/STD prevention	33	34	17 %
Substance abuse treatment	34	23	38 %
Offender treatment	35	27	36 %
Victim assistance	36	41	15 %
Chronic disease prevention	37	29	31 %
Smoking prevention/cessation activities	38	40	16 %
Bilingual education	39	39	17 %
Economic/community development	40	37	32 %
Capital improvement	41	35	43 %

Figure 13 looks at the number of goals addressed by the various programs. It indicates that many of these disadvantaged youth programs carried an ambitious number of program goals. The table just below that lists the program goals by the three largest youth-serving agencies. Most of the programs for each of these three agencies have a smaller number of program goals, between one and five. The programs at the Department of Education seem to be more focused than those at the either HHS or DOJ. Education has only two programs with more than 10 goals, while DOJ has 12 with multiple goals and HHS has 24 of its programs boasting a large number of goals.

Figure 13: FY 2002 Goals for Programs Serving Youth, All Departments

Number of program goals	Number of programs
1 to 5	191
6 to 10	62
11 to 15	32
16 or more	41

Number of Program Goals for the Three Major Youth-Serving Agencies

Number of goals	DOJ	EDUCATION	HHS
	Number of programs		
1 to 5	46	41	65
6 to 10	10	8	16
11 to 15	6	1	15
16 or more	6	1	9

This data raises a number of questions that the Task Force will be considering in the coming months. In many ways, and particularly for certain types of programs such as those regarding research, it can be particularly valuable to provide enough flexibility and authority to allow the Departments as well as Congress to respond to changing needs and problems as they arise and to pursue lines of inquiry as dictated by the results of ongoing scientific research. Often, programs that offer specific types of activities will find they need or want to change or test a new approach that they are using to address a problem faced by certain young people.

But it is certainly valid to question whether or not the decisions that have been made regarding the target populations and activities/services offered for each of these various programs have been made wisely. This is particularly true in light of the fact that with such broad authority, the types of activities conducted regarding frequently changing target populations means the total picture of Federal involvement will change from year to year. Specifically, as Federal staff in the many programs that operate with broad authority annually each exercises the discretion he or she has, the activities and direction of the overall Federal effort will necessarily change regularly. This emphasizes the need for coordination of these decisions and for the establishment of a process to ensure ongoing communication between a broad number of programs.

This task appears to be complicated by the fact that these programs are so widely dispersed throughout the government. Upon reviewing the issue of this kind of “mission fragmentation,” the General Accounting Office (GAO) advised that “Federal programs contributing to the same or similar outcomes should be closely coordinated, consolidated, or streamlined, as appropriate, to ensure that goals are consistent and that program efforts are mutually reinforcing.”¹⁴ The GAO further stated that “such unfocused efforts can waste scarce funds, confuse and frustrate program customers, and limit overall program effectiveness.”

¹⁴ “Managing for Results: Using the Results Act to Address Mission Fragmentation and Program Overlap,” U.S. General Accounting Office, GAO-AIMD-97-146, August 29, 1997.

Funding for Youth Programs

While we asked program staff for funding information for FY 2002, FY 2003 and estimates of their FY 2004 budget, we cannot be sure how much of these funds target youth directly, since most of the individual programs listed address youth populations as only one group among several (such as families, infants, etc.). Agency officials are often unable to determine the precise percentage of the funds that assist youth ages 5 to 17 directly and specifically. This is particularly true for block grants, which give States large sums of money but do not necessarily carry the reporting requirements that would provide additional information regarding program activities that are more likely to be part of other types of grants. Only 34 percent of the youth-related programs were able to provide us with a breakdown of the FY 2002 funds going to youth between ages 5 to 17 in their programs. For FY 2003, only 17 percent could provide that data, while in FY 2004 the percent with that information was 18 percent.

A list of all the youth programs that were identified, with their total funds for FY 2003, is provided in Appendix III. **We emphasize that while the total funding for each of these programs is interesting, it does not provide an accurate picture of the amount the Federal government is spending on disadvantaged youth.** This is because most of the programs listed target disadvantaged youth ages 5 to 17 only in part, along with other populations, such as adults, children ages 0 to 4, or 18 to 21.

The same caveat holds true when looking at the total funding amounts for FY 2003, by type of grant, as shown in Figure 14. We also provide the ratios of amounts spent by type of funds. Again, these are interesting figures, but **because of the limitations so many programs have in terms of the information available, we do not have confidence in it providing us with a completely accurate picture regarding Federal spending solely for disadvantaged youth in our selected age range. The actual numbers will be lower.**

Figure 14: Youth-serving Programs, FY 2003 Funds by Type of Grant

Grant Type	Total FY 2003	Percent
Block/Formula	\$ 71,581,584,086	63.40 %
Contract	\$ 2,620,363,950	2.32 %
Cooperative Agreement	\$ 473,913,025	0.42 %
Direct Payments	\$ 26,200,208,000	23.21 %
Other	\$ 25,838,000	0.02 %
Project/Discretionary Grant	\$ 11,999,992,841	10.63 %

We know from other studies how federal spending on youth compares to other age groups. In FY 2000, the Congressional Budget Office conducted an analysis of federal spending on people over age 64 and under 18. They concluded that federal spending for children totaled about \$148 billion, or \$175 billion if payments to the children's parents were included, or about 9.9 percent of the total Federal budget. They estimate that about two-thirds of that amount is from entitlement programs. In contrast, Federal spending for the elderly was estimated to reach \$615 billion, more than four times the amount for children alone, and three and one-half times the amount spent on families because of the presence of their children. That amount represented

fully one-third of the Federal budget being spent on transfer payments and services for people age 65 or older. Federal spending for the elderly (\$17,700 per person) dwarfs that of spending for youth (\$2,500 per child).¹⁵ The CBO noted that the Federal government takes the lead in supporting older people, while state and local governments “have historically provided substantial support for families with children through spending on elementary and secondary education and other programs.”

Eligible Grantees

The survey also asked the program managers to indicate who was eligible to apply for a grant under their program (see Figure 15). Since most of these programs are project/discretionary type grants, the largest number of eligible grantees was predictably nonprofit organizations. State government agencies are, of course, the primary recipients of block/formula grants, but often they are also eligible to participate for competitively-decided discretionary grants. They came in second, followed by local governments and tribal organizations. Interestingly, the agencies indicated that faith-based organizations were reportedly eligible to apply for youth program grants only about half the time that other nonprofit groups were eligible. The reasons behind these differences will require additional research to determine.

Figure 15: Eligible Grantees for Youth-Serving Programs

	Number of Programs
Nonprofit Organizations	201
State government agencies	189
Local government agencies	157
Tribal organizations	155
Institutions of Higher Education	138
Territories	133
Faith-based organizations	106
Local Education Agencies (LEAs)	104
State Education Agencies (SEAs)	97
Individuals	31

Health Risk Behaviors

Many programs that target disadvantaged youth address a variety of behaviors that place these young people at risk for illness, injury or even death. A number of these health risk behavior programs were designed to address those issues as among their primary purposes (e.g., the Safe and Drug Free Schools program), while some programs only addressed them peripherally. Of the 335 programs identified through the survey, 157 (slightly less than half the programs) indicated that they did address one or more youth risk behaviors. The most prominent choices of risk behaviors to address were drug use (98 programs), alcohol use (95 programs) and violent activity (91 programs). Sexual activity was addressed by 32 programs, while tobacco use was addressed by 31 programs.

¹⁵ “Federal Spending on the Elderly and Children, FY 2000,” Congressional Budget Office, Washington, DC. The largest amounts of spending for the elderly came from Social Security, followed by Medicare.

Evaluations of Youth-Serving Programs

The quantity and quality of evaluations of youth-serving programs is a topic of significant importance. To begin looking at the issues of accountability and results, the survey asked a series of questions regarding the existence and type of evaluations that have been conducted regarding these programs. Specifically, the survey addressed: program assessments conducted by the Office of Management and Budget; evaluations conducted by others (such as agency program staff or independent researchers); the methodology of those evaluations; and the nature of the oversight conducted by Federal program staff. In addition, the Task Force developed a list of agency goals relating to youth, in order to begin the process of looking at program goals and performance measures that appear as part of each Department's Government Performance Results Act (GPRA) report.

The OMB PART Process

The Office of Management and Budget (OMB) has completed the first year of a multi-year process to examine different aspects of the performance of Federal programs to identify the strengths and weaknesses of a given program. The OMB uses the Program Assessment Rating Tool, known as PART, as a diagnostic tool in this effort. The PART process was developed by OMB and other agencies in support of the Budget and Performance Integration Initiative, which is part of the President's Management Agenda. The PART consists of approximately 30 questions and is "designed to provide a systematic, transparent, and robust way of assessing program effectiveness so as to make more informed managerial and budget recommendations." OMB further states that:

The PART holds programs to a high level of evidence and expectation. It is not sufficient for a program simply to comply with the letter of the law. Rather it must show it is achieving its purpose and that it is managed efficiently and effectively. In other words, the performance of Federal programs should reflect the spirit of good government, not merely compliance with statute.

OMB has as its ultimate goal to conduct a PART review of all Federal programs. The agency assessed roughly 20 percent of all Federal programs to help inform the recent FY 2004 budget decisions, and 28 programs affecting disadvantaged youth were included in that assessment process. OMB also affects agencies' GPRA performance measures, since during the PART process OMB may determine that they may need to be revised significantly to reflect the PART guidance, in particular its focus on outcomes. The PART requires OMB and agencies to choose performance measures that meaningfully reflect the mission of the program, not merely ones for which there are data.

The PART includes questions that are specific to certain types of grants, such as block/formula grants, competitive grants, research and development programs, as well as others that are not relevant here. Rating levels possible for all programs are as follows, ranked from highest to lowest:

- Effective
- Moderately effective
- Adequate
- Results not demonstrated
- Ineffective

The Task Force reviewed the complete PART list of programs to determine which ones affecting disadvantaged youth had been reviewed and what their ratings revealed (see Figure 16). This chart notes which programs address only youth and which address them only partially, along with other groups (e.g., adults). The Task Force also began its own evaluation process of how the PART ratings of youth programs compared, one to another, and to other non-youth programs that have already been reviewed.

Figure 16
Office of Management and Budget Program Assessment Rating Tool (PART)
FY 2004 Assessment of Youth Programs

Program	Type	Is this a youth program in whole or in part?	Purpose	Planning	Management	Results/Accountability	PART Rating
Department of Agriculture							
National School Lunch	Block/ formula grant	Whole	80	57	56	60	Results not demonstrated
Department of Education							
National Assessment of Educational Progress	Research and development	Whole	100	88	60	75	Results not demonstrated
Vocational Rehabilitation State Grants	Block/ formula grant	Part	100	57	44	42	Adequate
Comprehensive School Reform	Block/ formula grant	Whole	80	83	63	33	Adequate
TRIO Upward Bound	Competitive grants	Whole	80	71	55	17	Ineffective
IDEA Grants to States	Block/ formula grant	Whole	100	43	56	11	Results not demonstrated
Adult Education State Grants	Block/ formula grant	Part	100	29	67	0	Results not demonstrated
Even Start	Block/ formula grant	Whole	60	45	63	0	Ineffective
Tech-Prep Education State Grants	Block/ formula grant	Whole	60	43	56	0	Results not demonstrated
Safe and Drug Free Schools State Grants	Block/ formula grant	Whole	60	57	38	0	Ineffective
Vocational Education State Grants	Block/ formula grant	Whole	20	43	67	0	Ineffective
Department of Health and Human Services							
Consolidated Health Center	Competitive grants	Part	100	86	82	80	Effective
Maternal Child Health	Block/ formula grant	Part	100	71	78	73	Moderately effective
State Children's Health Insurance	Block/ formula grant	Whole	80	86	43	75	Moderately

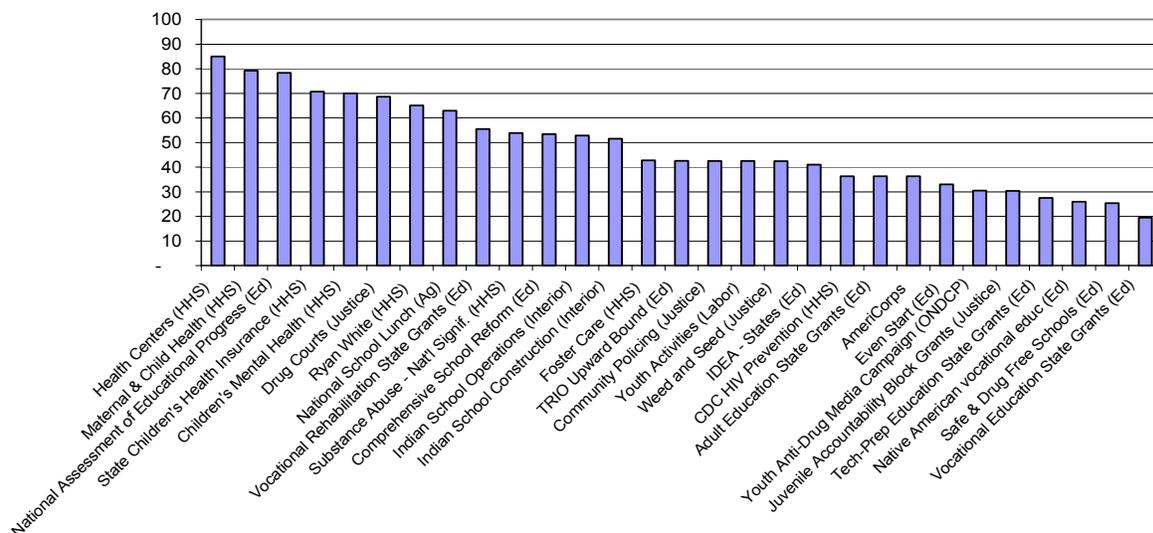
(SCHIP)							effective
Children's Mental Health Services	Competitive grants	Whole	80	86	82	58	Moderately effective
Ryan White	Block/ formula grant	Part	80	86	55	59	Adequate
Substance Abuse Treatment Programs of Regional and National Significance	Competitive grants	Part	80	86	64	33	Adequate
Foster Care	Block/ formula grant	Whole	80	43	63	8	Results not demonstrated
CDC Domestic HIV/AIDS Prevention	Competitive grants	Part	100	57	33	8	Results not demonstrated
Department of the Interior							
BIA School Operations	Direct federal	Whole	100	86	71	20	Adequate
Department of Justice							
Drug Courts	Competitive grants	Part	100	57	82	53	Results not demonstrated
Community Oriented Policing Services (COPS)	Competitive grants	Part	45	57	64	30	Results not demonstrated
Weed and Seed	Competitive grants	Part	80	57	36	27	Results not demonstrated
Juvenile Accountability	Block/ formula grant	Whole	60	33	50	10	Ineffective
Department of Labor							
Youth Activities	Block/formula grant	Whole	40	57	44	40	Results not demonstrated
Corporation for National and Community Services							
AmeriCorps	Competitive grants	Part	60	71	27	20	Results not demonstrated
Office of National Drug Control Policy							
Youth Anti-Drug Media Campaign	Capital assets	Whole	100	33	36	0	Results not demonstrated

As Figure 16 indicates, 6 of the 28 youth programs (21 percent) rated were scored as “ineffective” by the OMB PART system. Thirteen youth-related programs were rated as “results not demonstrated.” Five were ranked as “adequate.” Three were rated as “moderately effective.” Only a single youth program (Consolidated Health Centers, which addresses disadvantaged youth as only one part of the population it serves) was given the highest rating, “effective.” Comparing these ratings to those of all the programs that were rated by the OMB for the FY 2004 budget, we find that slightly more than half of the programs rated in the 2004 budget received a "results not demonstrated" rating. Of the rest, 6 percent were found effective, 24 percent moderately effective, 14.5 percent adequate, and 5.1 percent ineffective (Figure 17).

Figure 17: FY 2004 PART Ratings by OMB

	Effective	Moderately Effective	Adequate	Results Not Demonstrated	Results Not Ineffective
Youth-related Programs	3.6 %	10.7 %	17.9 %	46.4 %	21.4 %
All programs	6.0 %	24.0 %	14.5 %	50.4 %	5.1 %

PART Scores for Federal Disadvantaged-Youth Programs FY 2004



Evaluation of Youth Programs Limited

More than half of the youth programs we reviewed (59 percent, for a total of 196 programs) said they had not been evaluated within the last five years. However, some programs, such as those designed to conduct research or evaluations themselves, would not require an evaluation. Removing these programs from the total, we find that 56 percent of programs that were appropriate for review were not evaluated. Of the 136 non-research programs that were evaluated, 103 (about one third of all programs) had their evaluations performed by independent researchers,¹⁶ 21 by the grantees themselves, and 4 by others, including the GAO and the agencies' inspectors general. Of those 99 programs that indicated what methodology was used to evaluate their non-research program, 60 used some form of "outcome" evaluation, 37 relied on a "process" evaluation, only 27 used the scientifically more reliable "random assignment" methodology, and 5 programs used some other form, such as case studies, etc. Since many programs are located at multiple sites, we asked program managers to indicate the number of sites where evaluations were conducted. Most evaluations (85) were conducted at "multiple" sites, 35 were performed at all sites, while 5 evaluations were done at a single site.

Program evaluation issues also vary by type of grant. Looking at the same data for the 57 block and formula grants only, we find that 49 percent of the block/formula grants had some form of evaluation within the last five years, while 51 percent reported that they did not. Of those that were evaluated, 78 percent of the evaluations were performed by independent

¹⁶ An independent researcher would be defined as one who is not an employee of the grantee.

researchers, 11 percent by the grantees themselves, and 11 percent by others. The dominant methodology used in these evaluations was an outcome evaluation, used by 41 percent of programs, while 33 percent used a process methodology, and 26 percent reported having used random assignment.

The point should also be made that not all program evaluations are equal in value. The Task Force will be looking in greater detail at the issues surrounding the extent and quality of program performance evaluations in an effort to ensure as much as possible that the Federal government's efforts to help disadvantaged youth are effective.

Oversight by Federal Staff

In addition to formal program evaluations, Federal staff also perform various levels of program oversight of grantees and their programs. They use two primary methods. Onsite reviews/audits involve federal agency staff (program headquarters or regional staff, as well as financial personnel) who visit one or more project sites to examine results, practices, capabilities, original documentation, etc. They may also formally or informally: interview management, staff, clients or members of the community; familiarize themselves with local conditions and needs; request and review records and files, at varying levels of detail; examine facilities for cleanliness, safety, adherence to standards; recommend or require corrective actions; and document or share best practices. They are more costly to conduct than desk reviews.

Desk reviews/audits involve federal agency staff or their representatives (outside contractors), receiving and reviewing progress reports, planning documents, financial and other records, looking for completeness, quality and/or compliance with standards. They may limit their scrutiny to regular reports called for in the grant or contract or can ask for additional or more detailed records. In general, desk reviews/audits are used to help Federal staff: identify problem areas, whether in business management, grant compliance or services delivery; recommend or require corrective actions; and document or share best practices.

Often, agency program staff will conduct desk reviews of most of their grantees, and onsite reviews of a smaller number. Frequently, grant programs will receive both types of reviews, both onsite and desk. Exceptions to this would be for earmarked grantees, who often receive little or no oversight by Federal program staff, and who also never went through the peer reviewed grant application process either, since they also bypassed that level of review and took their appeal straight to Congress. Desk reviews are generally annual or more frequent, while onsite reviews may be spread of several years, if there are numerous grantees.

About 70 percent of the youth programs received some kind of onsite review/audit. Of that number, 135 (58 percent) of the reviews were performed by Federal program staff, 83 were done through a combination of Federal and non-federal staff, 7 were performed by "other" Federal staff, 6 were done by contractors alone, while the remaining 3 gave no indication.

Federal staff used the desk review/audit method in overseeing the quality of a total of about 70 percent of all youth-related programs (obviously, a number received both types of review). Some 38 programs indicated the use of some other oversight method, or none at all. About 63 programs received a desk review only, while 57 received onsite review only, and 175 received both types of review.

GPRA Goals and Performance Measures for Youth Programs

The Task Force has begun the process of looking at each Department's FY 2004 GPRA goals and performance measures relating to youth, a process that we expect to report on further in our final report in October. A list of those goals and performance measures, by Department, is provided in this report in Appendix IV.

We note that we have looked at program goals in two ways. The first, in the survey instrument, asked the program managers to provide us with the goals they thought were part of the mission for their program. Thus, they were not necessarily official agency goals or statutory goals. The second, covered here, describes the goals from each of the Departments as they appear in their annual GPRA report. This analysis, when completed for our October report, will continue that process to include a review of the related performance measures for these programs.

Less than half (about 44 percent) of the surveyed youth-related programs indicated any mention or inclusion in their departmental GPRA plans. In some cases, youth-related goals were described, but no specific performance measures were tied to those programs. This might occur for a number of reasons. It may mean that such programs are subsumed under a broad strategic goal but that they are not responsible for collecting data, reporting performances measures or striving to meet explicit targets in that goal area. It might also mean that, as appears true in a number of cases, specifically youth-related programs are truly absent from their department's GPRA plans, either in their goals or performance measures. This is potentially problematic because the purpose of GPRA is to provide objective information about the effectiveness and efficiency of Federal programs and spending, and thus increase the level of accountability, not only to Congress, but also to the American people. Thus, with no related goals, and more importantly, no performance measures, there can be no accountability under GPRA. We note that, for some types of programs, having no mention in GPRA might make sense. About 17 percent of programs claimed that GPRA was not applicable to them for one reason or another. In addition, across government, most GPRA plans limit their number of measures at OMB's request and thus do not include many programs that, for the sake of argument, might appear to be associated with one or more of the department's goals. In these programs, even though all of a Department's programs are in principle governed by its mission and the broad goals stated in GPRA strategic plans and performance plans, there is no formal connection with GPRA since the program has not selected performance measures and/or negotiated them with its stakeholders. The program might not be collecting or compiling data that would be needed to quantify them. Such programs can report some information on performance through other means, such as annual reports to Congress.

Future Work of the Task Force

With so many programs under the current system serving similar groups with a wide variety of intersecting services, the chances increase that there will be overlap or duplication at some point, whether now or in the future. The Task Force plans to evaluate those issues in the coming months. However, this process is complicated by the fact that there are so many programs claiming such an eclectic variety of program goals and offering such a wide variety of services/activities to widely disparate subpopulations of youth. The system as it stands now lacks any sense of coherence that merely untangling this ball of yarn will be a difficult task in itself.

There are other problems that arise from having somewhat similar programs spread throughout the government. For those agencies that operate similar risk behavior prevention programs, there is also the possibility that the risk behavior messages sent to young people might not be consistent with one another, leading to confusion and ineffectiveness. In addition, with the current patchwork system, the possibility for inefficiencies increases. In its own review of at-risk and delinquent youth programs, the GAO suggested that “it would probably be more efficient to have one program covering a service/target group combination, administered by a single federal office, than several programs administered by several different offices.”¹⁷ The GAO asserted that “Federal programs contributing to the same or similar outcomes should be closely coordinated, consolidated, or streamlined, as appropriate, to ensure that goals are consistent and that program efforts are mutually reinforcing.” All of these are issues that the Task Force plans to review and consider over the next several months.

Streamlining some of these similar programs could offer enormous benefits to both the applicants and the beneficiaries. Under the current structure, similar programs carry different application dates and forms, varying definitions for identical terms, multiple reporting deadlines, different sets of regulations, varying eligibility requirements, and other miscellaneous and uncoordinated rules. This is true even when the programs are offering the same services to the same types of target populations. These inefficiencies affect both the programs, which require more administrative costs to run, and for the grantees and beneficiaries, who find staff time and resources being spent in administrative tasks, subtracting the resources that can be devoted to directly helping troubled youth.

This first report has provided an interesting and useful look at where we are now, in terms of how the Federal government is addressing the needs of disadvantaged youth. It is important to ask how we arrived at this somewhat confusing intersection of programs and services. We know that programs often appear as a response to perceived crises, which appear frequently and predictably. Once created, they may fade off the front pages, but they continue to exist, year after year, in one form or another, and they never seem to fade away. What first appeared as a “pilot” or “demonstration” program ends up being funded every single year, as it takes on a life

¹⁷ “At Risk and Delinquent Youth: Multiple Federal Programs Raise Efficiency Questions,” U.S. General Accounting Office, GAO-HEHS-96-34, March 6, 1996.

of its own (often without having been fully and properly evaluated as to its actual effectiveness). President Ronald Reagan once commented on this phenomenon, noting that “Government programs, once launched, never disappear. . . . A government bureau is the nearest thing to eternal life we’ll ever see on this earth.”¹⁸

There is no comprehensive and/or long-term plan to address particular problems of youth. Federal efforts often appear to proceed without an overarching vision, set of values, or long range perspective. This deficit is reproduced at other levels of government that derive funds, program objectives, and practices directly from federal agencies. The exception to this problem is where federalism principles grant flexibility to states (and community-based organizations) but this often does not guarantee local success. Often this flexibility deprives Federal policy makers of information needed to assess program effectiveness or even to be sure that investments have been made as statutorily mandated. At the same time, local policy makers may find themselves adrift, overexposed to purely political influences, or under the temptation to dissipate funds outside of program objectives.

The Task Force will spend considerable energies looking at the many issues relating to program accountability and performance. Before addressing the possibilities of expanding successful youth programs through various mechanisms, such as program consolidation, resource redirection and elimination of ineffective programs, we first plan to consider the issue of defining what a “successful” disadvantaged youth program is. This would then give us a benchmark against which various programs might be measured. From there, we will review the program evaluation data that is currently available for each of the programs. The effort will be hampered by the fact that there appear to be very few youth programs that have received any kind of proper evaluation. Thus, we are provided with little confidence in our ability to use currently available data to determine program effectiveness. We plan to address this weakness as well.

Where high quality and reliable research is available for youth programs, it has often been because Congress specifically allocated the funds for it. This commitment to program research and evaluation appears to have increased at least in certain (possibly the more controversial) areas in recent years (e.g., welfare reform, abstinence education). Without high quality and reliable research, decision makers and program officers are often making funding decisions based on little or no information about what really works and does so on a sustainable basis. Where research funding is carved out of program dollars, there is considerable temptation to limit the amounts, so as not to reduce service levels. Consequently, the quality and scope of research may be less than is needed for good science and program management, wasting the funds entirely. In addition, grantees have been reluctant to spend funds (either Federal or other funds) on program evaluations, since they are concerned that if the evaluation does not show that the program is producing the desired outcomes, the funding will be reduced or eliminated.

Because accountability measures for similar programs rarely match each other, decision makers are unable to compare similar programs and practices in different agencies to determine which are successful at addressing the problems of disadvantaged youth. Accountability

¹⁸ Ronald Reagan, *A Time for Choosing*, 1964.

measures are not built into budget decisions and performance data is either not collected, or is done so in ways that are either unreliable, sporadic, or disconnected with similar efforts in other agencies. Some programs may have gone too far in reporting requirements, leading to burdens on service providers that detract from their efforts on behalf of youth. This raises several questions. Is program design (and the budgeting decisions thus implied) really being driven by verifiably measurable results, as foreseen by GPRA? What is the optimal approach in measuring performance and relating it to budget? How can we avoid a one-size-fits-all approach where this would be counterproductive? Are there promising practices in performance-based design and how can these be verified and shared?

The Task Force has been charged with developing a unified research plan to identify effective practices regarding disadvantaged youth. As part of this effort, we plan to consider how we can make decisions regarding which types of research to pursue and fund more interactively with partners and stakeholders in the field to ensure that research illuminates their dilemmas and matches their needs. We will also consider how we can overcome the common disconnect between researchers and youth workers, particularly when they and their program directors may fear that research results may be disappointing or misunderstood, to the detriment of programs and practices to which they are loyal. Whether this loyalty is based upon intuition and practical experience, political/cultural bias, or self-preservation, the result is poor candor when in depth information is sought via interviews and other means of deriving nuanced, qualitative data, as opposed to raw numbers. Dissemination of research and its translation into practice, through performance standards, program guidelines, information dissemination and technical assistance often does not take place, or is insufficient to influence front line technique. How can research findings be better embodied in oversight, training, technical assistance, program announcements, and other means that federal agencies may utilize, particularly those to which service providers must pay strong attention? How can federal agencies' own efforts in research, evaluation, information dissemination and technical assistance be accurately evaluated, their quality improved, and their communication to and with the field enhanced? How worthwhile is the practice where local programs are called upon to self-evaluate, with little or no impartial review of methods and findings?

The Task Force views these issues as critically important, since all of these can lead to the use of inappropriate methods for objectives such as risk behavior prevention, which can be costly in both financial and human terms, and may even violate the principle of "first, do no harm."

Task Force Membership and Work Plan

The Task Force is comprised of the following representatives of each of the key agencies, and is led by two senior White House staff:

Chairman:

Margaret Spellings, Assistant to the President for Domestic Policy

Vice Chairman:

John Bridgeland, Assistant to the President and Director, USA Freedom Corps

Staff:

Karen A. Morison, Staff Director

Sonia Chessen, Senior Policy Advisor

Stan Chappell, Senior Advisor

Mary Beth Luna, Counsel

Members:

Judge Eric Andell, Deputy Under Secretary, Office of Safe and Drug Free Schools,
Department of Education

Andrea Barthwell, M.D., Deputy Director for Demand Reduction, Office of National Drug
Control Policy

Roy Bernardi, Assistant Secretary for Community Planning and Development, Department of
Housing and Urban Development

Mason Bishop, Deputy Assistant Secretary for the Employment and Training Administration,
Department of Labor

Jim Capretta, Program Associate Director for Human Resource Programs, Office of
Management and Budget

Deborah Daniels, Assistant Attorney General, Office of Justice Programs, Department of
Justice

Stephen Goldsmith, Chairman of the Board for the Corporation for National and Community
Service

Roy Grizzard, Assistant Secretary in the Office of Disability Employment Policy,
Department of Labor

David Kuo, Special Assistant to the President and Deputy Director, White House Office of
Faith-Based and Community Initiatives

Larry Matlack, Deputy Associate Director of the Education and Human Resources Division,
Office of Management and Budget

Juliet McCarthy, Director of the Center for Faith-Based and Community Initiatives,
Department of Agriculture

David Reingold, Ph.D., Director of the Office of Research and Policy Development,
Corporation for National and Community Service

Don Winstead, Deputy Assistant Secretary, Office of the Assistant Secretary for Planning
and Evaluation, HHS.

The Task Force has organized itself into four committees to allow it to address all the objectives as outlined in the Executive Memorandum. In keeping with the third objective of the Task Force as described in December 20th memorandum, the work of the committees will be built around fundamental principles of positive youth development. These principles suggest that in order to become healthy citizens, ready to work, nurture families and make their own civic contributions, young people must 1) have their health and safety needs addressed; 2) be provided with marketable skills; 3) have caring, responsible adults in their lives; and 4) be provided with opportunities to have a meaningful role in their communities. The four committees, their members and missions are as follows:

- 1) **Health Promotion and Risk Behaviors Committee** is chaired by Judge Eric Andell, Deputy Under Secretary, Office of Safe and Drug Free Schools, Department of Education.

Members: The Risk Behaviors/Health Promotion Committee members include: Andrea Barthwell, M.D., Deputy Director for Demand Reduction, Office of National Drug Control Policy; Cristina Beato, M.D., Principal Deputy Assistant Secretary, Office of Public Health Policy, Department of Health and Human Services; Norris Cochran, Examiner for the Health Division, Office of Management and Budget; Alma Golden, M.D., Deputy Assistant Secretary, Office of Population Affairs, Department of Health and Human Services; Sybil Goldman, Special Assistant for Children and Families, Substance Abuse and Mental Health Services Administration, Department of Health and Human Services; David Kuo, Special Assistant to the President and Deputy Director of the White House Office of Faith-Based and Community Initiatives; Juliet McCarthy, Director of the Center for Faith-Based and Community Initiatives, Department of Agriculture; Bill Modzeleski, Assistant Deputy Under Secretary, Office of Safe and Drug Free Schools, Department of Education; Cheri Nolan, Deputy Assistant Attorney General, Office of Justice Programs, Department of Justice; Craig Wacker, Examiner for the Education Branch, Office of Management and Budget; and William Woodruff, Deputy Administrator, Office of Juvenile Justice and Delinquency Prevention, Department of Justice.

Mission/Work Plan: This committee will focus its efforts on programs for disadvantaged youth that address their health and safety needs. The committee will review youth risk behavior and health promotion grant programs identified through the Federal Youth Programs Survey. We plan to map the programs according to the risk behaviors addressed, youth subpopulations targeted, programs goals, and activities and services offered. We will also assess other important variables that impact these programs, such as funding mechanisms. We will compile program performance/outcome measures related to assigned programs. We will analyze the performance measures to determine whether there is any commonality, and consider where common performance measures might be used across programs to facilitate the budget decision-making process. In conjunction with the Research, Performance and Accountability committee, we will work to establish and improve the implementation of these measures. We will consider recommendations for the expansion of successful programs through program consolidation, resource redirection, and elimination of ineffective programs. We will provide recommendations for coordinating interagency efforts to serve disadvantaged youth, and identify opportunities for collaboration for FY 2005.

- 2) **Academic Achievement and Workforce Preparation Committee** is chaired by Deputy Assistant Secretary Mason Bishop from the Employment and Training Administration of the Department of Labor.

Members: Andy Bush, Director, Office of Family Assistance, Department of Health and Human Services; Melissa Benton, Examiner for the Labor Branch, Office of Management and Budget; Roy A. Bernardi, Assistant Secretary for Community Planning and Development, Department of Housing and Urban Development; Mary Cassell, Examiner for the Education Branch, Office of Management and Budget; Carol D'Amico, Assistant Secretary of the Office of Vocational and Adult Education, Department of Education; Richard Kennedy, Director of the Office of Block Grant Assistance, Department of Housing and Urban Development; Dr. Richard La Pointe, Deputy Assistant Secretary of the Office of Vocational and Adult Education, Department of Education; Cheri Nolan, Deputy Assistant Attorney General, Office of Justice Programs, Department of Justice; Alison Perkins-Cohen, Examiner for the Labor Branch, Office of Management and Budget; Susan Sclafani, Counselor to the Secretary of Education at the Department of Education; Craig Wacker, Examiner for the Education Branch, Office of Management and Budget; and Jackie Williams-Mitchell, Director, Office of Rural Housing and Economic Development, Department of Housing and Urban Development.

Mission/Work Plan: The mission of this committee is to: 1) Develop a vision for youth and provide direction to federal agencies for their response in preparing youth to acquire core academic skills, become skilled workers and productive citizens; 2) Review related youth programs assigned to the Committee and prepare recommendations to reduce duplication and overlap, find opportunities to free up resources, and develop a strategy for redirecting them towards evidence-based programs and practices that have been proven to produce the intended results; and 3) Working with the Family and Community Strengthening Committee, discuss and develop collaborations that will address common issues between the committees to propose holistic and comprehensive strategies that will foster successful transitions to adulthood more effectively than programs working in isolation.

The mission will be carried out through steps that may include the following: 1) Review the list of related youth programs and narrow the list to those that have opportunities for improvement and that may impact recommendations for FY 2005. 2) Review the vision for youth from each agency and discuss obstacles to achieving it. Are there similar obstacles? Are there areas where programs addressed by the committee seek similar outcomes for youth? 3) Draft a more comprehensive and inclusive vision with goals and strategies for more successful academic outcomes and more effective acquisition of the right skills to prepare youth to enter the workforce. Should there be more emphasis on secondary education and the obstacles facing this age group as they acquire core academic skills prepare for participation in the workforce? Currently, the No Child Left Behind program has created clear guidelines that focus on K-8 but not the secondary level. How can the principles of NCLB and programs for youth ages 5-14 strengthen programs for disadvantaged, high-risk youth ages 15-21? Currently there is no vision for collaboration between the agencies that address academic achievement and workforce preparation. A roadmap for collaborations and guidance for managing programs more

holistically would foster continuous improvement of youth programs. 4) Review the GPRA goals, target populations, and missions for programs set aside in step one. 5) Many successful innovations and collaborations have started in the past two years. Discuss how these efforts can be expanded and continued for FY 2004 and 2005, and consider possibilities for future interagency collaborations. 6) Recommend innovations and collaborations that address family and community strengthening as well as academic achievement and workforce preparation.

- 3) **Family and Community Strengthening Committee** is chaired by Don Winstead, Deputy Assistant Secretary, Office of the Assistant Secretary for Planning and Evaluation, Department of Health and Human Services.

Members: Roy Bernardi, Assistant Secretary for Community Planning and Development, Department of Housing and Urban Development; David Caprara, Director of AmeriCorps/VISTA, Corporation for National and Community Service; Clarence Carter, Director, Office of Community Services, Department of Health and Human Services; Tony Cheesebrough, Program Examiner, Office of Management and Budget; Kim Cook, Ph.D., Chief of Staff, Office of Disability Employment Policy, Department of Labor; Richard Kennedy, Director, Office of Block Grant Assistance, Department of Housing and Urban Development; David Kuo, Special Assistant to the President and Deputy Director, White House Office of Faith-Based and Community Initiatives; Juliet McCarthy, Director, Center for Faith-Based and Community Initiatives at the Department of Agriculture; Cheri Nolan, Deputy Assistant Attorney General, Office of Justice Programs, Department of Justice; Joan Ohl, Commissioner for Administration on Children, Youth and Families, Department of Health and Human Services; Bobby Polito, Director, Center for Faith-Based and Community Initiatives, Department of Health and Human Services; Jackie Williams-Mitchell, Director, Office of Rural Housing and Economic Development, Department of Housing and Urban Development; and Harry Wilson, Associate Commissioner, Family and Youth Services Bureau, Department of Health and Human Services.

Mission/Work Plan: This committee will focus its efforts on programs for disadvantaged youth that address their need to have caring, responsible adults in their lives, and to be provided with the opportunity to have meaningful roles in their communities. The committee will begin its work by reviewing all related youth programs in the areas of human services (including programs targeted to troubled families) and voluntary service. We will compile the agencies' program performance and outcome measures that are related to these programs, and consider where similar measures might be used across programs. We will work in conjunction with the Research, Performance and Accountability Committee to develop ways of better implementing these accountability measures. We will develop recommendations for coordinating interagency efforts to serve disadvantaged youth, and identify opportunities for collaboration.

- 4) **Research, Performance and Accountability Committee.** This committee is chaired by David Reingold, Ph.D., Director of Research and Planning Development, Corporation for National and Community Service.

Members: Duane Alexander, M.D., Director, National Institute of Child Health and Human Development, National Institutes of Health; Grover Whitehurst, Ph.D., Director for the Institute of Education Sciences, Department of Education; Andrea Barthwell, M.D., Deputy Director for Demand Reduction, Office of National Drug Control Policy; Howard Rolston, Ph.D., Director, Planning Research and Evaluation, Administration for Children and Families, Department of Health and Human Services; Yvonne Maddox, Ph.D., Deputy Director, National Institute of Child Health and Human Development, National Institutes of Health; Adolfo Trevino, Management Staff Chief, Office of Justice Programs, Department of Justice; Craig Wacker, Examiner for the Education Branch, Office of Management and Budget; Terrence Donahue, Senior Advisor to the Assistant Attorney General, Office of Justice Programs, Department of Justice; Mary Cassell, Examiner for the Education Branch, Office of Management and Budget; and Tony Cheesebrough, Program Examiner, Office of Management and Budget.

Mission/Work Plan: The mission of this committee is to: 1) Strengthen the application of results-oriented design and oversight over grantees and partners through the establishment of basic principles to govern the federal stewardship role in this area and improve the management and results of youth programs; 2) Develop strategies and guidelines for permeating evidence-based practices throughout federal youth programs; 3) Propose a unified research plan that will provide a sound basis for expanding basic and practical knowledge about how federal programs, in partnerships with states, faith and community-based grantees, families, and youth can best nurture the development of young people into healthy adults.

This mission will be carried out through steps that may include the following: 1) Review the appropriateness of accountability policies, tools, practices for key youth programs and grants, considering agency effectiveness in coordination of measurement, planning and results-oriented oversight efforts across agencies. Are there terms and concepts that are used in different ways across the government, hampering collaboration and consistency? How can these inconsistencies be reconciled effectively? 2) Evaluate and make recommendations regarding comparable GPRA performance measures for all related youth programs. 3) Analyze and quantify the impact of federal efforts aimed at disadvantaged youth and share findings with program committees. 4) Develop a unified research plan to identify effective practices regarding disadvantaged youth. 5) Make recommendations for improving the management and results of youth programs.

Finally, the Task Force will also consider what mechanisms, if any, should be in place to ensure that any adjustments that are made to the current picture do not go out of focus within a short period of time after the Task Force completes its work. With so many problems affecting different groups of children, it will continue to be tempting to many in the legislative and executive branches to expand these current youth programs even further unless there is some structure that ensures clarity, coordination and collaboration. If we are successful in making some repairs to the present situation, it would make sense to take steps now to ensure that they remain in place, so that we do not find ourselves in this same predicament in the future.

Appendix I

Federal Youth Programs Survey

**Federal Youth Programs Survey
White House Task Force for Disadvantaged Youth
December 2002**

The White House Task Force for Disadvantaged Youth, created by President George W. Bush on December 20, 2002, is surveying all Federal agencies that administer programs serving young people ages 5 to 17. Please complete a survey form for *each* program your agency administered in fiscal year (FY) 2002 (October 1, 2001–September 30, 2002) that targeted or included young people between the ages of 5 and 17. Each individual program should be reported separately (even if it shares a common CFDA #).

1. Name of Department/Office administering the program:

2. Catalog of Federal Domestic Assistance (CFDA) #:

3. Name of program:

4. Contact information for person completing the form

Name:

Phone:

E-mail:

Fax:

5. Target population(s)

Check the boxes next to all populations served by the program.

Check below if the target population(s) you selected in the previous column is/are specifically mentioned in the statute for this program.

Note: This question is designed to determine whether the target population of this program is specifically mentioned in the authorizing or appropriation statutes, or is chosen at the discretion of the Federal agency or provider.

Abused/neglected youth		
Adults who work with youth (such as youth workers, law enforcement, youth corrections officials, and educators)		
All youth		
At-Risk/high-risk youth		
Children of welfare recipients		
Current or former children or youth in foster care		
Dropouts/potential dropouts		
Immigrant youth		
Juvenile delinquents/offenders		
Low-income youth or free- and reduced- price-lunch-eligible youth		
Migratory youth		
Minority youth		
Missing/exploited/abducted youth		
Native American/Alaska Native/Native Hawaiian youth		
Obese youth		
Pregnant/parenting youth		
Runaway/homeless youth		
Rural youth		
Students (includes public, private, home school)		
Sufferers of chronic disease (including HIV/AIDS)		
Unemployable or unemployed youth (under age 18)		

5. Target population(s) (continued)	Check the boxes next to all populations served by the program.	Check below if the target population(s) you selected in the previous column is/are specifically mentioned in the statute for this program.
Urban youth		
Youth at risk for STDs/HIV/AIDS/pregnancy		
Youth gang members/potential gang members		
Youth in areas identified as at-risk communities		
Youth substance abusers (drugs/alcohol)		
Youth victims of crime		
Youth with disabilities		
Youth with mental illness or serious emotional disturbances		
Youth with special needs/learning disabled		
Other 1 (specify):		
6. Age range of target population		Check the box below that matches the age ranges of the target population served by the program.
The program targets only youth whose ages fall between 5 and 17.		
The program targets youth between the ages of 5 and 17, as well as other populations.		
Please specify the other targeted populations: <input type="checkbox"/> Children ages 0-5 <input type="checkbox"/> College age youth <input type="checkbox"/> Adults		
7. Program goals (as stated in the authorizing or appropriation statutes):	Check the box(es) next to the statement(s) that best describe(s) the goal(s) of the program.	If the program has specific goals for the youth portion (ages 5-17) of the program, check the box(es) next to the major goal(s).
Improve academic performance		
Reduce the dropout rate		
Reduce juvenile delinquency and/or gang participation		
Eliminate or reduce substance abuse		
Treat substance abusers		
Enforce underage drinking laws/prohibit the sale and/or consumption of alcoholic beverages		
Reduce/eliminate school violence		
Address crime and disorder problems		
Eliminate/reduce teen pregnancy/STDs/HIV		
Address homelessness/runaway youth		
Prevent and/or reduce neglect/abuse/exploitation		
Serve victims of child abuse and neglect		
Reduce/eliminate poverty		
Provide workforce preparation/job training		
Provide social services (foster care, adoption, etc.)		
Provide day care		
Provide after-school care		
Help developmentally disabled children		

8. Program goals (as stated in the authorizing or appropriation statutes) (continued)	Check the box(es) next to the statement(s) that best describe(s) the goal(s) of the program.	If the program has specific goals for the youth portion (ages 5-17) of the program, check the box(es) next to the major goal(s).
Provide self-sufficiency skills		
Promote healthy development and well-being of children and families		
Promote good nutrition/address obesity		
Promote mental health		
Reduce/eliminate youth smoking		
Collect and/or evaluate data/conduct research		
Prevent/treat chronic diseases		
Prevent substance abuse		
Provide mentoring services		
Provide service opportunities		
Provide service learning opportunities/encourage volunteerism		
Provide character education		
Provide treatment for juvenile offenders		
Provide institutional systems support (such as the court system or the mental health system)		
Provide youth development activities (includes sports, recreation/physical activity, arts, music, growing food, building houses)		
Other (specify):		
8. Type of grant <input type="checkbox"/> Block Grant <input type="checkbox"/> Discretionary Grant <input type="checkbox"/> Contract <input type="checkbox"/> Cooperative Agreement		
9. Profile of eligible grantees	Check the box next to the profile(s) of eligible grantees.	
State government agencies		
Local government agencies		
Territories		
Nonprofit organizations		
Tribal organizations		
Faith-based organizations		
State Education Agencies (SEAs)		
Local Education Agencies (LEAs)		
Individuals		
Institutions of Higher Education		

10. Activities and services offered Note: This question is used to determine whether the services/activities the program provides are required by the authorizing or appropriation statutes, or are chosen at the discretion of the Federal agency or provider.	Check the box next to the activities and/or services offered by the program.	Check below if the service/activity you selected in the previous column is specifically mentioned in the statute for this program.
Substance abuse prevention activities		
Substance abuse treatment		
Violence/crime/delinquency prevention activities		
Juvenile offender services		
Victim assistance		
Services related to child abuse and neglect or domestic violence		
Self-sufficiency skills development		
General health care		
Pregnancy prevention (includes abstinence and family planning)		
AIDS/STD prevention		
Chronic disease prevention		
Mental health services		
Smoking prevention/cessation activities		
Services for homeless and runaway youth		
Child abuse and neglect prevention/related services		
Youth development activities (includes sports, recreation/physical activity, arts, music, growing food, building houses)		
Academic services/educationally related services (includes funds to schools/Local Education Agencies [LEAs]/State Education Agencies [SEAs] to help disadvantaged youth)		
After-school/Summer programs		
Bilingual education		
Counseling		
Mentoring		
Tutoring		
Character education (includes civic/citizenship education)		
Service activities (includes service learning, activities to increase service)		
Job training/employment skills development/employment-related activities		

10. Activities and services offered (continued)		Check the box next to the activities and/or services offered by the program.	Check below if the service/activity you selected in the previous column is specifically mentioned in the statute for this program.
Note: This question is used to determine whether the services/activities the program provides are required by the authorizing or appropriation statutes, or are chosen at the discretion of the Federal agency or provider.			
Activities to assist/support adults who work with youth (includes teachers)			
Offender treatment (such as treatment for sex offenders and substance abusers)			
Institutional systems support (such as law enforcement/court/correctional systems or the juvenile justice system, mental health system, or foster care system)			
Social services/welfare			
Parental and family intervention (includes parental participation in school and parental skills training)			
Peer activities (such as counseling and mediation)			
Clearinghouse/resource center			
Capital improvement			
Training/technical assistance			
Funding for conferences/meetings			
Research			
Evaluation activities			
Planning and program development			
Improvement of/application of technology/acquisition of equipment			
Information dissemination (such as to the public, other agencies, or youth)			
Economic/community development			
Other 1 (specify):			
11. Program funding	Total amount appropriated	Amount of budget allocated to youth ages 5-17, if known	Estimated number of beneficiaries ages 5-17 (if applicable)
FY 2001			
FY 2002			
FY 2003 request			n/a
Current FY 2004 request			n/a
12. Grant cycle	Indicate the total number of years in the grant cycle.	Indicate the current year in the grant cycle (for example, year 2 of 5).	
13. Health risk behaviors			
Please check the box next to the health risk behavior below that this program's statute(s) address(es).			
<input type="checkbox"/> Alcohol use <input type="checkbox"/> Sexual activity <input type="checkbox"/> Violent activity <input type="checkbox"/> Other (specify):			
<input type="checkbox"/> Drug use <input type="checkbox"/> Tobacco use <input type="checkbox"/> Not Applicable			

14. Office of Management and Budget (OMB) Assessment

Has OMB ever assessed this program?

 Yes No (If no, continue to question 15.)

If yes, for what fiscal year was it assessed?

Please indicate the assessment: effective ineffective unknown**15. Program evaluation****Please indicate below if this program has been evaluated during the last 5 years.** **Yes (If yes, please answer the following questions.)**a) By Whom: Independent researcher Self-evaluation Other (specify):b) Methodology: Random assignment Process evaluation
 Outcome analysis Other methodology (specify):c) Location of evaluation: One site Multiple sites All sites

d) Please provide a Web site location for the evaluation report or summary, or a citation for the evaluator/researcher:

 No (If no, continue to question 16.)**16. Nature of Federal oversight**

Please indicate below how the Federal agency monitors the effectiveness and quality of this program.

a) Onsite review/audit Desk review/audit Other (specify):

b) If you selected "onsite review/audit" above, is it conducted by:

 Federal program staff Other Federal staff Contractor (or other partner) Combined (Federal and non-Federal)

c) If you selected "desk review/audit" above, is it conducted by:

 Federal program staff Other Federal staff Contractor (or other partner) Combined (Federal & non Federal)**17. Additional information**a) **CFDA listing.** Please provide a description of the program from the CFDA listing:b) **Authorizing or appropriation statute.** Please attach a hard copy of the authorizing or appropriation statute(s) and provide the statute citation(s):c) **GPRA information.** Please provide a list of only those Government Performance Results Act (GPRA) goals that are specific to this program (latest version: FY 2004 in both hard copy and electronic copy):d) **Annual report.** Please indicate below whether an annual report is produced on this program. Yes No

If yes, please attach both a hard copy and electronic copy.

18. Please attach the current or most recent program announcement for this program.

19. In the last five years, has this program been the subject of an independent official adverse finding, been cited as at risk, in substantial need of management improvement or containing a "material weakness" or "non-conformance" under independent Federal audit or oversight authorities or governing statutes such as:

General Accounting Office	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Agency Inspector General	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Office of Management and Budget	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Federal Managers' Financial Integrity Act	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Government Management Reform Act requirement for audited financial statements	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Other (please identify):

If yes to any of the above, please attach a brief summary of the findings or a link to an HTML or PDF version of the findings.

20. If this program (in the last five years) has been the subject of an independent official positive finding (i.e., overall program or certain elements rated as "superior", better than "neutral" or "average") by Federal authorities such as the above, please attach a brief summary of the findings or a link to an HTML or PDF version of the findings.

Appendix II

Formula Factors for Federal Programs Serving Youth: Fiscal 2002* Block and Formula Grants

Agency	Block/Formula Grant**	Formula Factors
DOJ	Juvenile Accountability Incentive Block Grants Program 16.523	Population under 18
DOJ	State Formula Grants Program - Title II 16.540	Juvenile population
DOJ	Title V - Community Prevention Grants Program 16.548	Population of youth under the maximum age of original juvenile court delinquency jurisdiction
DOJ	State Challenge Activities Program 16.549	Percentage of Title V grants
DOJ	Byrne Formula Grant 16.579	Population
DOJ	Violent Offender Incarceration and Truth in Sentencing Incentive Grants (VOI/TIS) 16.586	Violent crimes
DOJ	STOP Violence Against Women Formula Grants Program 16.588	Population
DOJ	Local Law Enforcement Block Grant 16.592	Violent crimes
DOJ	Residential Substance Abuse Treatment for State Prisoners 16.593	Prison population
DOL	WIA Formula Youth 17.259	One-third on the basis of areas of substantial unemployment, one-third on the basis of excess unemployment, and one-third on the basis of the number of economically disadvantaged youth.
ED	Adult Education - State Administered Grant Program 84.002	Persons age 16 and older not required to be in school.
ED	Title I, Part A - Grants to Local Educational Agencies 84.010	State's per pupil education expenditure and low-income school-age children, and Poverty rate more than 15 percent, or more than 6,500 low-income students.
ED	Migrant Education State Grant Program 84.011	State's per pupil expenditure, and eligible migrant students ages 3-21.
ED	Prevention and Intervention Program for Children and Youth who are Neglected Delinquent or At-Risk 84.013	Neglected and delinquent children in state adult correctional facilities and enrolled in educational programs, and community day programs, times a portion of the State's per pupil expenditure
ED	Special Education Grants to States 84.027	Children ages 3-21 receiving special education services
ED	Carl D. Perkins Vocational and Technical Education Act 84.048	Population (weighted to the younger age) for 3 age groups (15-19, 20-24, 25-65), and per capita income

ED	Office of Indian Education 84.060A	Enrollment times greater of State average per pupil expenditure, or 80 percent of the national average.
ED	Vocational Rehabilitation -- State Grants 84.126	Population weighted by per capita income.
ED	Safe and Drug-Free School and Communities Act State Grants Program 84.186 A-B	Half on the basis of school-aged population and half on the basis of State shares of funding under Title I of the ESEA, which is based on school-age population and per pupil expenditures
ED	McKinney Vento Homeless Assistance Act 84.196	Population ages 5-17 and average per-pupil expenditure
ED	21st Century Community Learning Centers 84.287	Population ages 5-17 and average per-pupil expenditure
ED	Innovative Programs 84.298	Population ages 5-17
ED	Enhancing Education through Technology 84.318	(1) State's per pupil education expenditure and low-income school-age children (2) Poverty rate more than 15 percent, or more than 6,500 low-income students
ED	State Grants for Incarcerated Youth Offenders 84.331	Number of incarcerated youth offenders
ED	Comprehensive School Reform 84.332A	Title I funds: student population, and percentage of average per pupil expenditures. FIE funds: school-age population
ED	Rural Education Achievement Program 84.358	Population ages 5-17 in eligible LEAs
HHS	Section 510 Abstinence Education Grant Program 93.235	Low-income children
HHS	Promoting Safe and Stable Families 93.556	Number of children receiving food stamps.
HHS	Temporary Assistance for Needy Families (TANF) Program 93.558	Multiple factors, including poverty, state's maintenance of effort, etc.
HHS	Community Services Block Grant 93.569	Based on prior allocations
HHS	Child Care Development Fund 93.575	Children under age 5, children in the school lunch program, and the 3-year average per capita income.
HHS	Child Care Mandatory and Matching Funds of the Child Care and Development Fund 93.596	
HHS	Protection and Advocacy of Individual Rights 93.630	Population weighted by per capita income. Plus, beneficiaries of Childhood Disabilities Program
HHS	State Councils on Developmental Disabilities 93.630	Population weighted by relative per capita income. One-third (1/3) is allotted according to beneficiaries receiving benefits under Childhood Disabilities Beneficiary Program, related to the age 18 to 65 population.
HHS	Children's Justice Act 93.643	Population under 18

HHS	Child Welfare Services 93.645	Population under 21 and per capita income.
HHS	Federal Payments for Foster Care and Adoption Assistance 93.658	The medical assistance percentage, i.e., the Federal share of payments is from 50 percent to 83 percent, depending on the State, as defined in section 1905(b) of the Social Security Act
HHS	Title IV-E Adoption Assistance 93.659	The Federal medical assistance percentage (as defined in section 1905(b) of the Social Security Act) of the total expended as adoption assistance, plus a percentage of training and administrative costs.
HHS	Social Services Block Grant 93.667	Population
HHS	Child Abuse and Neglect State Grants 93.669	Number of children under 18
HHS	Family Violence Prevention and Services/Grants for Battered Women's Shelters -- Grants to States and Indian Tribes 93.671	Population
HHS	Chafee Foster Care Independence Program 93.674	Number of foster care children
HHS	State Children's Health Insurance Program 93.767	Population under 18, poverty, and State cost factor.
HHS	Mental Health Block Grant 93.958	Weighted population factors and total taxable resources.
HHS	Substance Abuse Prevention and Treatment Block Grant 93.959	Weighted population factors and cost of providing authorized services.
HHS	Substance Abuse Prevention and Treatment Block Grant/Prevention Set-Aside 93.959	Weighted population factors and cost of providing authorized services.
HHS	Maternal and Child Health Block Grant 93.994	Poverty population under age 18, and prior disbursements
HUD	Community Development Block Grant/Entitlement Grants 14.218	Dual formula: 1) population, poverty and overcrowded housing. 2) population growth lag, poverty, age of housing
HUD	Community Development Block Grants/States Program 14.228	Dual formula: 1) population, poverty and overcrowded housing. 2) population growth lag, poverty, age of housing
HUD	Emergency Shelter Grants 14.231	Dual formula: 1) population, poverty and overcrowded housing. 2) population growth lag, poverty, age of housing
HUD	Indian Housing Block Grant 14.867	Current assisted housing stock. Need for low-income housing
USDA	4H Youth Development 10.500	Population below poverty level
USDA	School Breakfast Program 10.553	Number of breakfasts (free, paid, or reduced price) served times the national average payment. Schools with a high percentage of needy children and high breakfast costs may receive more.

USDA	National School Lunch Program 10.555	Number of lunches (free, paid or reduced price) served times national average payment.
USDA	Special Milk Program for Children 10.556	Poverty (two formulas, one above 130 percent of poverty, the other below 130 percent). Reimbursement is for milk served to these populations.
USDA	Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) 10.557	Number of eligible participants, with adjustments for caseload size and salary differentials.
USDA	Child and Adult Care Food Program 10.558	Poverty factors; formulas vary.
USDA	Summer Food Service Program for Children 10.559	Children under 18, and poverty determines reimbursement.

** Note: These programs address the disadvantaged youth population either in whole or in part.*

*** This column includes program title and Catalog of Federal Domestic Assistance number.*

Appendix III

Federal Programs Serving Disadvantaged Youth Fiscal Years 2002 and 2003

**White House Task Force for Disadvantaged Youth
Federal Program Funding Dedicated Youth Ages 5-17, estimated, FY 2002 and 2003***

Organization	Program	FY 02 Appropriation	FY 2002 Funding dedicated to youth (*est, where available)	FY 03 Appropriation	FY 2003 Funding dedicated to youth (*est, where available)
Corporation for National and Community Service					
	AmeriCorps State*National	\$240,492,000	\$161,060,860	\$173,863,000	
	AmeriCorps*NCCC	\$25,000,000		\$24,838,000	
	AmeriCorps*VISTA	\$85,255,000		\$93,674,000	
	Learn and Serve America - Higher Education	\$10,750,000		\$10,611,000	
	Learn and Serve America-Community-Based Organization/School-Based Organizations	\$32,250,000	\$32,250,000	\$32,111,000	\$32,250,000
	Foster Grandparent Program	\$106,700,000	\$68,000,000	\$111,115,000	
	Retired and Senior Volunteer Program (RSVP)	\$54,884,000		\$58,501,000	
	Subtotal	\$555,331,000	\$261,310,860	\$504,713,000	\$32,250,000
Department of Defense					
National Guard	About Face	\$4,616,868	\$4,616,868	\$7,252,000	\$7,252,000
	National Guard Challenge Program	\$62,500,000	\$50,000,000	\$64,850,000	\$51,000,000
	Subtotal	\$67,116,868	\$54,616,868	\$72,102,000	\$58,252,000
Department of the Interior					
Bureau of Indian Affairs	Indian Child and Family Education (FACE)	\$12,210,000		\$15,164,000	
	Indian Social Services: Welfare Assistance	\$24,000,000		\$25,000,000	
	Administrative Cost Grants for Indian Schools	\$43,065,000		\$44,772,000	
	Assistance for Indian Children with Severe Disabilities	\$3,813,000		\$3,797,000	
	Indian Education - Assistance to Schools	\$17,113,000	\$17,113,000	\$16,908,000	\$16,908,000
	Indian Education Facilities Maintenance	\$45,904,000		\$49,182,000	
	Indian Education Facilities Operations	\$55,473,000		\$55,423,000	
	Indian School Equalization Program	\$343,933,000		\$347,204,000	
	Indian Schools - Student Transportation	\$36,546,000		\$37,262,000	
	Replacement and Repair of Indian Schools	\$323,563,000		\$327,606,000	
	Therapeutic Residential Model	\$2,918,300		\$2,942,000	
	Indian Child Welfare Act	\$11,645,000		\$11,050,000	
	Services to Indian Children, Elderly and Families	\$29,418,000		\$31,516,000	
NRHP	Teaching with Historic Places	\$171,731			
	Subtotal	\$949,773,031	\$17,113,000	\$967,826,000	\$16,908,000
Department of Justice					
ATF	Gang Resistance Education and Training (G.R.E.A.T.)	\$16,000,000	\$13,000,000		\$13,000,000
DEA	Public Education on Drug Abuse - Information	\$1,000,000		\$1,000,000	
COPS	Cops in Schools (Community Oriented Policing Services)	\$180,000,000		\$39,740,000	
Office of Justice	Balanced and Restorative Justice Project	\$0		\$0	

Programs	Executive Office for Weed and Seed	\$58,925,000	\$14,750,000	\$58,542,000	\$14,750,000
	Local Law Enforcement Block Grant	\$400,000,000		\$397,515,000	
Bureau of Justice Assistance	Byrne Earmark, Alaska Native Justice Center	\$1,702,800		\$993,500	
	Byrne Earmark, Miami Dade MAD DADS	\$194,000		\$0	
	Byrne Earmark, National Fatherhood Initiative	\$2,700,000		\$2,980,500	
	Byrne Earmark, Regional Tribal Justice Center for Lake, Mendocino and Sonoma Counties	\$388,000		\$0	
	Byrne Earmark, San Bernardino County/Night Light Program	\$997,800		\$0	
	Byrne Earmark, Santee-Lynches Multi-Jurisdictional Community Oriented Policing Demonstration Project Youthful Offender Focus	\$485,000		\$0	
	Byrne Earmark, Youth and Young Adult Intervention Program	\$242,000	\$242,000	\$0	
	Byrne Formula Grant	\$500,000,000	\$11,000,000	\$496,750,000	
	Community Prosecution	\$0		\$0	
	Residential Substance Abuse Treatment for State Prisoners (RSAT)	\$70,000,000		\$64,599,000	
	Serious and Violent Offender Reentry Initiative	\$14,934,000		\$14,837,000	
	Sex Offender Management Discretionary Grant	\$4,949,000		\$4,957,000	
	Tribal Courts Assistance Program	\$7,982,400		\$7,948,000	
	Violent Offender Incarceration and Truth in Sentencing Incentive Grants (VOI/TIS)	\$0		\$0	
National Institute of Justice	Juvenile Breaking the Cycle	\$1,000,000	\$1,000,000	\$745,125	
	Conflict Resolution for School Personnel Project	\$42,000			
Office of Juvenile Justice and Delinquency Prevention	Anti-Defamation League's -- Partners Against Hate	\$0		\$0	
	Attorney Training in Juvenile Justice	\$0	\$1,931,722	\$0	\$1,931,722
	Big Brothers/Big Sisters of America	\$0	\$5,000,000	\$0	\$5,000,000
	Blueprints/Life Skills Training Program	\$0		\$0	
	Byrne Earmark, Boys and Girls Clubs of America		\$70,000,000		\$60,000,000
	Chicago Violence Program		\$151,683		
	Child Abuse Training for Judicial Personnel and Practitioners	\$2,296,000		\$2,281,000	
	Crimes Against Children Research Center Phase 2				
	Crimes Against Children Research Center Phase 3				
	Disproportionate Minority Confinement	\$0		\$0	
	Enforcing the Underage Drinking Laws (EUDL) (Discretionary)	\$6,640,000		\$6,596,840	
	Evaluation Facilitation of the tribal Youth Program (program evaluation)	\$0	\$549,457	\$0	
	Evaluation of Juvenile Mentoring Program	\$0	\$1,595,000	\$0	\$1,595,000
	Evaluation of Parents Anonymous (program evaluation)	\$0	\$300,000	\$0	\$300,000
	Evaluation of Safe Start Initiative	\$0	\$999,920	\$0	\$1,000,000

Gang-Free Schools and Communities: Community Based Gang Intervention	\$11,974,000		\$11,896,000	
Hate Crimes Involving Juveniles as Victims and Offenders	\$0		\$0	
It's about the Children Drug Awareness Campaign				
Juvenile Accountability Incentive Block Grants (JAIBG) Program	\$249,450,000	\$193,977,500	\$188,765,000	
Juvenile Justice Telecommunications Assistance Project	\$0		\$0	
Juvenile Justice/Substance Abuse Integration				
National Council of Juvenile and Family Court Judges		\$8,962,018		
National Institute of Juvenile Justice and Delinquency Prevention	\$58,513,000	\$52,661,700	\$88,677,000	\$9,000,000
National Juvenile Detention Association: Training and Technical Assistance Efforts for Juvenile Corrections Workers and Line Staff	\$0		\$0	
National Juvenile Sex Offender Training Project -- University of Oklahoma Health Science Center	\$0		\$0	
National Law-Related Education Program/Youth for Justice		\$1,900,000		\$1,900,000
National Youth Court Center	\$0		\$0	
Performance-based Standards for Juvenile Accountability Incentive Block Grant (JAIBG)	\$0		\$0	
Performance-based Standards for Juvenile Detention and Correction Facilities (PBS) Project	\$0		\$0	
Police Athletic League Youth Enrichment Program (PALYEP)		\$4,100,000		
Risk Focused Policing	\$0		\$0	
Safe Kids/Safe Streets: Community Approaches to Reducing Abuse and Neglect and Preventing Delinquency	\$0		\$0	
Safe Start Initiative	\$10,000,000	\$10,000,000	\$9,935,000	\$10,000,000
Second National Incidence Study of Missing, Abducted, Runaway and Thrownaway Children	\$0		\$0	
State Challenge Activities Program	\$10,700,000	\$8,780,640	\$9,913,000	
State Formula Grants Program - Title II	\$88,804,000	\$76,271,612	\$83,255,000	
Title V - Community Prevention Grants Program	\$30,352,000	\$26,709,760	\$2,512,000	
Training and TA to Federal, State, Local and Tribal Law Enforcement Agencies	\$0		\$0	
Tribal Youth Program	\$12,472,000		\$12,391,000	
Tribal Youth Training and Technical Assistance Program	\$0		\$0	
Utility of Mental Health Assessments in Incarcerated Youth	\$0	\$0	\$0	\$0

	Victims of Child Abuse - Child Abuse Investigation and Prosecution	\$8,481,000		\$10,929,000	
	Victims of Child Abuse - Court Appointed Special Advocates	\$11,975,000		\$11,897,000	
	West Farms Career Academy - Phipps Community Development Corporation				
	Youth Violence Alternative Project	\$0	\$183,300	\$0	\$183,300
	Missing Children's Assistance Program	\$28,000,000		\$32,633,000	
	Juvenile Mentoring Program (JUMP)	\$15,965,000	\$15,965,000	\$15,861,000	
	Truancy Reduction Demonstration Program	\$0	\$675,000	\$0	
	Enforcing Underage Drinking Laws Program	\$18,360,000		\$18,240,000	
	Rural Domestic Violence and Child Victimization	\$39,945,000		\$39,685,000	
Office on Violence	Enforcement Grant Program				
Against Women	Safe Havens: Supervised Visitation and Safe Exchange Program	\$15,000,000		\$14,903,000	
	STOP Violence Against Indian Women Discretionary Grants Program	\$9,237,350		\$9,166,900	
	STOP Violence Against Women Formula Grants Program	\$168,337,000		\$145,515,000	
Office for Victims of Crime	Children's Justice Act Partnerships for Indian Communities	\$3,000,000	\$3,000,000	\$2,980,500	
	Subtotal	\$2,061,043,350	\$523,706,312	\$1,808,639,365	\$118,660,022
Department of Labor					
Employment and	Job Corps	\$1,458,732,000	\$554,300,000	\$1,518,550,000	\$582,200,000
Training Admin.	Migrant and Seasonal Farm worker Youth Activities	\$9,000,000	\$4,500,000	\$1,800,000	
	Rewarding Youth Achievement Grants	\$20,000,000	\$0	\$0	
	WIA Formula Youth	\$1,127,965,000	\$1,127,965,000	\$1,000,965,000	
	Youth Offender Demonstration Initiative	\$55,000,000		\$55,000,000	
	Youth Opportunity Grants	\$225,000,000	\$112,000,000	\$44,500,000	\$22,000,000
OAT/ELS	Apprenticeship and Training	\$21,406,000		\$20,834,000	
Office of Disability Employment Policy	High School/High Tech Program	\$750,000	\$750,000	\$1,800,000	\$1,200,000
Women's Bureau	Girls' E-Mentoring in Science, Engineering and Technology	\$185,500	\$185,500	\$0	
	Subtotal	\$2,918,038,500	\$1,799,700,500	\$2,643,449,000	\$605,400,000
Department of Transportation					
NHTSA	Aspirando la Seguridad en Trafico	\$55,000		\$100,000	
	Community Anti-Drug Coalitions Juvenile Holdover Program	\$180,000	\$180,000		
	Corazón de mi Vida	\$150,000		\$100,000	
	Farm Safety 4 Just Kids: Buckle Up or Eat Glass	\$30,000	\$30,000		
	National Organizations for Youth Safety (NOYS)	\$150,000	\$150,000	\$150,000	\$150,000
	Native American Outreach	\$50,000	\$40,000	\$50,000	\$50,000

	Jack & Jill of America Inc. "A Habit For Life" JJA says Buckle Up!	\$75,000			
	Asian American Outreach	\$25,000			
	Subtotal	\$715,000	\$400,000	\$400,000	\$200,000
Department of Education					
Office of Elementary and Secondary Education	21st Century Community Learning Centers	\$1,000,000,000		\$993,500,000	
	Class-Size Reduction Program	\$0		\$0	
	Comprehensive Regional Assistance Centers	\$28,000,000		\$27,818,000	
	Comprehensive School Reform	\$235,000,000	\$299,850,000	\$233,473,000	\$299,850,000
	Grants for Enhanced Assessment Instruments	\$17,000,000			
	Improving Literacy Through School Libraries	\$12,500,000	\$12,375,000	\$12,419,000	
	Innovative Programs	\$385,000,000	\$385,000,000	\$382,498,000	\$385,000,000
	McKinney Vento Homeless Assistance Act	\$50,000,000	\$50,000,000	\$54,642,000	
	Migrant Ed - High School Equivalency Program (HEP)	\$23,000,000		\$23,347,000	
	Migrant Education -- National Migrant Education Hotline	\$0		\$0	
	Migrant Education Coordination Program - Consortium Incentive Grants	\$0		\$0	
	Migrant Education Coordination Program - Interstate and Intrastate Coordination Grants	\$0		\$0	
Migrant Education Coordination Program -- National Coordination Activities	\$0		\$0		
Migrant Education Even Start	\$0	\$8,750,000	\$0		
Migrant Education State Grant Program	\$396,000,000		\$395,413,000		
Office of Indian Education	\$120,368,000		\$121,573,000		
Prevention and Intervention Program for Children and Youth who are Neglected Delinquent or At-Risk	\$48,000,000				
Reading First State Grants	\$900,000,000	\$900,000,000	\$993,500,000	\$1,000,000,000	
Rural Education Achievement Program	\$162,500,000	\$162,500,000	\$167,653,000		
Title I, Part A - Grants to Local Educational Agencies	\$10,350,000,000		\$11,684,311,000		
Even Start Tribes and Tribal Organizations	\$0		\$0		
William F. Goodling Even Start Family Literacy Programs	\$250,000,000		\$248,375,000		
Enhancing Education through Technology	\$700,500,000		\$695,947,000		
Advanced Placement Test Fee Program and	\$22,000,000	\$22,000,000	\$23,347,000	\$22,000,000	
Advanced Placement Incentive Program					
Close Up Fellowship Program	\$1,500,000	\$1,500,000	\$1,490,000	\$1,500,000	
Cultural Partnership for At-Risk Children & Youth	\$4,000,000	\$4,000,000	\$4,000,000		
John F. Kennedy Center for the Performing Arts	\$6,500,000	\$6,500,000	\$6,000,000		
Native Hawaiian Curriculum Development, Teacher Training and Recruitment Program	\$0		\$0		
Office of Innovation and Improvement					

	Parent Assistance and Local Family Information Centers	\$40,000,000	\$28,000,000	\$42,224,000	
	Professional Development of Music Educators	\$2,000,000	\$2,000,000	\$6,500,000	
	Public Charter Schools Program	\$200,000,000	\$182,400,000	\$198,700,000	\$182,400,000
	Reading is Fundamental	\$24,000,000	\$23,000,000	\$25,334,000	\$24,000,000
	Ready to Learn Television	\$22,000,000	\$16,000,000	\$22,850,000	\$22,000,000
	School Dropout Prevention	\$10,000,000	\$9,500,000	\$10,929,000	
	Very Special Arts	\$6,500,000		\$7,000,000	
	Voluntary Public School Choice Program	\$25,000,000	\$23,000,000	\$25,831,000	\$23,000,000
	Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)	\$285,000,000	\$285,000,000	\$293,082,000	\$285,000,000
Office of Post-Secondary Educ	Talent Search	\$143,500,000	\$132,000,000	\$142,300,000	\$132,000,000
	Upward Bound	\$264,200,000	\$252,000,000	\$268,400,000	\$256,000,000
	Upward Bound Math-Science	\$31,800,000	\$31,000,000	\$31,800,000	\$31,000,000
Safe and Drug-Free Schools	Carol M. White Physical Education Program	\$50,000,000	\$50,000,000	\$59,610,000	
	Elementary and Secondary School Counseling Program	\$32,500,000	\$32,200,000	\$32,289,000	\$0
	Grants to Reduce Alcohol Abuse	\$25,000,000	\$25,000,000	\$24,838,000	
	Life Skills for State and Local Prisoners Program	\$0		\$0	
	Mentoring Program	\$17,500,000	\$17,325,000	\$17,386,000	\$0
	National Coordinator Program	\$37,500,000	\$37,500,000	\$16,091,000	
	Safe and Drug-Free School and Communities Act State Grants Program	\$472,017,000	\$472,017,000	\$468,949,000	
	Safe Schools/Healthy Students	\$171,588,449	\$159,577,258	\$184,600,000	
	State Grants for Incarcerated Youth Offenders	\$17,000,000		\$18,380,000	
Office of Special Education and Rehabilitative Services	Native Hawaiian Special Education Program	\$0	\$2,278,390	\$0	\$2,278,390
	Special Education Grants to States	\$7,528,533,000		\$8,874,398,000	
	Switzer Fellowship (1), Field Initiated Research (2), Rehabilitation Research Training Center (1)	\$0	\$1,055,000	\$0	
	Coordinated technical assistance and dissemination	\$53,481,000		\$53,133,000	
	Personnel Preparation to Improve Services and Results for Children with Disabilities	\$90,000,000		\$91,899,000	
	Research and Innovation to Improve Services and Results for Children with Disabilities	\$78,380,000		\$77,210,000	
	Special Education; State Program Improvement Grant	\$51,700,000		\$51,364,000	
	Studies and Evaluations	\$0		\$0	
	Technology Development, Demonstration, and Utilization and Media Services	\$37,710,000		\$37,961,000	
	Training and Information for Parents of Children with Disabilities	\$26,000,000		\$26,328,000	
	Braille Training Program	\$0	\$0	\$0	\$0
	Demonstration and Training Programs	\$21,238,000		\$20,895,000	

	Parent Information and Training (PIT) & PIT Technical Assistance Center	\$0		\$0	
	Projects With Industry	\$22,071,000		\$21,928,000	
	Vocational Rehabilitation -- State Grants	\$2,481,383,000		\$2,533,492,000	
	Adult Education - State Administered Grant Program	\$575,000,000		\$571,262,000	
Office of Vocational and Adult Educ	Assistance for the Outlying Areas	\$0	\$1,480,000	\$0	\$1,480,000
	Native Hawaiian Vocational Education Program	\$0	\$424,000	\$0	
	Tech Prep Demonstration Program	\$5,000,000		\$4,968,000	
	Community Technology Centers Program	\$32,500,000		\$32,475,000	
	Carl D. Perkins Vocational and Technical Education Act	\$1,180,000,000		\$1,192,200,000	
	Subtotal	\$28,771,969,449	\$3,635,231,648	\$31,555,912,000	\$2,667,508,390
Office of National Drug Control Policy					
	Drug Free Communities Support Program Grants	\$50,600,000		\$59,610,000	
	National Youth Anti-Drug Media Campaign	\$179,941,000	\$2,300,000	\$149,025,000	
	Subtotal	\$230,541,000	\$2,300,000	\$208,635,000	\$0
Environmental Protection Agency					
	Environmental Education grants	\$2,800,000		\$2,800,000	
	National Environmental Education Training Program	\$1,815,000		\$1,814,000	
	Subtotal	\$4,615,000	\$0	\$4,614,000	\$0
Department of Health and Human Services					
Administration for Children and Families	Adoption Incentive Program	\$43,000,000		\$42,720,500	
	Family Support (PNS)	\$0		\$0	
	Projects of National Significance (PNS)	\$11,684,000		\$12,402,854	
	Protection and Advocacy of Individual Rights	\$35,000,000		\$36,262,750	
	State Councils on Developmental Disabilities	\$69,800,000		\$71,134,600	
	University Centers for Excellence in Developmental Disabilities Education, Research and Service (UCEDDS)	\$24,000,000		\$24,961,688	
	Native American Languages Grant Program	\$45,912,000		\$45,456,599	
	Social Economic Development Strategies (SEDS)	\$0		\$0	
	Adoption Opportunities	\$27,335,000		\$27,226,868	
	Chafee Foster Care Independence Program	\$140,000,000		\$181,727,000	
	Child Abuse and Neglect Discretionary Activities	\$26,081,000		\$33,844,571	
	Child Abuse and Neglect State Grants	\$22,013,000		\$21,869,916	
	Child Welfare Services	\$291,986,000		\$290,088,091	
	Children's Justice Act	\$17,000,000		\$0	
	Community Based Family Resource and Support Program	\$33,412,000		\$33,199,790	
	Federal Payments for Foster Care and Adoption Assistance	\$5,055,492,000		\$4,884,500,000	
	Promoting Safe and Stable Families	\$374,997,000		\$404,350,000	
	Title IV-E Adoption Assistance	\$1,426,000,000		\$1,584,500,000	

	Child Care Development Fund	\$4,800,000,000		\$4,803,344,039	
	Runaway and Homeless Youth - Basic Center program	\$48,288,000		\$49,473,320	
	Runaway and Homeless Youth - State Collaboration/Demonstration Grants for Positive Youth Development	\$0		\$0	
	Runaway and Homeless Youth - Transitional Living Program and Maternity Group Homes	\$39,736,000		\$40,504,995	
	Runaway and Homeless Youth/Education and Prevention Grants to Reduce Sexual Abuse of Runaway, Homeless and Street Youth (Street Outreach)	\$14,999,000		\$15,399,250	
	Community Services Block Grant	\$649,967,000		\$645,762,085	
	Family Violence Prevention and Services Program Discretionary Grants	\$0		\$0	
	Family Violence Prevention and Services/Grants for Battered Women's Shelters -- Grants to State Domestic Violence Coalitions	\$0		\$0	
	Family Violence Prevention and Services/Grants for Battered Women's Shelters -- Grants to States and Indian Tribes	\$124,459,000		\$126,403,005	
	National Youth Sports Program (NYSP)	\$17,000,000	\$17,000,000	\$16,889,500	
	Social Services Block Grant	\$1,700,000,000		\$1,700,000,000	
	Child Support Enforcement	\$3,452,313,000		\$3,245,970,000	
	OCSE Access and Visitation program	\$10,000,000		\$10,000,000	
	Temporary Assistance for Needy Families (TANF) Program	\$16,908,625,291		\$16,908,625,291	
	Social Services Research and Demonstration program	\$30,918,000		\$34,748,910	
CDC	Childhood Lead Poisoning Prevention Program	\$43,000,000		\$41,997,000	
	Community Coalition Partnerships for the Prevention of Teen Pregnancy/Capacity Building for the Prevention of Teen Pregnancy	\$13,100,000		\$13,019,000	
	Cooperative Agreement to Support Comprehensive School health programs to prevent the spread of HIV & other important health problems	\$58,800,000	\$43,000,000	\$57,835,000	\$43,000,000
	HIV Prevention Projects for Community-Based Organizations Targeting Men of Color Who have sex with men	\$9,100,000			
	HIV Related Applied Research	\$229,573	\$229,573	\$200,000	\$200,000
	Tobacco Control Program	\$58,224,135		\$99,930,000	
	Prevention Research Centers Program	\$26,182,000			
	Injury Prevention and Control Research	\$43,000,000	\$10,100,000	\$0	\$10,100,000
	National Academic Centers for Excellence on Youth Violence Prevention	\$9,276,980	\$9,276,980	\$0	\$9,276,980

	National Oral Health Programs	\$10,839,000		\$11,710,000	
	National Youth Violence Prevention Resource Center	\$2,319,246	\$2,319,246	\$25,506,000	\$2,319,246
	Residential Fire Prevention	\$1,900,000			
CMMS	Health Care Financing Research, Demonstrations and Evaluations [CMS Research]	\$117,201,000	\$4,344,000	\$73,712,000	\$0
HRSA	State Children's Health Insurance Program	\$3,682,000,000		\$4,751,000,000	
	Special Projects of National Significance	\$25,000,000		\$24,838,000	
	Consolidated Health Centers	\$1,343,175,000		\$1,504,806,000	
	Health Care for the Homeless	\$0		\$0	
	Healthy Schools Healthy Communities	\$0		\$0	
	Public Housing Primary Care	\$0		\$0	
	Coordinated HIV Services and Access to Research for Children, Youth, Women and Families	\$59,597,512		\$59,597,512	
	Coordinated Services and Access to Research for Women, Infants, Children, and Youth: Youth Initiative	\$6,062,052		\$6,062,052	
	Center for Maternal and Child Oral Health	\$1,450,229		\$1,350,000	
	Healthy Start	\$89,952,000		\$98,346,000	
	Integrated health and behavioral health care for children, adolescents, and their families	\$600,000		\$800,000	
	Maternal and Child Health Block Grant	\$595,700,000		\$729,965,000	
	National Adolescent Health Information Center; Adolescent Health Center for State Maternal and Child Health Personnel;	\$2,334,721		\$2,250,000	
	Section 510 Abstinence Education Grant Program	\$50,000,000		\$49,675,000	
	Medical Home for Children with Special Health Care Needs	\$2,500,000	\$2,500,000	\$5,000,000	\$2,500,000
	SPRANS Community-Based Abstinence Education Project Grants		\$36,200,000	\$54,643,000	
Indian Health Svc	Rural Health Outreach Grant Program	\$30,900,000		\$0	
Natl Institutes of Health	Child and Youth Initiative				\$700,000
	Alcohol Research Center Grants	\$26,150,000			
	Alcohol Research Programs	\$234,261,000			
	Cancer Control	\$208,208,000			
	Center for Research for Mothers and Children	\$515,093,000			
	Drug Abuse Research Programs	\$888,105,000			
	Mental Health Research Grants	\$857,021,000			
	Nursing Research	\$99,632,000			
	Oral Diseases and Disorders Research	\$237,906,000			
ASPE	Policy Research and Evaluation Grants	\$4,500,000			
Office on Minority Health	Family and Community Violence Prevention Program	\$7,400,000	\$5,850,000	\$7,351,900	\$6,100,000

Office of Population Affairs	Adolescent Family Life program (research)	\$220,000		\$993,500	
	Adolescent Family Life Program (demonstration)	\$28,924,000	\$28,900,000	\$30,921,694	\$31,100,000
	Family Planning Personnel Training Program	\$7,600,000		\$7,000,000	
Office of Family Planning	Family Planning Program (services)	\$242,000,000		\$247,800,000	
	Family Planning Service Delivery Improvement Research	\$4,800,000		\$8,900,000	
Ofc on Women's Health	National Bone Health Campaign	\$1,671,000	\$1,619,924	\$1,688,950	\$1,701,223
SAMHSA/CMHS	Circles of Care	\$0	\$1,920,000	\$0	\$1,920,000
	Community Youth Mental Health Promotion and Violence/Substance Abuse Prevention	\$0	\$4,932,107	\$0	
	Comprehensive Community Mental Health Services Program for Children and Their Families	\$96,631,000		\$98,052,000	
	Hotline Evaluation and Linkage Program	\$0		\$0	
	Mental Health Block Grant	\$433,000,000		\$437,140,000	
	National Child Traumatic Stress Initiative	\$0	\$27,000,000	\$0	\$27,000,000
	National Suicide Prevention Resource Center (NSPRC)	\$0		\$0	
	Protection & Advocacy for Individuals with Mental Illness (PAIMI) Act of 1986	\$32,500,000		\$33,779,000	
	School Guidelines and Related Activities of National Strategy for Suicide Prevention	\$0		\$0	
	Statewide Family Networks	\$0	\$190,000	\$0	\$180,000
	TCE (Targeted Capacity Expansion) - Prevention and Early Intervention	\$0	\$1,100,000	\$0	
	Youth Violence Prevention Program	\$0	\$9,810,000	\$0	\$9,000,000
SAMHSA/CSAP	Alaska Comprehensive Integrated Approach to FASD (fetal alcohol spectrum disorder)	\$0		\$0	
	Community Initiated Interventions	\$0		\$0	
	Ecstasy, Other Club Drugs, Methamphetamines and Inhalants	\$0	\$9,000,000	\$0	\$4,500,000
	Fetal Alcohol Spectrum Disorder (FASD) Center for Excellence	\$0		\$0	
	Fetal Alcohol Syndrome Prevention Education Initiative	\$0		\$0	
	Four State Consortium on FAS/FAE	\$0		\$0	
	Girl Power!	\$0	\$365,000	\$0	
	Hispanic Latino Boys and their Fathers	\$0	\$303,540	\$0	\$333,677
	MADD Youth Steering Committee	\$0	\$25,000	\$0	
	Mentoring and Family Strengthening	\$0	\$3,500,000	\$0	\$3,500,000
	National Association for Children of Alcoholics	\$0	\$45,000	\$0	
	National Clearinghouse on Alcohol and Drug Information (NCADI)	\$0		\$0	
	Parenting is Prevention/National Families in Action	\$0	\$25,000	\$0	\$100,000

	Prevention of Underage Alcohol Use	\$0		\$0	
	Reality Check	\$0		\$0	
	Regional Alcohol and Drug Awareness Resource Network (part of NCADI contract)	\$0		\$0	
	Soy Unica Soyo Latina Hispanic Initiative	\$0		\$0	
	Starting Early Starting Smart	\$0		\$0	
	State Incentive Grants Discretionary Program	\$0		\$0	
	Substance Abuse and HIV Prevention in Minority Communities	\$0	\$28,575,000	\$0	\$28,575,000
	Substance Abuse Prevention and Treatment Block Grant/Prevention Set-Aside	\$345,000,000	\$280,000,000	\$350,786,000	\$289,000,000
	Cooperative Agreement to Study Children of Women with Alcohol, Drug Abuse, and Mental Health Disorders Who have Histories of Violence	\$0	\$350,000	\$0	
SAMHSA/CSAT	Cooperative Agreements for Strengthening Communities in the Development of Comprehensive Drug and Alcohol Treatment Systems for Youth	\$0		\$0	
	Development of Comprehensive Drug/Alcohol and Mental Health Treatment Systems for Persons Who Are Homeless	\$0	\$1,129,729	\$0	
	Evaluation of Outpatient Treatment Models for Persons with Co-occurring Substance Abuse and Mental Health Disorders	\$0		\$0	
	Grants to Improve the Quality and Availability for Residential Treatment and its Continuing Care Component for Adolescents	\$0		\$0	
	Juvenile Treatment Drug Courts/TCE	\$0	\$1,889,390	\$0	
	Practice Improvement Collaborative	\$0		\$0	
	Substance Abuse Prevention and Treatment Block Grant	\$1,380,000,000		\$1,403,145,600	
	Targeted Capacity Expansion	\$0		\$0	
	Targeted Capacity Expansion for HIV/AIDS	\$0		\$0	
	Subtotal	\$47,373,082,739	\$531,499,489	\$45,531,165,827	\$471,106,126
Department of Housing and Urban Development					
CPD	Empowerment Zones/Enterprise Communities Program	\$45,000,000		\$30,000,000	
	Community Development Block Grant/Entitlement Grants	\$3,038,700,000	\$263,221,187	\$1,310,379,000	
	Community Development Block Grants/Special Purpose Grants/Insular Areas	\$7,000,000	\$1,296,553	\$0	
	Community Development Block Grants/States Program	\$1,302,300,000	\$28,392,615	\$3,057,551,000	
	Emergency Shelter Grants	\$150,000,000	\$150,000,000	\$0	\$150,000,000
	Supportive Housing Program	\$1,123,000,000	\$1,123,000,000	\$1,217,000,000	\$1,130,000,000

	Shelter Plus Care		\$0		\$0
ONAP	Indian Housing Block Grant	\$641,122,812		\$645,000,000	
OPIH	HOPE VI	\$492,425,000		\$570,000,000	
ORHED	Youthbuild collaborations	\$65,000,000		\$60,000,000	
OUP	Community Outreach Partnership Center	\$7,500,000		\$7,000,000	
	Subtotal	\$6,872,047,812	\$1,565,910,355	\$6,896,930,000	\$1,280,000,000
Department of Agriculture					
CSREES	4H Youth Development	\$25,688,000	\$85,541,710	\$25,521,000	\$85,541,710
	Children, Youth and Families at Risk (CYFAR)	\$8,481,000	\$5,682,270	\$8,426,000	
FNS	Child and Adult Care Food Program	\$1,831,000,000		\$1,925,000,000	
	Commodity Supplemental Food Program	\$92,813,000		\$114,500,000	
	Community Food Projects Competitive Grant Program	\$5,000,000		\$5,000,000	
	Food Stamps	\$22,822,824,000	\$14,699,407	\$26,168,692,000	
	National School Lunch Program	\$6,020,000,000		\$6,389,000,000	
	School Breakfast Program	\$1,541,000,000		\$1,681,000,000	
	Special Milk Program for Children	\$18,000,000		\$15,000,000	
	Special Supplemental Food Program for Women, Infants and Children (WIC)	\$4,460,000,000		\$4,696,000,000	
	Summer Food Service Program for Children	\$307,000,000		\$288,000,000	
	Subtotal	\$37,131,806,000	\$105,923,387	\$41,316,139,000	\$85,541,710
Grand Total (of available funding data only)		\$ 126,936,079,749	\$ 8,497,712,419	\$ 131,510,525,192	\$ 5,335,826,248

* Note: While we provide funding totals for each program for FY 2002 and 2003, due to the limitations in data, most Federal program managers were unable to determine how much of the funds for their program went only for youth ages 5 to 17.

Appendix IV

Youth Goals and Performance Measures FY 2004 Government Performance Results Act Reports

Appendix IV: Government Performance and Results Act Goals and Measures Pertaining to Disadvantaged Youth *							
Department/Agency	Major Strategic Goal	"Objective" (or other term)	"Subobjective" (or other term)	Program Goals (or other term)	Performance Targets, Measures or Indicators	Primary Target Group	Example survey programs reporting
CNCS	FY 2004 plan						
CNCS/AC	II. Meeting Community Needs	1. Empowering faith-based and community organizations	Empowering Local Grassroots Initiatives for Family Formation and Development		7. The number of AmeriCorps*VISTA members serving in small community organizations	All youth/youth with special needs	AmeriCorps
CNCS/AC	II. Meeting Community Needs	3. Strengthening families to break the cycle of poverty	Empowering Local Grassroots Initiatives for Family Formation and Development		6. The number of AmeriCorps*VISTA members serving in faith-based organizations	All youth/youth with special needs	AmeriCorps
CNCS/AC	II. Meeting Community Needs	3. Strengthening families to break the cycle of poverty	Innovations Addressing At-Risk Youth Behaviors		5. The number of AmeriCorps*VISTA members serving in organizations focusing on children and youth	All youth/youth with special needs	AmeriCorps
CNCS/AC	II. Meeting Community Needs	3. Strengthening families to break the cycle of poverty	After School Programs and Child Care		5. The number of AmeriCorps*VISTA members serving in organizations focusing on children and youth	All youth/youth with special needs	AmeriCorps
CNCS/AC	II. Meeting Community Needs	3. Strengthening families to break the cycle of poverty	After School Programs and Child Care		8. The number of AmeriCorps*VISTA members serving in organizations focusing on family strengthening	All youth/youth with special needs	AmeriCorps
CNCS/AC	II. Meeting Community Needs	3. Strengthening families to break the cycle of poverty	Childhood Literacy		5. The number of AmeriCorps*VISTA members serving in organizations focusing on children and youth	All youth/youth with special needs	AmeriCorps
CNCS/LSA	I. Increasing Civic Education and Engagement				1. Number of students in projects supported by Learn and Serve America	All youth/youth with special needs	Learn and Serve America
Department/Agency	Major Strategic Goal	"Objective" (or other term)	"Sub objective" (or other term)	Program Goals (or other term)	Performance Targets, Measures or Indicators	Primary Target Group	example survey programs
DOI	FY 2003 DOI plan						
DOI/BIA	Community Development: Strengthen Tribal communities through the development of self-sustaining economies and improved human and physical infrastructure.				The Bureau will provide for a 94 percent success rate of participants in reaching their educational, training and employment objectives.	Tribal Youth	Administrative Cost Grants for Indian Schools, Indian Education Facilities Operations, Therapeutic Residential Model, Indian School Equalization Program, Indian Education Facilities Maintenance, Indian Schools - Student Transportation
DOI/BIA	Community Development: Strengthen Tribal communities through the development of self-sustaining economies and improved human and physical infrastructure.				By 2005, the Bureau will improve human capital in Indian communities and reduce the unemployment rate in Indian Country to 38 percent.	Tribal Youth	Administrative Cost Grants for Indian Schools, Indian Education Facilities Operations, Therapeutic Residential Model, Indian School Equalization Program, Indian Education Facilities Maintenance, Indian Schools - Student Transportation

DOI/BIA	Education: To provide quality education opportunities from early childhood through life in accordance with the Tribal needs for cultural and economic well-being in keeping with the wide diversity of Tribes and Alaska Native villages as distinct cultural and governmental entities.	Long-Term Goal 1: By the end of School Year 2004-2005, the Bureau will improve the succession of Indian students to each educational level from early childhood development to job placement.		By 2005, the Bureau will improve the safety and functionality of Bureau schools and facilities for clients.	The Bureau will begin construction on an additional 6 elementary and secondary schools on the FY 2001 Education Facilities Replacement Construction Priority List.	Tribal Youth	Administrative Cost Grants for Indian Schools, Indian Education Facilities Operations, Therapeutic Residential Model, Indian School Equalization Program, Indian Education Facilities Maintenance, Indian Schools - Student Transportation
DOI/BIA	Education: To provide quality education opportunities from early childhood through life in accordance with the Tribal needs for cultural and economic well-being in keeping with the wide diversity of Tribes and Alaska Native villages as distinct cultural and governmental entities.	Long-Term Goal 1: By the end of School Year 2004-2005, the Bureau will improve the succession of Indian students to each educational level from early childhood development to job placement.		By 2005, the Bureau will improve the safety and functionality of Bureau schools and facilities for clients.	FY 2003 Performance Goal: The Bureau will provide for a 2 percent increase in the proficiency of students in the areas of Math and Language Arts.	Tribal Youth	Administrative Cost Grants for Indian Schools, Indian Education Facilities Operations, Therapeutic Residential Model, Indian School Equalization Program, Indian Education Facilities Maintenance, Indian Schools - Student Transportation
DOI/BIA	Education: To provide quality education opportunities from early childhood through life in accordance with the Tribal needs for cultural and economic well-being in keeping with the wide diversity of Tribes and Alaska Native villages as distinct cultural and governmental entities.	Long-Term Goal 1: By the end of School Year 2004-2005, the Bureau will improve the succession of Indian students to each educational level from early childhood development to job placement.		By 2005, the Bureau will improve the safety and functionality of Bureau schools and facilities for clients.	FY 2003 Performance Goal: The Bureau will increase the student attendance rate at Bureau/Tribal schools to 92 percent.	Tribal Youth	Administrative Cost Grants for Indian Schools, Indian Education Facilities Operations, Therapeutic Residential Model, Indian School Equalization Program, Indian Education Facilities Maintenance, Indian Schools - Student Transportation
DOI/BIA	Education: To provide quality education opportunities from early childhood through life in accordance with the Tribal needs for cultural and economic well-being in keeping with the wide diversity of Tribes and Alaska Native villages as distinct cultural and governmental entities.	Long-Term Goal 1: By the end of School Year 2004-2005, the Bureau will improve the succession of Indian students to each educational level from early childhood development to job placement.		By 2005, the Bureau will improve the safety and functionality of Bureau schools and facilities for clients.	FY 2003 Performance Goal: The Bureau will increase teacher proficiency in new assessments to 73 percent.	Tribal Youth	Administrative Cost Grants for Indian Schools, Indian Education Facilities Operations, Therapeutic Residential Model, Indian School Equalization Program, Indian Education Facilities Maintenance, Indian Schools - Student Transportation
DOI/BIA	Education: To provide quality education opportunities from early childhood through life in accordance with the Tribal needs for cultural and economic well-being in keeping with the wide diversity of Tribes and Alaska Native villages as distinct cultural and governmental entities.	Long-Term Goal 1: By the end of School Year 2004-2005, the Bureau will improve the succession of Indian students to each educational level from early childhood development to job placement.		By 2005, the Bureau will improve the safety and functionality of Bureau schools and facilities for clients.	FY 2003 Performance Goal: The Bureau will provide for 100 percent accreditation at Bureau and Tribal schools.	Tribal Youth	Administrative Cost Grants for Indian Schools, Indian Education Facilities Operations, Therapeutic Residential Model, Indian School Equalization Program, Indian Education Facilities Maintenance, Indian Schools - Student Transportation
DOI/BIA	Education: To provide quality education opportunities from early childhood through life in accordance with the Tribal needs for cultural and economic well-being in keeping with the wide diversity of Tribes and Alaska Native villages as distinct cultural and governmental entities.	Long-Term Goal 1: By the end of School Year 2004-2005, the Bureau will improve the succession of Indian students to each educational level from early childhood development to job placement.		By 2005, the Bureau will improve the safety and functionality of Bureau schools and facilities for clients.	FY 2003 Performance Goal: The Bureau will confer 1,395 degrees at Tribally Controlled Community Colleges (TCCCs) and post-secondary schools.	Tribal Youth	Administrative Cost Grants for Indian Schools, Indian Education Facilities Operations, Therapeutic Residential Model, Indian School Equalization Program, Indian Education Facilities Maintenance, Indian Schools - Student Transportation

DOI/BIA	Education: To provide quality education opportunities from early childhood through life in accordance with the Tribal needs for cultural and economic well-being in keeping with the wide diversity of Tribes and Alaska Native villages as distinct cultural and governmental entities.	Long-Term Goal 2: By the end of School Year 2004-2005, the Bureau will provide for an improvement in technology, infrastructure, and safety management measures to maximize learning opportunities and to ensure the general well being of American Indian and Alaska Native students.		By 2005, the Bureau will improve the safety and functionality of Bureau schools and facilities for clients.	FY 2003 Performance Goal: The Bureau will increase teacher proficiency in technology use by 2 percent.	Tribal Youth	Administrative Cost Grants for Indian Schools, Indian Education Facilities Operations, Therapeutic Residential Model, Indian School Equalization Program, Indian Education Facilities Maintenance, Indian Schools - Student Transportation
DOI/BIA	Education: To provide quality education opportunities from early childhood through life in accordance with the Tribal needs for cultural and economic well-being in keeping with the wide diversity of Tribes and Alaska Native villages as distinct cultural and governmental entities.	Long-Term Goal 2: By the end of School Year 2004-2005, the Bureau will provide for an improvement in technology, infrastructure, and safety management measures to maximize learning opportunities and to ensure the general well being of American Indian and Alaska Native students.		By 2005, the Bureau will improve the safety and functionality of Bureau schools and facilities for clients.	Performance indicator 1. Percentage of parental involvement. 2. Number of incidences of substance abuse among students.	Tribal Youth	Administrative Cost Grants for Indian Schools, Indian Education Facilities Operations, Therapeutic Residential Model, Indian School Equalization Program, Indian Education Facilities Maintenance, Indian Schools - Student Transportation
DOI/BIA	Education: To provide quality education opportunities from early childhood through life in accordance with the Tribal needs for cultural and economic well-being in keeping with the wide diversity of Tribes and Alaska Native villages as distinct cultural and governmental entities.	Long-Term Goal 2: By the end of School Year 2004-2005, the Bureau will provide for an improvement in technology, infrastructure, and safety management measures to maximize learning opportunities and to ensure the general well being of American Indian and Alaska Native students.		By 2005, the Bureau will improve the safety and functionality of Bureau schools and facilities for clients.	FY 2003 Performance Goal: The Bureau will provide for a 10 percent reduction in the incidences of violence among students.	Tribal Youth	Administrative Cost Grants for Indian Schools, Indian Education Facilities Operations, Therapeutic Residential Model, Indian School Equalization Program, Indian Education Facilities Maintenance, Indian Schools - Student Transportation
Department/Agency	Major Strategic Goal	"Objective" (or other term)	"Sub objective" (or other term)	Program Goals (or other term)	Performance Targets, Measures or Indicators	Primary Target Group	example survey programs
DOJ	FY 2004 Plan						
DOJ/OJP	Goal III: Prevent and Reduce Crime and Violence by Assisting State, Tribal, Local and Community-Based Programs	3.1 Improve the crime-fighting and criminal/juvenile justice system capabilities of state, tribal, and local governments.		2.1A Support Local Criminal Justice	Byrne Programs Exhibiting High Probability of Improving the Criminal Justice System. Measures from earlier years: 1. Number of Byrne Formula supported multi-jurisdictional task force projects as projected/allocated by states (includes drug task forces); 2. Byrne	Delinquents and potential delinquents	
DOJ/OJP	Goal III: Prevent and Reduce Crime and Violence by Assisting State, Tribal, Local and Community-Based Programs	3.1 Improve the crime-fighting and criminal/juvenile justice system capabilities of state, tribal, and local governments.		2.1B Reduce Crime and Improve Criminal Justice Systems and Operations in Indian Country	Number of Grants Provided to Indian Tribes	Tribal Youth	

DOJ/FBI	Goal II: Enforce Federal Criminal Laws	2.5: Combat crimes against children and other vulnerable victims of violence and exploitation		2.5A Identify and Apprehend Child Predators and Locate Children	Number of Missing Children Located (FBI)	Missing/ Exploited children	
DOJ/FBI	Goal II: Enforce Federal Criminal Laws	2.5: Combat crimes against children and other vulnerable victims of violence and exploitation		2.5A Identify and Apprehend Child Predators and Locate Children	Convictions/Pre-Trial Diversions for Crimes Against Children Via online Computer Usage	Missing/ Exploited children	
DOJ/OJP/ BJA	Goal III: Prevent and Reduce Crime and Violence by Assisting State, Tribal, Local and Community-Based Programs	3.1: Improve the crime fighting and criminal justice administration capabilities of state, tribal, and local governments		3.1A Reduce Crime and Improve Criminal Justice Administration and Operations in Indian Country (some programs may be here but may not specifically mention youth although "tribal courts" are mentioned)	Total Number of Tribal Court Grants Funded (cumulative)	Tribal Youth	
DOJ/OJP/ OJJDP	Goal III: Prevent and Reduce Crime and Violence by Assisting State, Tribal, Local and Community-Based Programs	3.2: Reduce youth crime and victimization through assistance that emphasizes both enforcement and prevention		3.2A Improve Juvenile Justice Systems	Number of Children Served by the CASA Program (Court Appointed Special Advocates)	Youth in the justice system	
DOJ/OJP/ OJJDP	Goal III: Prevent and Reduce Crime and Violence by Assisting State, Tribal, Local and Community-Based Programs	3.2: Reduce youth crime and victimization through assistance that emphasizes both enforcement and prevention		3.2B Support Early Intervention and Prevention Programs Focused on Youth Crimes	Number of Youth Enrolled in JUMP Mentoring Programs Nationwide	Youth in the justice system	
DOJ/OJP/ OJJDP	Goal III: Prevent and Reduce Crime and Violence by Assisting State, Tribal, Local and Community-Based Programs	3.2: Reduce youth crime and victimization through assistance that emphasizes both enforcement and prevention		3.2C Implement Child Victim Support	Personnel Trained in Missing & Exploited Children Issues		
DOJ/OJP/ NIJ	Goal III: Prevent and Reduce Crime and Violence by Assisting State, Tribal, Local and Community-Based Programs	3.3: Break the cycle of drugs and violence by reducing the demand for and use and trafficking of illegal drugs		3.3A Monitor Substance Abuse by Arrestees and Criminal Offenders	Total Number of ADAM Sites (Arrestee Drug Abuse Monitoring)	Substance offenders	
DOJ	Goal III: Prevent and Reduce Crime and Violence by Assisting State, Tribal, Local and Community-Based Programs	3.3: Break the cycle of drugs and violence by reducing the demand for and use and trafficking of illegal drugs		3.3B Support Programs Providing Drug Testing, Treatment and Graduated Sanctions	Total Number of New Drug Courts	Substance offenders	
DOJ	Goal III: Prevent and Reduce Crime and Violence by Assisting State, Tribal, Local and Community-Based Programs	3.3: Break the cycle of drugs and violence by reducing the demand for and use and trafficking of illegal drugs		3.3B Support Programs Providing Drug Testing, Treatment and Graduated Sanctions	Number of Offenders Treated for Substance Abuse	Substance offenders	

DOJ/OJP/ BJA	Goal III: Prevent and Reduce Crime and Violence by Assisting State, Tribal, Local and Community-Based Programs	3.4: Uphold the rights of and improve services to America's crime victims		3.4A Provide Victim Services	N/A Work in Progress	Youth victims of crime	
DOJ/ OCOPS	Goal III: Prevent and Reduce Crime and Violence by Assisting State, Tribal, Local and Community-Based Programs	3.5: Support innovative, cooperative, and community-based programs aimed at reducing crime and violence in our communities.		3.5A Support Community Policing Initiatives	New Police Officers Funded and On the Street (COPS - Community Oriented Policing Service)	Youths and their communities	
DOJ/BOP	Goal VI: Protect American Society by Providing for the Safe, Secure, and Humane Confinement of Persons in Federal Custody	6.4: Provide services and programs to facilitate inmates' successful reintegration into society, consistent with community expectations and standards		6.4A Provide Work and Education Programs	% of Inmates with a GED/High School Diploma, 7 Months Prior to Release [BOP]	Reentering offenders	
DOJ/BOP	Goal VI: Protect American Society by Providing for the Safe, Secure, and Humane Confinement of Persons in Federal Custody	6.4: Provide services and programs to facilitate inmates' successful reintegration into society, consistent with community expectations and standards		6.4A Provide Work and Education Programs	Number of Inmates Completing at Least One Vocational Program (Bureau of Prisons/BOP)	Reentering offenders	
OJJDP	FY 2004 Plan (developmental measures)						
DOJ/OJP/ OJJDP	Goal III: Prevent and Reduce Crime and Violence by Assisting State, Tribal, Local and Community-Based Programs	3.2: Reduce youth crime and victimization through assistance that emphasizes both enforcement and prevention		To develop, refine, and implement model training and technical assistance programs to improve the juvenile and family courts handling of abuse and neglect cases and design model programs to improve state court systems	1. Site visits made by grantee to model courts; FY04: 26	Abused youth/children	Child Abuse Training for Judicial Personnel and Practitioners
DOJ/OJP/ OJJDP	Goal III: Prevent and Reduce Crime and Violence by Assisting State, Tribal, Local and Community-Based Programs	3.2: Reduce youth crime and victimization through assistance that emphasizes both enforcement and prevention		To develop, refine, and implement model training and technical assistance programs to improve the juvenile and family courts handling of abuse and neglect cases and design model programs to improve state court systems	2. Number of training programs for and about; FY04: 55	Abused youth/children	Child Abuse Training for Judicial Personnel and Practitioners
DOJ/OJP/ OJJDP	Goal III: Prevent and Reduce Crime and Violence by Assisting State, Tribal, Local and Community-Based Programs	3.2: Reduce youth crime and victimization through assistance that emphasizes both enforcement and prevention		To develop, refine, and implement model training and technical assistance programs to improve the juvenile and family courts handling of abuse and neglect cases and design model programs to improve state court systems	3. Number of new technical assistance publications; FY04: 5	Abused youth/children	Child Abuse Training for Judicial Personnel and Practitioners

DOJ/OJP/OJJDP	Goal III: Prevent and Reduce Crime and Violence by Assisting State, Tribal, Local and Community-Based Programs	3.2: Reduce youth crime and victimization through assistance that emphasizes both enforcement and prevention		To (1) provide support to missing and exploited children, their families, practitioners, and the public by providing technical assistance, training and research; and (2) to assist in the development of effective policies, enhancement services, and improvement of criminal justice system response to missing children	2. Number of criminal justice, regulatory and social service personnel trained in missing and exploited children's issues; FY04: 56,000	Missing/ Exploited Youth	Missing and Exploited Children's Program
DOJ/OJP/OJJDP	Goal III: Prevent and Reduce Crime and Violence by Assisting State, Tribal, Local and Community-Based Programs	3.2: Reduce youth crime and victimization through assistance that emphasizes both enforcement and prevention		To (1) provide support to missing and exploited children, their families, practitioners, and the public by providing technical assistance, training and research; and (2) to assist in the development of effective policies, enhancement services, and improvement of criminal justice system response to missing children	3. Number of electronic forensic examinations; FY04: 1,800	Missing/ Exploited Youth	Missing and Exploited Children's Program
DOJ/OJP/OJJDP	Goal III: Prevent and Reduce Crime and Violence by Assisting State, Tribal, Local and Community-Based Programs	3.2: Reduce youth crime and victimization through assistance that emphasizes both enforcement and prevention		To (1) provide support to missing and exploited children, their families, practitioners, and the public by providing technical assistance, training and research; and (2) to assist in the development of effective policies, enhancement services, and improvement of criminal justice system response to missing children	4. Number of investigations; FY04: 1,200	Missing/ Exploited Youth	Missing and Exploited Children's Program
DOJ/OJP/OJJDP	Goal III: Prevent and Reduce Crime and Violence by Assisting State, Tribal, Local and Community-Based Programs	3.2: Reduce youth crime and victimization through assistance that emphasizes both enforcement and prevention		To develop, demonstrate and test programs to increase perception among children and youth that drug use is risky, harmful and unattractive, and also establish a rational framework (that is, one substantiated by years of research focused on risk-focused prevention) for preventing and responding to adolescent problem behavior.	1. Number of middle/junior high school students reached (life skills program); FY04: 49,306		Drug Prevention Demonstration Program

DOJ/OJP/OJJDP	Goal III: Prevent and Reduce Crime and Violence by Assisting State, Tribal, Local and Community-Based Programs	3.2: Reduce youth crime and victimization through assistance that emphasizes both enforcement and prevention		To develop, demonstrate and test programs to increase perception among children and youth that drug use is risky, harmful and unattractive, and also establish a rational framework (that is, one substantiated by years of research focused on risk-focused prevention) for preventing and responding to adolescent problem behavior	2. Number of prevention programs implemented (life skills program); FY04: 35	Youth substance abusers	Drug Prevention Demonstration Program
DOJ/OJP/OJJDP	Goal III: Prevent and Reduce Crime and Violence by Assisting State, Tribal, Local and Community-Based Programs	3.2: Reduce youth crime and victimization through assistance that emphasizes both enforcement and prevention		To develop, demonstrate and test programs to increase perception among children and youth that drug use is risky, harmful and unattractive, and also establish a rational framework (that is, one substantiated by years of research focused on risk-focused prevention) for preventing and responding to adolescent problem behavior. This program is comprised of two components: life skills (which is a proven drug prevention strategy that is being duplicated across sites) and drug demonstration (which focuses on risk-focused prevention)	3. Number of youth served (drug demonstration program); FY04: To Be Decided	Youth substance abusers	Drug Prevention Demonstration Program
DOJ/OJP/OJJDP	Goal III: Prevent and Reduce Crime and Violence by Assisting State, Tribal, Local and Community-Based Programs	3.2: Reduce youth crime and victimization through assistance that emphasizes both enforcement and prevention		To provide support through training and technical assistance to professionals and Child Advocacy Centers (CACs) involved in investigating, prosecuting and treating child abuse.	1. Technical assistance consultations provided by a. Regional child advocacy centers FY04: 1,797(RCAC); b. National Children's Alliance (NCA) FY04: 43 ; c. American Prosecutor's Research Institute (APRI) FY04: 3, 300	Youth victims of abuse	Improving Investigation & Prosecution of Child Abuse
DOJ/OJP/OJJDP	Goal III: Prevent and Reduce Crime and Violence by Assisting State, Tribal, Local and Community-Based Programs	3.2: Reduce youth crime and victimization through assistance that emphasizes both enforcement and prevention		To provide support through training and technical assistance to professionals and Child Advocacy Centers (CACs) involved in investigating, prosecuting and treating child abuse.	2. Number of training events (including national conferences) provided by; a. Regional child advocacy centers (RCAC) FY04: 156; b. National Children's Alliance (NCA) FY04: 23 ; c. American Prosecutor's Research Institute (APRI) FY04: 80	Youth victims of abuse	Improving Investigation & Prosecution of Child Abuse
DOJ/OJP/OJJDP	Goal III: Prevent and Reduce Crime and Violence by Assisting State, Tribal, Local and Community-Based Programs	3.2: Reduce youth crime and victimization through assistance that emphasizes both enforcement and prevention		To provide support through training and technical assistance to professionals and Child Advocacy Centers (CACs) involved in investigating, prosecuting and treating child abuse.	3. Number of child abuse professionals trained in issues of child abuse (APRI only); FY04: 7,000	Youth victims of abuse	Improving Investigation & Prosecution of Child Abuse

DOJ/OJP/OJJDP	Goal III: Prevent and Reduce Crime and Violence by Assisting State, Tribal, Local and Community-Based Programs	3.2: Reduce youth crime and victimization through assistance that emphasizes both enforcement and prevention		To provide States and units of local government with funds to develop programs to promote greater accountability in the juvenile justice system.	1. Number of juvenile accountability programs implemented; FY04: To Be Decided	Youth offenders	Juvenile Accountability Incentive Block Grants (JAIBG)
DOJ/OJP/OJJDP	Goal III: Prevent and Reduce Crime and Violence by Assisting State, Tribal, Local and Community-Based Programs	3.2: Reduce youth crime and victimization through assistance that emphasizes both enforcement and prevention		To provide States and units of local government with funds to develop programs to promote greater accountability in the juvenile justice system.	2. Number of juvenile accountability research, evaluation and demonstration programs implemented (discretionary); FY03: 25, FY04: To Be Decided	Youth offenders	Juvenile Accountability Incentive Block Grants (JAIBG)
DOJ/OJP/OJJDP	Goal III: Prevent and Reduce Crime and Violence by Assisting State, Tribal, Local and Community-Based Programs	3.2: Reduce youth crime and victimization through assistance that emphasizes both enforcement and prevention		Funding under Title V provides grants, technical assistance and/or training for local delinquency prevention programs	1. Number of Project Sentry "Safe School Task Forces" established within the School Safety Initiative; FY04: No Answer	Students	Title V-Local Delinquency Prevention (Safe School, Project Sentry, Tribal Youth, Combating Underage Drinking, and Community Prevention)
DOJ/OJP/OJJDP	Goal III: Prevent and Reduce Crime and Violence by Assisting State, Tribal, Local and Community-Based Programs	3.2: Reduce youth crime and victimization through assistance that emphasizes both enforcement and prevention		Funding under Title V provides grants, technical assistance and/or training for local delinquency prevention programs	2. Number of Tribes Implementing Programs within: a. Category I-Reduce, control, prevent crime and delinquency both by and against tribal youth FY02: 37; b. Category II-Interventions for court-involved tribal youth FY02: 26 ; c. Category III-Improvement to tribal juvenile justice system FY02: 14; d. Category IV-Prevention programs focusing on drugs and alcohol FY02: 27; e. Category V-Tribal Mental Health Services FY04: 5	Tribal youth crime victims and perpetrators	Title V-Local Delinquency Prevention (Safe School, Project Sentry, Tribal Youth, Combating Underage Drinking, and Community Prevention)
DOJ/OJP/OJJDP	Goal III: Prevent and Reduce Crime and Violence by Assisting State, Tribal, Local and Community-Based Programs	3.2: Reduce youth crime and victimization through assistance that emphasizes both enforcement and prevention		Funding under Title V provides grants, technical assistance and/or training for local delinquency prevention programs	3. Number of underage drinking programs implemented; FY04: 17	Underage alcohol users	Title V-Local Delinquency Prevention (Safe School, Project Sentry, Tribal Youth, Combating Underage Drinking, and Community Prevention)
DOJ/OJP/OJJDP	Goal III: Prevent and Reduce Crime and Violence by Assisting State, Tribal, Local and Community-Based Programs	3.2: Reduce youth crime and victimization through assistance that emphasizes both enforcement and prevention		Funding under Title V provides grants, technical assistance and/or training for local delinquency prevention programs	4. Number of Community Prevention programs; FY04: 365	Delinquents/ Youth at risk for violating community norms	Title V-Local Delinquency Prevention (Safe School, Project Sentry, Tribal Youth, Combating Underage Drinking, and Community Prevention)
DOJ/OJP/OJJDP	Goal III: Prevent and Reduce Crime and Violence by Assisting State, Tribal, Local and Community-Based Programs	3.2: Reduce youth crime and victimization through assistance that emphasizes both enforcement and prevention		Funding under Title II provides grants, technical assistance and/or training for juvenile justice system support and delinquency prevention programs	1. Number trained in juvenile justice system improvements; FY04: 200,000	Youth in the justice system	Title II-Juvenile Justice and Delinquency Prevention
DOJ/OJP/OJJDP	Goal III: Prevent and Reduce Crime and Violence by Assisting State, Tribal, Local and Community-Based Programs	3.2: Reduce youth crime and victimization through assistance that emphasizes both enforcement and prevention		Funding under Title II provides grants, technical assistance and/or training for juvenile justice system support and delinquency prevention programs	2. Number of comprehensive gang programs; FY04: 14 continuing, 0 new	Youth in gangs	Title II-Juvenile Justice and Delinquency Prevention

DOJ/OJP/OJJDP	Goal III: Prevent and Reduce Crime and Violence by Assisting State, Tribal, Local and Community-Based Programs	3.2: Reduce youth crime and victimization through assistance that emphasizes both enforcement and prevention		Funding under Title II provides grants, technical assistance and/or training for juvenile justice system support and delinquency prevention programs	3. Number of Incentive (State Challenge) activities implemented by states; FY04: 110	Delinquents/ Youth at risk for violating community norms	Title II-Juvenile Justice and Delinquency Prevention
DOJ/OJP/OJJDP	Goal III: Prevent and Reduce Crime and Violence by Assisting State, Tribal, Local and Community-Based Programs	3.2: Reduce youth crime and victimization through assistance that emphasizes both enforcement and prevention		Funding under Title II provides grants, technical assistance and/or training for juvenile justice system support and delinquency prevention programs	4. Number of Youth Enrolled in Mentoring Programs Nationwide; FY04: 20,500	Youth who need mentors	Title II-Juvenile Justice and Delinquency Prevention
Department/Agency	Major Strategic Goal	"Objective" (or other term)	"Sub objective" (or other term)	Program Goals (or other term)	Performance Targets, Measures or Indicators	Primary Target Group	example survey programs
DOL	FY 2004 Plan						
DOL/ETA	Outcome Goal 1.1: Increase Employment, Earnings and Assistance	Increase access and employment opportunities for youth and adults with disabilities receiving employment, training, and employment support services by developing and testing effective practices:			Increase by 5 percent the entered employment rate at pilot sites.	Youth with disabilities in need of jobs	
DOL/ETA	Outcome Goal 1.1: Increase Employment, Earnings and Assistance	Increase access and employment opportunities for youth and adults with disabilities receiving employment, training, and employment support services by developing and testing effective practices:			Increase by 10 percent the 3-month and 6-month retention rates for people with disabilities served by the pilots.	Youth with disabilities in need of jobs	
DOL/ETA	Outcome Goal 1.1: Increase Employment, Earnings and Assistance	Increase access and employment opportunities for youth and adults with disabilities receiving employment, training, and employment support services by developing and testing effective practices:			Increase by 10 percent effective practices identified at pilot sites.	Youth with disabilities in need of jobs	
DOL/ETA	Outcome Goal 1.1: Increase Employment, Earnings and Assistance	Increase access and employment opportunities for youth and adults with disabilities receiving employment, training, and employment support services by developing and testing effective practices:			Increase by 5 percent the number of people with disabilities served at pilot sites.	Youth with disabilities in need of jobs	

DOL/ETA	Outcome Goal 1.2: Increase the Number of Youth Making A Successful Transition to Work	1.2A Increase placements and educational attainments of youth.			60% of youth not in education, employment, training or the military at registration will have entered employment or enrolled in post-secondary education or advanced training/occupational skills training or the military by the end of the first quarter after exit;	Youth in need of education completion, training or jobs	
DOL/ETA	Outcome Goal 1.2: Increase the Number of Youth Making A Successful Transition to Work	1.2A Increase placements and educational attainments of youth.			50% of youth without a diploma, GED or certificate at registration will earn a diploma, GED or certificate, excluding those youth still enrolled in secondary school at point of Measurement;	Youth in need of education completion, training or jobs	
DOL/ETA	Outcome Goal 1.2: Increase the Number of Youth Making A Successful Transition to Work	1.2A Increase placements and educational attainments of youth.			The literacy and numeracy skills of participants will improve by x% or X grade level.	Youth in need of education completion, training or jobs	
DOL/ETA	Outcome Goal 1.2: Increase the Number of Youth Making A Successful Transition to Work	1.2 B: Improve educational achievements of Job Corps students, increase participation of Job Corps graduates in employment and education, and maintain cost efficiency of program operations.			85% of Job Corps graduates will enter employment or education after exit from the program;	Youth in need of education completion, training or jobs	
DOL/ETA	Outcome Goal 1.2: Increase the Number of Youth Making A Successful Transition to Work	1.2 B: Improve educational achievements of Job Corps students, increase participation of Job Corps graduates in employment and education, and maintain cost efficiency of program operations.			56% of students will attain a GED, high school diploma, or certificate after exit from the program;	Youth in need of education completion, training or jobs	
DOL/ETA	Outcome Goal 1.2: Increase the Number of Youth Making A Successful Transition to Work	1.2 B: Improve educational achievements of Job Corps students, increase participation of Job Corps graduates in employment and education, and maintain cost efficiency of program operations.			The literacy and numeracy skills of participants will improve by x% or x grade level.	Youth in need of education completion, training or jobs	
DOL/ETA	Outcome Goal 3.2: Foster Equal Opportunity Workplaces	Increase the employment of persons with disabilities who participated in DOL financial assistance programs under WIA.			Increase the number of Job Corp trainees with disabilities who successfully completed the Job Corps program by 1%.	Youth with disabilities in need of education completion, training or jobs	

DOL/ETA	Outcome Goal 3.2: Foster Equal Opportunity Workplaces	Increase the employment of persons with disabilities who participated in DOL financial assistance programs under WIA.			Increase the percentage of persons with disabilities who exited the WIA system and who received intensive and training services by 1%.	Youth with disabilities in need of education completion, training or jobs	
Department/Agency	Major Strategic Goal	"Objective" (or other term)	"Sub objective" (or other term)	Program Goals (or other term)	Performance Targets, Measures or Indicators	Primary Target Group	example survey programs
ED	2002-2007 Strategic Plan						
ED	Goal I: Create a culture of achievement	1.1 Link federal education funding to accountability for results.			Percentage of states with complete school accountability systems in place as required by the No Child Left Behind Act;	Students	
ED	Goal I: Create a culture of achievement	1.3 Increase information and options for parents			The percentage of parents who report having the information they need to determine the effectiveness of their child's school; FY 03 - 5% over baseline (not specified)	Parents of students	
ED	Goal I: Create a culture of achievement	1.3 Increase information and options for parents			Percentage of students in grades K-12 that are attending a school (public or private) that their parents have chosen; FY	Students	
ED	Goal I: Create a culture of achievement	1.3 Increase information and options for parents			Number of children attending charter schools (in thousands); FY 03: 828,000	Students	
ED	Goal I: Create a culture of achievement	1.3 Increase information and options for parents			Of eligible children, the percentage using supplemental educational services under the provisions of Title I (Baseline TBD)	Students	
ED	Goal II: Improve student achievement	2.1 Ensure that all students read on grade level by third grade			The number of states meeting their targets for third-grade reading achievement; low-income students, FY 03 = 45; students with disabilities, FY 03 = 45; English language learners, FY 03 = 45	Low income, disabled or ESL students	
ED	Goal II: Improve student achievement	2.3 Improve the Performance of all high school students			The number of states meeting their targets for eighth-grade mathematics achievement. FY 03: low-income students = 45; students with disabilities = 45; ESL = 45	Low income, disabled or ESL students	
ED	Goal II: Improve student achievement	2.3 Improve the Performance of all high school students			The percentage of 8th grade students scoring at or above the basic and proficient levels on the NAEP. FY 03: Low income: Basic = 43%; Proficient = 11%; Students with disabilities Basic = 23%; Proficient = 5%; ESL Basic = 22%;	Low income, disabled or ESL students	
ED	Goal II: Improve student achievement	2.3 Improve the Performance of all high school students			The number of states meeting their targets for high school reading achievement. FY 03: low-income students = 45; students with disabilities = 45; ESL = 45	Low income, disabled or ESL students	
ED	Goal II: Improve student achievement	2.3 Improve the Performance of all high school students			The number of States meeting their targets for high school mathematics achievement. FY 03: Low income = 45; Students with disabilities = 45; ESL = 45	Low income, disabled or ESL students	
ED	Goal II: Improve student achievement	2.3 Improve the Performance of all high school students			The percentage of all 12 th grade students scoring at or above the basic and proficient levels on the NAEP. FY 03: students with disabilities, Basic = 25; Proficient = 5; ESL, Basic = 29; Proficient = 3	Disabled or ESL students	
ED	Goal II: Improve student achievement	2.3 Improve the Performance of all high school students			Advance Placement participation; Advance Placement Achievement; High school completion	Students	

ED	Goal III: Develop safe schools and strong character	3.1 Ensure that our nation's schools are safe and drug-free and that students are free of alcohol, tobacco, and other drugs			Number of violent crimes experienced at school by students ages 12 through 18; FY 03 = 869,400 and number of <u>serious</u> violent crimes experienced at school by students ages 12 through 18; FY 03 = 182,500	Students at risk for violence	
ED	Goal III: Develop safe schools and strong character	3.1 Ensure that our nation's schools are safe and drug-free and that students are free of alcohol, tobacco, and other drugs			Alcohol. The percentage of youth ages 12-17 who reported using alcohol in the past 30 days., FY 03 = 12.2%	Students at risk for substance abuse	
ED	Goal III: Develop safe schools and strong character	3.1 Ensure that our nation's schools are safe and drug-free and that students are free of alcohol, tobacco, and other drugs			Tobacco (cigarettes). The percentage of youth ages 12-17 who reported smoking a cigarette in the past 30 days. (2000 baseline = 13.4%); FY 03 = 10.3%	Students at risk for substance abuse	
ED	Goal III: Develop safe schools and strong character	3.1 Ensure that our nation's schools are safe and drug-free and that students are free of alcohol, tobacco, and other drugs			Marijuana. The percentage of youth ages 12-17 who reported using marijuana in the past 30 days. FY 03 = 5.3%	Students at risk for substance abuse	
ED	Goal III: Develop safe schools and strong character	3.1 Ensure that our nation's schools are safe and drug-free and that students are free of alcohol, tobacco, and other drugs			Cocaine. The percentage of youth ages 12-17 who reported using cocaine in the past 30 days. FY 03 = 0.37%	Students at risk for substance abuse	
ED	Goal III: Develop safe schools and strong character	3.1 Ensure that our nation's schools are safe and drug-free and that students are free of alcohol, tobacco, and other drugs			Heroin. The percentage of youth ages 12-17 who reported using heroin in the past 30 days. FY 03 = 0.15%	Students at risk for substance abuse	
ED	Goal III: Develop safe schools and strong character	3.1 Ensure that our nation's schools are safe and drug-free and that students are free of alcohol, tobacco, and other drugs			Alcohol. Percent of high school students who report any alcohol use on school property in the previous 30 days. (2001 Baseline = 5%); FY 03 = 5%	Students at risk for substance abuse	
ED	Goal III: Develop safe schools and strong character	3.1 Ensure that our nation's schools are safe and drug-free and that students are free of alcohol, tobacco, and other drugs			Cigarettes. Percent of high school students who report any cigarette use on school property in the previous 30 days. (2001 Baseline = 14%); FY 03 = 14%	Students at risk for substance abuse	
ED	Goal III: Develop safe schools and strong character	3.1 Ensure that our nation's schools are safe and drug-free and that students are free of alcohol, tobacco, and other drugs			Marijuana. Percent of high school students who report any marijuana use on school property in the previous 30 days. (2001 Baseline = 7%); FY 03 = 7%	Students at risk for substance abuse	

ED	Goal III: Develop safe schools and strong character	3.1 Ensure that our nation's schools are safe and drug-free and that students are free of alcohol, tobacco, and other drugs			Illicit Drugs. Percent of high school students who report being offered, sold, or given an illegal drug on school property in the previous 12 months. (2001 Baseline = 30%); FY 03 = 29%	Students at risk for substance abuse	
ED	Goal III: Develop safe schools and strong character	3.2 Promote strong character and citizenship among our nation's youth			Percentage of students in grades 6-12 who participated in community service; FY 03 = 56%	Students serving communities	
ED	Goal III: Develop safe schools and strong character	3.2 Promote strong character and citizenship among our nation's youth			Percent of 14 to 18 year olds who believe cheating occurs by half or most students. FY 03 = 39%	Students	
ED	Goal V: Enhance the quality of and access to postsecondary and adult education	5.1 Reduce the gaps in college access and completion among student populations differing by race/ethnicity, socioeconomic status, and disability while increasing the educational attainment of all			Percentage of 16-24 year-old high school graduates enrolled in college the October following graduation; FY 03: Low income = 53.5%	Low income students	
ED	Goal V: Enhance the quality of and access to postsecondary and adult education	5.1 Reduce the gaps in college access and completion among student populations differing by race/ethnicity, socioeconomic status, and disability while increasing the educational attainment of all			Percentage of parents of students in middle and high school who talked with a counselor about the availability of financial aid for postsecondary study; FY 03 low income, middle school = 27%; high school = 46%	Low income students	
ED	Goal V: Enhance the quality of and access to postsecondary and adult education	5.1 Reduce the gaps in college access and completion among student populations differing by race/ethnicity, socioeconomic status, and disability while increasing the educational attainment of all			Percentage of parents of students in middle and high school who talked with a counselor about the academic requirements for postsecondary study. FY 03 low income, middle school = 10.5%; high school = 38%	Low income students	
ED			(Selected Measures for Individuals with Disabilities Education Act, as submitted with surveys)	(Selected Measures for Individuals with Disabilities Education Act, as submitted with surveys)	(Selected Measures for Individuals with Disabilities Education Act, as submitted with surveys)		

ED			B2.1 Regular education settings (school age). The percentage of children with disabilities ages 6 through 21 who are reported by states as being served in the regular education classroom at least 80 percent of the day will increase.	C1.2 Service settings. The percentage of children primarily receiving age-appropriate services in home, community-based settings, and programs designed for typically developing peers will increase.	D1.1 Responsive to critical needs: The percentage of IDEA program priorities that are determined by expert panels to respond to critical needs of children with disabilities and their families will increase. A) Research and innovation; b) Technology; c) Personnel preparation; d) Technical assistance; e) State improvement	Students with disabilities	
ED			B2.2 Performance on National Assessment of Educational Progress (NAEP). The percentage of students with disabilities who meet or exceed basic levels in reading, math, and science in the NAEP will increase. The percentage of students who are excluded from the NAEP because of their disabilities will decrease.	C 2.1 Functional abilities: The percentage of children participating in the Part C program that demonstrate improved and sustained functional abilities will increase	D3.2 Practitioners use results: Expert panels determine that practitioners, including policy-makers, administrators, teachers, parents or others as appropriate, use products and practices developed through IDEA programs to improve results for children with disabilities. a) Research and Innovation; b) Technology; c) Personnel preparation (add number trained/employed); d) Technical assistance; e) State improvement; f) Parent training and information	Students with disabilities	
ED			B3.1 Graduation. The percentage of children with disabilities exiting school with a regular high school diploma will increase and the percentage who drop out will decrease.	C 2.2 Family capacity: The percentage of families that report that early intervention services have increased their capacity to enhance their child's development will increase.		Students with disabilities	
Department/Agency	Major Strategic Goal	"Objective" (or other term)	"Subobjective" (or other term)	Program Goals (or other term)	Performance Targets, Measures or Indicators	Primary Target Group	Example survey programs
ED	2002 Office level performance plans						
ED/OESE	To enable public elementary and secondary schools to plan, implement, or expand extended learning opportunities for the benefit of the educational, health, social service, cultural, and recreational needs of their communities.	8.1 Participants in 21st Century Community Learning Center Programs will demonstrate educational and social benefits and exhibit positive behavioral changes.		8.1.1 Achievement: Students regularly participating in the program will show continuous improvement		Students in selected communities	21st Century Community Learning Centers
ED/OESE	To enable public elementary and secondary schools to plan, implement, or expand extended learning opportunities for the benefit of the educational, health, social service, cultural, and recreational needs of their communities.	8.1 Participants in 21st Century Community Learning Center Programs will demonstrate educational and social benefits and exhibit positive behavioral changes.		8.1.2 Students participating in the program will show improvements on measures such as classroom performance, and decreased disciplinary actions or other adverse behaviors.		Students in selected communities	21st Century Community Learning Centers

ED/OESE	To enable public elementary and secondary schools to plan, implement, or expand extended learning opportunities for the benefit of the educational, health, social service, cultural, and recreational needs of their communities.	8.2 Century Community Learning Centers will offer a range of high-quality educational, developmental, and recreational services.		8.2.1 Core educational services: More than 85 percent of centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, and science.		Students in selected communities	21st Century Community Learning Centers
ED/OESE	To enable public elementary and secondary schools to plan, implement, or expand extended learning opportunities for the benefit of the educational, health, social service, cultural, and recreational needs of their	8.2 Century Community Learning Centers will offer a range of high-quality educational, developmental, and recreational services.		8.2.2 Enrichment and support activities: More than 85 percent of centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation.		Students in selected communities	21st Century Community Learning Centers
ED/OESE	To increase the numbers of low-income high school students prepared to pursue higher education.	8.1 Encourage a greater number of low-income students to participate in the AP program.					Advanced Placement Incentives Program
ED/OESE	To assist Elementary and Secondary Education Act (ESEA) recipients in improving teaching and learning for all children, particularly children at risk of education failure	8.1 Provide high-quality comprehensive technical assistance to states, territories, tribes, school districts, and schools that helps students reach high academic standards.		8.1.1 Addressing legislative priorities: 80% of comprehensive center customers served will be schoolwide programs, high-poverty schools, and Bureau of Indian Affairs-funded schools			Comprehensive Centers Program
ED/OESE/SASA	To help break the cycle of poverty and illiteracy by improving the educational opportunities of the Nation's low-income families through a unified family literacy program that integrates early childhood education, adult literacy and adult basic education, and parenting education	8.1 The literacy of participating families will improve.		8.1.3 Children's language development and reading readiness: Increasing percentages of Even Start children will achieve significant gains on measures of language development and reading			Even Start Family Literacy Program
ED/OESE/SASA	To help break the cycle of poverty and illiteracy by improving the educational opportunities of the Nation's low-income families through a unified family literacy program that integrates early childhood education, adult literacy and adult basic education, and parenting education	8.1 The literacy of participating families will improve.		8.1.4 Parenting skills: Increasing percentages of parents will show significant improvement on measures of parenting skills, home environment, and expectations for their children.			Even Start Family Literacy Program
ED/OPE	To significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education	8.1 Increase the academic performance and preparation for postsecondary education of participating students		8.1.1 Completion of academically challenging curricula: Program participants will successfully complete college preparatory courses such as algebra, geometry, chemistry, and physics at increasing rates.			Gaining Early Awareness and Readiness for Undergraduate Programs

ED/OPE	To significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education	8.2 Increase the rate of high school graduation and participation in postsecondary education of participating students.		8.2.1 Attendance, high school completion, and postsecondary enrollment: Program participants will have high rates of attendance in school, be promoted to the next grade level on time, and successfully complete high school and enroll in postsecondary education			Gaining Early Awareness and Readiness for Undergraduate Programs
ED/OPE	To significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education	8.3 Increase educational expectations for participating students and student and family knowledge of postsecondary education options, preparation, and financing		8.3.1 Knowledge of postsecondary education costs, financing, and academic preparation: Program participants and their families will increasingly report having knowledge of postsecondary education costs, available financial aid, and necessary academic preparation for college.			Gaining Early Awareness and Readiness for Undergraduate Programs
ED/OESE	To help American Indian and Alaska Native children achieve to the same challenging standards expected of all students by supporting access to programs that meet their unique educational and culturally related academic need.	8.1 American Indian and Alaska Native students served by LEAs receiving Indian Education Formula Grants will progress at rates similar to those for all students in achievement to standards, promotion, and graduation		8.1.1 Student achievement: Increasing percentages of American Indian and Alaska Native students will meet or exceed the performance standards established by national assessments			Indian Education
ED/OESE	To help American Indian and Alaska Native children achieve to the same challenging standards expected of all students by supporting access to programs that meet their unique educational and culturally related academic need.	8.1 American Indian and Alaska Native students served by LEAs receiving Indian Education Formula Grants will progress at rates similar to those for all students in achievement to standards, promotion, and graduation		8.1.2 Increasing percentages of American Indian and Alaska Native students will meet or exceed the performance standards established by states.			Indian Education
ED/OESE	To help American Indian and Alaska Native children achieve to the same challenging standards expected of all students by supporting access to programs that meet their unique educational and culturally related academic need.	8.1 American Indian and Alaska Native students served by LEAs receiving Indian Education Formula Grants will progress at rates similar to those for all students in achievement to standards, promotion, and graduation		8.1.3 Student promotion and graduation: Increasing percentages of American Indian and Alaska Native students will graduate at rates comparable to all students			Indian Education

ED/OESE	To assist all migrant students in meeting challenging academic standards and achieving graduation from high school (or a GED program) with an education that prepares them for responsible citizenship	8.1 Along with other federal programs and state and local reform efforts, the Migrant Education Program will contribute to improved school performance of migrant children.		8.1.1 Inclusion in State Assessments: In an increasing number of states, an increasing percentage of migrant students will be included in state assessments			Migrant Education
ED/OESE	To assist all migrant students in meeting challenging academic standards and achieving graduation from high school (or a GED program) with an education that prepares them for responsible citizenship	8.1 Along with other federal programs and state and local reform efforts, the Migrant Education Program will contribute to improved school performance of migrant children.		8.1.2 In an increasing number of states, an increasing percentage of migrant students will meet or exceed the proficient level on state assessments			Migrant Education
ED/OESE	To assist all migrant students in meeting challenging academic standards and achieving graduation from high school (or a GED program) with an education that prepares them for responsible citizenship	8.1 Along with other federal programs and state and local reform efforts, the Migrant Education Program will contribute to improved school performance of migrant children.		8.1.3 An increasing number of "priority for service" migrant students will receive MEP services in both the regular and summer-terms.			Migrant Education
ED/OESE	To assist all migrant students in meeting challenging academic standards and achieving graduation from high school (or a GED program) with an education that prepares them for responsible citizenship	8.1 Along with other federal programs and state and local reform efforts, the Migrant Education Program will contribute to improved school performance of migrant children.		8.1.4 In an increasing number of states, an increasing percentage of migrant students will receive services in School wide or Targeted Assistance Programs funded in part or wholly by Title 1, Part A			Migrant Education
ED/OSERS/OS EP	To conduct high-quality research that leads to high quality research products						National Institute on Disability and Rehabilitation Research
ED/OII	To assist the Native Hawaiian population to achieve challenging standards through supporting supplemental programs that meet their unique needs	8.1 Native Hawaiian students will enter school ready to learn and achieve to high standards		8.1.1 Children's school readiness: An increasing percentage of Native Hawaiian children will improve on measures of school			Native Hawaiian Education Program
ED/OII	To assist the Native Hawaiian population to achieve challenging standards through supporting supplemental programs that meet their unique needs	8.2 Teachers will receive training and have access to instructional resources that meet the unique educational needs of Native Hawaiian students		8.2.1 Professional development: Teachers participating in the program will report improved knowledge, skills, and abilities in addressing the unique educational needs of Native Hawaiian students			Native Hawaiian Education Program
ED/OSERS/RS A	Individuals with disabilities served by the Vocational Rehabilitation State Grant program will achieve high quality employment						Perkins Vocational and Technology Education-State Grants and Tech-Prep Indicators

ED/OSDFS	To help ensure that all schools are safe, disciplined, and drug free by promoting implementation of high-quality drug and violence prevention programs.	8.1 Reduce the use and availability of alcohol and drugs in schools.		8.1.1 By 2001, rates of alcohol use in schools will decline for 8th, 10th, and 12th graders, and rates of annual marijuana use in schools for the same time period will decline for 8th, 10th, and 12th graders.	2002 Rate of annual use of alcohol in school (in percentage), 8th graders 4%, 12th graders 7%; Rate of annual use of marijuana and other drugs in school (in percentage), 8th graders 3%, 12th graders 7%		Safe and Drug-Free Schools Program
ED/OSDFS	To help ensure that all schools are safe, disciplined, and drug free by promoting implementation of high-quality drug and violence prevention programs.	8.2 Reduce number of criminal and violent incidents in schools		8.2.1 Violent incidents in schools: By 2003, the proportion of high school students in a physical fight on school property will decrease, and the annual rate of students ages 12 to 18 who report experiencing serious violent crime, in school or going to and from school, will decrease.	2002 Percentage of students who reported being involved in a physical fight on school property 12%, Rate of students ages 12 to 18 who reported experiencing violence in schools or going to and from schools (per 1000 students) 7		Safe and Drug-Free Schools Program
ED/OSDFS	To help ensure that all schools are safe, disciplined, and drug free by promoting implementation of high-quality drug and violence prevention programs.	8.3 Increase the percentage of safe and drug free schools and communities grantees that achieve results-based goals		8.3.1 Grantee progress: By 2002, National Programs grantees will demonstrate substantial progress toward achieving their results based-goals and objectives established in their applications	2002 Percentage of grantees meeting their measurable goals and objectives 85%		Safe and Drug-Free Schools Program
ED/OSDFS	To help ensure that all schools are safe, disciplined, and drug free by promoting implementation of high-quality drug and violence prevention programs.	8.4 Provide crisis intervention assistance to school districts		8.4.1 Crisis intervention: By 2001, the Department will implement policies and procedures necessary to ensure rapid response to school districts seriously affected by crises that interfere with learning.			Safe and Drug-Free Schools Program
ED/OESE	At-risk students improve their achievement to meet challenging standards	8.1 Performance of the lowest-achieving students and students in high-poverty public schools will increase substantially in reading and mathematics		8.1.1 Performance of the lowest-achieving public school students and students in high-poverty public schools will increase substantially on the National Assessment of Educational Progress (NAEP) in reading and mathematics			Title 1 Grants for Schools-ESEA
ED/OESE	At-risk students improve their achievement to meet challenging standards	8.1 Performance of the lowest-achieving students and students in high-poverty public schools will increase substantially in reading and mathematics		8.1.2 Among states with 2 years of assessment data and aligned content and performance standards, an increasing number will report an increase in the percentage of students in schools with at least 50 percent poverty who meet proficient and advanced performance levels in reading and math on their state assessment systems			Title 1 Grants for Schools-ESEA

ED/OESE	At-risk students improve their achievement to meet challenging standards	8.1 Performance of the lowest-achieving students and students in high-poverty public schools will increase substantially in reading and mathematics		8.1.3 Improving schools: An increasing percentage of Title I schools will report that they have met or exceeded state or district standards for progress			Title 1 Grants for Schools-ESEA
ED/OESE	At-risk students improve their achievement to meet challenging standards	8.2 States and districts will implement standards-based accountability systems and provide effective support for school improvement efforts.		8.2.1 Establishing annual progress measures: All states will adopt or develop measures of adequate yearly progress linked to state performance standards			Title 1 Grants for Schools-ESEA
ED/OESE	At-risk students improve their achievement to meet challenging standards	8.2 States and districts will implement standards-based accountability systems and provide effective support for school improvement efforts.		8.2.2 All states will have final assessment systems or negotiated agreements that will enable them to meet the criteria in the Title I law—including alignment, inclusion of limited English proficient and special education students, disaggregated reporting, and technical quality—for two or more core subjects			Title 1 Grants for Schools-ESEA
ED/OESE	At-risk students improve their achievement to meet challenging standards	8.2 States and districts will implement standards-based accountability systems and provide effective support for school improvement efforts.		8.2.3 Schools identified for improvement: An increasing percentage of schools identified for improvement will make sufficient progress to move out of school improvement status			Title 1 Grants for Schools-ESEA
ED/OPE	Provide increased educational opportunities for low-income, first-generation students	8.1 Increase participation and completion rates of low-income, first-generation individuals in the academic pipeline		8.1.1 Persistence in and completion of education programs: TRIO students will persist in and complete their educational programs			Trio programs
Department/Agency	Major Strategic Goal	"Objective" (or other term)	"Subobjective" (or other term)	Program Goals (or other term)	Performance Targets, Measures or Indicators	Primary Target Group	example survey programs
ACF	FY 2004 ACF plan						
HHS/ACF/ CB	Goal II: Improve healthy development, safety and well-being of children and youth	6. Increase safety, permanency and well-being of children and youth		Permanency: Provide children in foster care permanency and stability in their living situations.	6.1c: Of the children who exit the foster care system through reunification, maintain the percentage of children who do this within one year of placement at 67 percent.	Foster youth	Child Welfare Services, Federal Payments for Foster Care and Adoption Assistance, Child Abuse and Neglect Discretionary Activities, Adoption Opportunities, Chafee Foster Care Independence Program
HHS/ACF/ CB	Goal II: Improve healthy development, safety and well-being of children and youth	6. Increase safety, permanency and well-being of children and youth		Permanency: Provide children in foster care permanency and stability in their living situations.	6.1d: Of the children who exit foster care through adoption, maintain the percentage that are adopted within two years of placement at 27 percent in FY 2004.	Foster youth	Child Welfare Services, Federal Payments for Foster Care and Adoption Assistance, Child Abuse and Neglect Discretionary Activities, Adoption Opportunities, Chafee Foster Care Independence Program

HHS/ACF/ CB	Goal II: Improve healthy development, safety and well-being of children and youth	6. Increase safety, permanency and well-being of children and youth		Permanency: Provide children in foster care permanency and stability in their living situations.	6.1e: Of the children who exit foster care through guardianships, increase the percentage of children who do this within two years to 62 percent.	Foster youth	Child Welfare Services, Federal Payments for Foster Care and Adoption Assistance, Child Abuse and Neglect Discretionary Activities, Adoption Opportunities, Chafee Foster Care Independence Program
HHS/ACF/ CB	Goal II: Improve healthy development, safety and well-being of children and youth	6. Increase safety, permanency and well-being of children and youth		Permanency: Provide children in foster care permanency and stability in their living situations.	6.1f. Increase the number of adoptions to 60,000 as the initial step in achieving the Goal of finalizing 300,000 adoptions from FY 2004 through FY 2008	Foster youth	Child Welfare Services, Federal Payments for Foster Care and Adoption Assistance, Child Abuse and Neglect Discretionary Activities, Adoption Opportunities, Chafee Foster Care Independence Program
HHS/ACF/ CB	Goal II: Improve healthy development, safety and well-being of children and youth	6. Increase safety, permanency and well-being of children and youth		Family and Child Well-Being- Minimize the disruption to the continuity of family and other relationships for children in foster care	6.1h For those children who have been in care less than 12 months, increase the percentage who had not more than two placement settings to 64 percent	Foster youth	Child Welfare Services, Federal Payments for Foster Care and Adoption Assistance, Child Abuse and Neglect Discretionary Activities, Adoption Opportunities, Chafee Foster Care Independence Program
HHS/ACF/ CB	Goal II: Improve healthy development, safety and well-being of children and youth	6. Increase safety, permanency and well-being of children and youth		Prepare Foster Care Youth For Independent Living: (a) enhance the education, employment and other skills of foster care youth to avoid dependency; and (b) expand		Foster youth	Child Welfare Services, Federal Payments for Foster Care and Adoption Assistance, Child Abuse and Neglect Discretionary Activities, Adoption Opportunities, Chafee Foster Care Independence Program
HHS/ACF/ CB	Goal I: Increase Economic Independence and Productivity for Families	4. Increase Affordable Child Care	Increase the number of children of low-income working families and families in training and education who have access to affordable child care	Increase access to affordable child care for low-income working families	4.1d Increase the number of children receiving child care services through CCDF, TANF-direct, and SSBG funds from the FY 2003 baseline	Low income youth needing child care	Child Care Development Fund
HHS/ACF/ CB	Goal I: Increase Economic Independence and Productivity for Families	4. Increase Affordable Child Care	Improve the availability of child care services for low-income working families.	Increase access to affordable child care for low-income working families	4.1f. Increase the proportion of centers and homes that serve families and children receiving child care subsidies from the FY 2003 baseline	Low income youth needing child care	Child Care Development Fund
HHS/ACF/ CB	Goal II: Improve health development, safety and well-being of children and youth	5. Promote early childhood development (includes children in subsidized child care over age five)	The quality of child care services and developmental outcomes for children will improve over time.	Increase quality as recognized by national accreditation and certification	5.1a. Increase by an additional one percent the number of regulated child care centers and homes nationwide accredited by nationally recognized early childhood development professional organizations and accrediting entities from the CY 2000 baseline	Low income youth needing child care	Child Care Development Fund
HHS/ACF/ CB	Goal II: Improve health development, safety and well-being of children and youth	5. Promote early childhood development (includes children in subsidized child care over age five)	The quality of child care services and developmental outcomes for children will improve over time	Increase child care quality through incentives.	5.1c Increase the number of States that encourage provider training and education through bonuses or other compensation from the FY 2003 baseline.	Low income youth needing child care	Child Care Development Fund

HHS/ACF/ FYSB	Goal II: Improve healthy development, safety and well-being of children and youth	6. Increase safety, permanency and well-being of children and youth		Provide appropriate shelter, counseling and other support services to youth and their families in high-risk situations.	6.4a Increase to X+y percent the proportion of youth living in safe and appropriate settings after exiting ACF-funded services	At-risk and/or runaway, homeless youth	Runaway and Homeless Youth - Transitional Living Program and Maternity Group Homes, Runaway and Homeless Youth/Education and Prevention Grants to Reduce Sexual Abuse of Runaway, Homeless and Street Youth (Street Outreach), Runaway and Homeless Youth - Basic Center program, Runaway and Homeless Youth - State Collaboration/Demonstration Grants for Positive Youth Development
HHS/ACF/ FYSB	Goal II: Improve healthy development, safety and well-being of children and youth	6. Increase safety, permanency and well-being of children and youth		Prevent or mitigate severe youth crises by maintaining the credibility of RHY services among youth	6.4c. Maintain the proportion of youth that contact the National Runaway Switchboard (for counseling and referral to safe shelter or other services) earlier rather than later in their runaway episode (up to the first week)	At-risk and/or runaway, homeless youth	Runaway and Homeless Youth - Transitional Living Program and Maternity Group Homes, Runaway and Homeless Youth/Education and Prevention Grants to Reduce Sexual Abuse of Runaway, Homeless and Street Youth (Street Outreach), Runaway and Homeless Youth - Basic Center program, Runaway and Homeless Youth - State Collaboration/Demonstration Grants for Positive Youth Development
HHS/ACF/ FYSB	Goal II: Improve healthy development, safety and well-being of children and youth	6. Increase safety, permanency and well-being of children and youth		Increase the involvement of youth in service to their communities	6.4d. Maintain the number of BC and TLP youth engaged in activities that help others or the community through community service and service learning	At-risk and/or runaway, homeless youth	Runaway and Homeless Youth - Transitional Living Program and Maternity Group Homes, Runaway and Homeless Youth/Education and Prevention Grants to Reduce Sexual Abuse of Runaway, Homeless and Street Youth (Street Outreach), Runaway and Homeless Youth - Basic Center program, and State Collaboration/Demonstration Grants for Positive Youth Development
HHS/ACF/ FYSB	Goal II: Improve healthy development, safety and well-being of children and youth	6. Increase safety, permanency and well-being of children and youth	6.4 Youth Programs	Strengthen youth in reaching their full potential socially and economically by providing opportunities that move them toward self-sufficiency	6.4f. Increase the number of youth in the transitional living programs who successfully complete the program	At-risk and/or runaway, homeless youth	Runaway and Homeless Youth - Transitional Living Program and Maternity Group Homes, Runaway and Homeless Youth/Education and Prevention Grants to Reduce Sexual Abuse of Runaway, Homeless and Street Youth (Street Outreach), Runaway and Homeless Youth - Basic Center program, Runaway and Homeless Youth - State Collaboration/Demonstration Grants for Positive Youth Development

HHS/ACF/ FYSB	Goal II: Improve healthy development, safety and well-being of children and youth	6. Increase safety, permanency and well-being of children and youth		Build on the strengths of Long-Term residential programs to provide skills, produce confidence and achieve lasting benefits in the lives of youth transitioning to adulthood	6.4h. Increase the number of youth in Transitional Living Programs who are provided tools, training, and experiences to feel prepared for life as Measured by youth who complete high school/GED, receive skills or job readiness training, and/or secure employment	At-risk and/or runaway, homeless youth	Runaway and Homeless Youth - Transitional Living Program and Maternity Group Homes, Runaway and Homeless Youth/Education and Prevention Grants to Reduce Sexual Abuse of Runaway, Homeless and Street Youth (Street Outreach), Runaway and Homeless Youth - Basic Center program, Runaway and Homeless Youth - State Collaboration/Demonstration Grants for Positive Youth Development
HHS/ACF/ OCS	Goal II: Improve health development, safety and well-being of children and youth NOTE: The official ACF plan places this Measure under Goal 1 (Economic Independence, etc.) but for purposes of this analysis, this Measure belongs under Goal II (Healthy Development)	6. Increase safety, permanency and well-being of children and youth.		Safety-Children are protected from abuse and neglect in their homes. The risk of harm to children will be minimized	1.5d. Achieve at the FY 2003 baseline the number of recipients of child protective services funded wholly or in part by SSBG funds	Youth in need of protective services	Social Service Block Grant
HHS/ACF/ OCS	Goal III: Increase the Health and Prosperity of Communities and Tribes	7. Build healthy, safe and supportive communities and Tribes		Build healthy, safe and supportive communities and Tribes that increase the ability of family violence victims to plan for their safety	7.2a. Increase to 200 the number of Federally recognized Indian Tribes that have family violence prevention programs	Tribal youth at risk of domestic violence	Family Violence Prevention and Services/Grants for Battered Women's Shelters -- Grants to State Domestic Violence Coalitions, Family Violence Prevention and Services Program Discretionary Grants, Family Violence Prevention and Services/Grants for Battered Women's Shelters -- Grants to States and Indian Tribes
HHS/ACF/ OCS	Goal III: Increase the Health and Prosperity of Communities and Tribes	7. Build healthy, safe and supportive communities and Tribes		Build healthy, safe and supportive communities and Tribes that increase the ability of family violence victims to plan for their safety	7.2b. Increase the capacity of the National Domestic Violence Hotline to respond to an average of 12,500 calls per month	Youth at risk of domestic violence	Family Violence Prevention and Services/Grants for Battered Women's Shelters -- Grants to State Domestic Violence Coalitions, Family Violence Prevention and Services Program Discretionary Grants, Family Violence Prevention and Services/Grants for Battered Women's Shelters -- Grants to States and Indian Tribes
HHS/ACF/ OCS	Goal III: Increase the Health and Prosperity of Communities and Tribes	7. Build healthy, safe and supportive communities and Tribes		Build healthy, safe and supportive communities and Tribes that increase the ability of family violence victims to plan for their safety	7.2c. Increase the amount of training hours provided to advocates to handle sexual assault calls	Youth at risk of domestic violence	Family Violence Prevention and Services/Grants for Battered Women's Shelters -- Grants to State Domestic Violence Coalitions, Family Violence Prevention and Services Program Discretionary Grants, Family Violence Prevention and Services/Grants for Battered Women's Shelters -- Grants to States and Indian Tribes
HHS/ACF/ OCS	Goal III: Increase the Health and Prosperity of Communities and Tribes	7. Build healthy, safe and supportive communities and Tribes		Ensure that low-income people have a stake in their community.	7.1a. Increase by two percent over the previous year the number of volunteer hours contributed by CSBG consumers in one or more community groups.	Youth serving communities	Community Service Block Grant
HHS/ACF/ OCSE	Goal I: Increase Economic Independence and Productivity for Families	3. Increase Parental Responsibility	All children in IV-D cases have financial and medical support	Increase the percentage of IV-D cases with orders for financial support.	3.1b Increase to 70 percent baseline the percentage of IV-D cases having support orders.	Youth needing child support	Child Support Enforcement

HHS/ACF/OCSE	Goal I: Increase Economic Independence and Productivity for Families	3. Increase Parental Responsibility	All children in IV-D cases receive financial and medical support from both parents.	Increase the collection rate.	3.1c Increase to 60 percent the IV-D collection rate for current support.	Youth needing child support	Child Support Enforcement
HHS/ACF/OCSE	Goal I: Increase Economic Independence and Productivity for Families	3. Increase Parental Responsibility	All children in IV-D cases receive financial and medical support from both parents.	Increase paying cases.	3.1d Increase to 60 percent the percentage of paying cases among IV-D arrearage cases.	Youth needing child support	Child Support Enforcement
HHS/ACF/OCSE	Goal I: Increase Economic Independence and Productivity for Families	3. Increase Parental Responsibility	All children have parentage established.	Increase the number of paternities established, particularly those established within one year of birth.	3.1a Increase to 98 percent the paternity establishment percentage (PEP) among children born out of wedlock.	Youth needing child support	Child Support Enforcement
HHS/ACF/OFA	Goal II: Improve health development, safety and well-being of children and youth	6. Increase safety, permanency and well-being of children and youth	(TANF)	Enhance child well-being by promoting healthy marriages and family formation and reducing out-of-wedlock pregnancies.	6.5a The number of States implementing initiatives to promote healthy marriages. (Developmental)	Youth at risk for family instability or dissolution	TANF
HHS/CDC (FY 2004 CDC Plan)							
HHS/CDC	II-B Chronic Disease Prevention and Health Promotion	Tobacco Use Prevention	Reduce cigarette smoking among youth.	Reduce the percentage of youth (grades 9-12) who smoke.	FY 03: 26.5%**	Youth who smoke or might smoke	Tobacco Control Program
HHS/CDC	II-B Chronic Disease Prevention and Health Promotion	Tobacco Use Prevention	Reduce cigarette smoking among youth.	Past month use of cigarettes by youth in grades 9-12	FY 2002 33.9	Youth who smoke or might smoke	Tobacco Control Program
HHS/CDC	II-F HIV/AIDS.	HIV Prevention among School-Aged Youth		1. Achieve and maintain the percentage of high school students who are taught about HIV/AIDS prevention in school at 90% or greater.	FY 03: 90% or more	Youth at risk for HIV	Cooperative Agreement to Support Comprehensive School health programs to prevent the spread of HIV & other important health problems, HIV Prevention Projects for Community-Based Organizations Targeting Men of Color Who have sex with men;
HHS/CDC	II-F HIV/AIDS.	HIV Prevention among School-Aged Youth		2. Increase the proportion of adolescents (grades 9-12) who abstain from sexual intercourse or use condoms if currently sexually active.	All adolescents FY 03: 89% (specific targets provided for ethnic subgroups)	Youth at risk for sexual activity	Cooperative Agreement to Support Comprehensive School health programs to prevent the spread of HIV & other important health problems, HIV Prevention Projects for Community-Based Organizations Targeting Men of Color Who have sex with men;
HHS/CDC	II-C. Environmental Health	Childhood Lead Poisoning	Reduce the burden of lead poisoning in children.	Reduce the number of children with elevated blood lead levels.*	FY 03: 35% reduction	Youth exposed to lead poisoning	Childhood Lead Poisoning Prevention Program
HHS/CDC	II-G Sexually Transmitted Diseases		Reduce the number of new HIV infections.	1. Reduce the number of HIV infection cases diagnosed each year among people <25 years of age.	FY 04: Overall: 1,900 reported cases	Youth with or at risk for HIV	Cooperative Agreement to Support Comprehensive School health programs to prevent the spread of HIV & other important health problems,
HHS/CDC	II-G Sexually Transmitted Diseases			1. Reduce the prevalence of Chlamydia trachomatis among high-risk women under age 25, from 11.6%.	FY 03: <10%	Youth with or at risk for STDs	Cooperative Agreement to Support Comprehensive School health programs to prevent the spread of HIV & other important health problems,

HHS/CDC	II-G Sexually Transmitted Diseases			2. Reduce the prevalence of Chlamydia trachomatis among women under age 25 in publicly funded family planning clinics.	FY 04: <5% median	Youth with or at risk for STDs	Cooperative Agreement to Support Comprehensive School health programs to prevent the spread of HIV & other important health problems,
HHS/CDC	II-G Sexually Transmitted Diseases			3. Reduce the incidence of gonorrhea in women aged 15-44.	FY 04: <250/100,000 women	Youth with or at risk for STDs	Cooperative Agreement to Support Comprehensive School health programs to prevent the spread of HIV & other important health problems,
HHS/CDC	II-G Sexually Transmitted Diseases			4. Reduce the incidence of PID, as measured by a reduction in hospitalizations for PID, in women aged 15-44.	FY 03: <125/100,000 women	Youth with or at risk for STDs	Cooperative Agreement to Support Comprehensive School health programs to prevent the spread of HIV & other important health problems,
HHS/CDC	II-G Sexually Transmitted Diseases			5. Reduce the number of initial visits to physicians for PID in women aged 15-44.	FY 04: <225,000 visits	Youth with or at risk for STDs	Cooperative Agreement to Support Comprehensive School health programs to prevent the spread of HIV & other important health problems,
HHS/CDC	II-I Immunization			3. The number of cases of pertussis among children under 7 years of age will be reduced.	FY 04: 2,300	Youth needing immunization	
HHS/CMMS FY 2003 CMMS plan							
HHS/CMMS	Improve Health Care Quality Across Medicaid and State Children's Health Insurance Program (SCHIP) Through the CMS/State Performance Measurement Partnership Project			FY 03: To begin working with states on the Performance Measurement Partnership Project.	Medicaid & SCHIP: - Report on results of the meeting with State representatives and identify a timeline for implementing recommendations -Initiate action steps for implementing recommendations SCHIP - Begin to implement core SCHIP performance measures	Youth needing health care or insurance	Health Care Financing Research, Demonstrations and Evaluations [CMS Research], State Children's Health Insurance Program
HHS/CMMS	Increase the number of children enrolled in regular Medicaid or SCHIP				FY 02: +1,000,000 over FY 2001	Youth needing health care or insurance	Health Care Financing Research, Demonstrations and Evaluations [CMS Research], SCHIP
HHS/CMMS	Decrease the number of uninsured children by working with States to implement SCHIP and by enrolling children in Medicaid				FY 03: TBD	Youth needing health care or insurance	Health Care Financing Research, Demonstrations and Evaluations [CMS Research], State Children's Health Insurance Program
HHS/HRSA (FY 2003 HRSA plan)							
HHS/HRSA	I. Eliminate barriers to care	A. Increase Utilization for Under Served Populations		1. Increase the number of uninsured and underserved persons served by Health Centers, with emphasis on areas with high proportions of uninsured children to help implement SCHIP.	FY 03: 12.75M	Youth needing health care	Rural Health Outreach Grant Program Healthy Start, Maternal and Child Health Block Grant

HHS/HRSA	I. Eliminate barriers to care	B. Increase Access Points		1. Increase the infrastructure of the Health Center Program to support an increase in utilization,	a) New Starts ; FY 03: 30	Youth needing health care	Rural Health Outreach Grant Program Healthy Start, Maternal and Child Health Block Grant
HHS/HRSA	I. Eliminate barriers to care	B. Increase Access Points		1. Increase the infrastructure of the Health Center Program to support an increase in utilization,	b) New Satellite Sites; FY 03: 60	Youth needing health care	Rural Health Outreach Grant Program Healthy Start, Maternal and Child Health Block Grant
HHS/HRSA	I. Eliminate barriers to care	B. Increase Access Points		1. Increase the infrastructure of the Health Center Program to support an increase in utilization,	c) Expanded Sites; FY 03: 80	Youth needing health care	Rural Health Outreach Grant Program Healthy Start, Maternal and Child Health Block Grant
HHS/HRSA	I. Eliminate barriers to care	C. Focus on Target Population		1. Achieve State-set targets for reducing the proportion of adolescents who have engaged in sexual intercourse.	FY 03: 50%	Youth at risk for sexual activity	Section 510 Abstinence Education Grant Program, SPRANS Community-Based Abstinence Education Project Grants
HHS/HRSA	I. Eliminate barriers to care	C. Focus on Target Population		2. Achieve State-set targets for reducing the incidence of youths 15-19 years old who have contracted selected sexually transmitted diseases.	FY 03: 50%	Youth with or at risk for STDs	Section 510 Abstinence Education Grant Program, SPRANS Community-Based Abstinence Education Project Grants
HHS/HRSA	I. Eliminate barriers to care	C. Focus on Target Population		3. Achieve State-set targets for reducing the rate of births to teenagers aged 15-17.	FY 03: 50%	Youth at risk for pregnancy	Section 510 Abstinence Education Grant Program, SPRANS Community-Based Abstinence Education Project Grants
HHS/HRSA	I. Eliminate barriers to care	Healthy Communities Innovation Initiative		Goal I.C.2. Provide grants to target communities to significantly reduce the number of new cases of asthma, diabetes, and obesity, and increase the number of adults and children at a healthy weight. (Developmental; more detailed measures to be established in conjunction with the working group established as Goal I.C.1 above.)	Indicator: The number of communities receiving awards.	Youth with health conditions such as asthma and obesity	
HHS/OPHS (FY 2003 OPHS plan)							
HHS/OPHS	1. Move toward establishing a balanced community health system	a. Assure every child the opportunity for a healthy start in life;		1 New measure for 2001: Birth rate per 1,000 females aged 15-17	FY03: 23.1%	Youth at risk for pregnancy	Family Planning Program (services)

HHS/OPHS	1. Move toward establishing a balanced community health system	b. Promote healthy lifestyles and behaviors;		1.7 Past month use of cigarettes by youth in grades 9-12	FY03: 32.0%	Youth who smoke or might smoke	
HHS/OPHS	1. Move toward establishing a balanced community health system	b. Promote healthy lifestyles and behaviors;		.8 Percent of people aged 18-74 who engage in at least moderate physical activity for at least 30 minutes per day, five or more times a week	FY03: 19.5%	Youth needing physical activity	
HHS/OPHS	1. Move toward establishing a balanced community health system	a. Assure every child the opportunity for a healthy start in life;				Youth needing health care	
HHS/OPHS	1. Move toward establishing a balanced community health system	b. Promote healthy lifestyles and behaviors;		1.9 Proportion of youth not using alcohol or any illicit drugs during the past 30 days	FY03: 89.5%	Youth substance abusers	
HHS/OPHS	1. Move toward establishing a balanced community health system	b. Promote healthy lifestyles and behaviors;		1.10 Proportion of young persons (15-24 years old) with Chlamydia trachomatis infections attending family planning clinics	FY03: <5.0%	Youth with or at risk for STDs	Family Planning Program (services)
HHS/OPHS	1. Move toward establishing a balanced community health system	b. Promote healthy lifestyles and behaviors;		1.11 Incidence of gonorrhea in women aged 15-44	FY 03 < 250 (Per 100,000)	Youth with or at risk for STDs	Family Planning Program (services)
HHS/OPHS	1. Move toward establishing a balanced community health system	b. Promote healthy lifestyles and behaviors;		1.14 Proportion of injurious suicide attempts among youth grades 9-12	FY03: 1.2	Youth at risk for suicide	
HHS/OPHS	1. Move toward establishing a balanced community health system	b. Promote healthy lifestyles and behaviors;		3.8 Incidence of diagnosed AIDS cases among adolescents and adults (per 100,000)	(various targets for various ethnic/gender groups)	Youth with or at risk for AIDS	Family Planning Program (services)
HHS/SAMHSA (FY 2004 SAMHSA plan)							
HHS/SAMHSA/CMHS	Goal 1: Assure services availability			Increase % of children with serious emotional disturbance who attend school regularly.	FY 03: 46.3%	Students with mental health needs	Community Mental Health Services Block Grant
HHS/SAMHSA/CMHS	Goal 1: Assure services availability			Increase % of children with serious emotional disturbance who reside in a stable environment.	FY 03: 61.9%	Youth with mental health needs	Community Mental Health Services Block Grant
HHS/SAMHSA/CMHS	Goal 1: Assure services availability			Decrease % of children with serious emotional disturbance who have had contact with the juvenile justice system.	FY 03: 6.0%	Delinquents with mental health needs	Community Mental Health Services Block Grant
HHS/SAMHSA/CMHS	Goal 2: Meet emerging and unmet needs		1. Increase in average number of children receiving services in grant communities:		FY 03: Maintain at 252	Youth needing health care	Comprehensive Community Mental Health Services for Children and Their Families

HHS/ SAMHSA/ CMHS	Goal 2: Meet emerging and unmet needs		2. Increase interagency collaboration	Percentage of referrals from juvenile justice programs will increase	FY 03: Maintain 60% increase	Youth in justice system with mental health needs	Comprehensive Community Mental Health Services for Children and Their Families
HHS/ SAMHSA/ CMHS	Goal 2: Meet emerging and unmet needs	2.4 Comprehensive Community Mental Health Services for Children and Their Families	4. Improve children's outcomes:	Percentage of children attending school 75% or more of the time after 12 months will increase	FY 03: 17% increase (was 18%)	Students	Comprehensive Community Mental Health Services for Children and Their Families
HHS/ SAMHSA/ CMHS	Goal 2: Meet emerging and unmet needs	2.4 Comprehensive Community Mental Health Services for Children and Their Families	4. Improve children's outcomes:	Percentage of children with law enforcement contacts at entry who have no law enforcement contacts after 12 months will increase	FY 03: Maintain 43% increase	Youth with contacts with the justice system	Comprehensive Community Mental Health Services for Children and Their Families
HHS/ SAMHSA/ CMHS	Goal 2: Meet emerging and unmet needs	2.4 Comprehensive Community Mental Health Services for Children and Their Families	6. Increase stability of living arrangements	Percentage of children having more than one living arrangement after 12 months in services will increase	FY 03: Maintain 65% decrease	Youth in transient living situations	Comprehensive Community Mental Health Services for Children and Their Families
HHS/ SAMHSA/ CMHS	Goal 2: Meet emerging and unmet needs	2.4 Comprehensive Community Mental Health Services for Children and Their Families	7. Demonstrate effectiveness of child and family services	Improvement in clinical outcome at six months will be maintained	FY 03: Maintain at 30%	Youth with mental health needs	Comprehensive Community Mental Health Services for Children and Their Families
HHS/ SAMHSA/ CMHS	Goal 3: Bridge the Gap Between Knowledge and Practice	Planning, Designing, and Assessing Service System Models for American Indian and Alaska Native Children and Their Families (Circles of Care)		1. Readiness to adopt a system of care		Tribal youth with mental health needs	
HHS/ SAMHSA/ CMHS	Goal 3: Bridge the Gap Between Knowledge and Practice	Statewide Family Network Program		3. The percentage of grantees having a meaningful impact on State mental health policy (e.g., starting support, education, or information programs, changes in Medicaid policy, or changes to the State's children's mental health system of care).		Youth with mental health needs	
HHS/ SAMHSA/ CSAP	Goal 1: Assure services availability	2.14 Program Title: Synar Amendment Implementation Activities (Section 1926)	(reduce tobacco sales to minors)	1. Increase number of States whose retail sales violations is at or below 20%	FY 03: 50 States, 9 Jurisdictions	Youth who smoke or might smoke	
HHS/ SAMHSA/ CSAP	Goal 2: Meet emerging and unmet needs	State Incentive Grants SIGs	1. Increase State collaboration rating in the following areas:	(a) prevention service delivery	FY 03: 79%	Youth at risk for substance use	Substance Abuse Prevention and Treatment Block Grant
HHS/ SAMHSA/ CSAP	Goal 2: Meet emerging and unmet needs	State Incentive Grants SIGs	1. Increase State collaboration rating in the following areas:	(b) prevention legislation/policies	FY 03: 40%,	Youth at risk for substance use	Substance Abuse Prevention and Treatment Block Grant
HHS/ SAMHSA/ CSAP	Goal 2: Meet emerging and unmet needs	State Incentive Grants SIGs	1. Increase State collaboration rating in the following areas:	(c) use of prevention related resources	FY 03: 21%)	Youth at risk for substance use	Substance Abuse Prevention and Treatment Block Grant

HHS/ SAMHSA/ CSAP	Goal 2: Meet emerging and unmet needs	State Incentive Grants SIGs	2. Decrease past month substance use for youth 12-17		FY 03: 6.4% (34% decrease from baseline)	Youth at risk for substance use	Substance Abuse Prevention and Treatment Block Grant
HHS/ SAMHSA/ CSAP	Bridge the gap between knowledge and practice	Parenting Adolescents and Welfare Reform Program	1. Increase perception of harm of alcohol, tobacco, and drug use among program participants.			Youth at risk for substance use	Substance Abuse Prevention and Treatment Block Grant
HHS/ SAMHSA/ CSAP	Bridge the gap between knowledge and practice	Parenting Adolescents and Welfare Reform Program	2. Reduce 30-day alcohol use among program participants.			Youth at risk for substance use	Substance Abuse Prevention and Treatment Block Grant
HHS/ SAMHSA/ CSAP	Bridge the gap between knowledge and practice	Community-Initiated Prevention Intervention Studies (Knowledge Development)	1) Decrease substance abuse among program participants			Youth at risk for substance use	Substance Abuse Prevention and Treatment Block Grant
HHS/ SAMHSA/ CSAP	Bridge the gap between knowledge and practice	Community-Initiated Prevention Intervention Studies (Knowledge Development)	2) Increase negative attitude toward substance abuse among program participants (youth)			Youth at risk for substance use	Substance Abuse Prevention and Treatment Block Grant
HHS/ SAMHSA/ CSAT	Bridge the gap between knowledge and practice	Comprehensive Community Treatment Programs	2. Increase the percentage of children or adolescents under age 18 receiving services who:	(a) were attending school	FY 03: maintain at 80%	Students receiving substance abuse services	Substance Abuse Prevention and Treatment Block Grant
HHS/ SAMHSA/ CSAT	Bridge the gap between knowledge and practice	Comprehensive Community Treatment Programs	2. Increase the percentage of children or adolescents under age 18 receiving services who:	(b) were residing in a stable living environment	FY 03: maintain at 90%	Youth receiving substance abuse services	Substance Abuse Prevention and Treatment Block Grant
HHS/ SAMHSA/ CSAT	Bridge the gap between knowledge and practice	Comprehensive Community Treatment Programs	2. Increase the percentage of children or adolescents under age 18 receiving services who:	(c) had no involvement in the juvenile justice system	FY 03: maintain at 90%	Youth receiving substance abuse services	Substance Abuse Prevention and Treatment Block Grant
HHS/ SAMHSA/ CSAT	Bridge the gap between knowledge and practice	Comprehensive Community Treatment Programs	2. Increase the percentage of children or adolescents under age 18 receiving services who:	(d) had no past month use of alcohol or illegal drugs	FY 03: 20%	Youth receiving substance abuse services	Substance Abuse Prevention and Treatment Block Grant
HHS/ SAMHSA/ CSAT	Bridge the gap between knowledge and practice	Comprehensive Community Treatment Programs	2. Increase the percentage of children or adolescents under age 18 receiving services who:	(e) experienced reduced substance abuse related health, behavior, or social consequences	FY 03: 40%	Youth receiving substance abuse services	Substance Abuse Prevention and Treatment Block Grant
Department/Agency	Major Strategic Goal	"Objective" (or other term)	"Subobjective" (or other term)	Program Goals (or other term)	Performance Targets, Measures or Indicators	Primary Target Group	example survey programs
HUD	(FY 2003 plan)						
HUD	Goal 2: Help Families Move from Rental Housing to Homeownership	Objective 2.3: Increase the availability of affordable rental housing.			2.3.3: The share of units of low-rent public housing and Section 8 programs that are occupied by families with children, elderly, and persons with disabilities.	Youth needing affordable housing	Community Development Block Grants

HUD	Goal 3: Improve The Quality Of Public and Assisted Housing And Provide More Choices For Its Residents	Objective 3.1: Help families in public and assisted housing make progress toward self-sufficiency and become homeowners.				Youth needing affordable housing	Community Development Block Grants
HUD	Goal 8: Support community and economic development efforts.	Objective 8.2: Help communities more readily access revitalization resources to become more livable.			8.2.3: A total of 3,774 at-risk youths are trained in construction trades through Youthbuild.	Youth with housing or vocational needs	Youthbuild
HUD	Goal 8: Support community and economic development efforts.	Objective 8.2: Help communities more readily access revitalization resources to become more livable.			8.2.6: As part of a ten-year effort to eradicate lead hazards, the Lead Hazard Control Grant program will make 7,600 units lead safe in FY 2003.	Youth at risk for lead poisoning	
HUD	Goal 8: Support community and economic development efforts.	Objective 8.2: Help communities more readily access revitalization resources to become more livable.			8.2.7: The number of children under the age of 6 who have elevated blood lead levels will be less than 260,000 by 2004, down from 890,000.	Youth at risk for lead poisoning	
HUD	Goal 2: Help Families Move from Rental Housing to Homeownership	Objective 2.2: Expand homeownership opportunities for minorities and persons with disabilities.				Youth with disabilities needing affordable housing	
Department/Agency	Major Strategic Goal	"Objective" (or other term)	"Subobjective" (or other term)	Program Goals (or other term)	Performance Targets, Measures or Indicators	Primary Target Group	example survey programs
USDA/CSREES	(FY 2003 CSREES plan)						
USDA/CSREES	Goal 5: To enhance economic opportunities and the quality of life among families and communities.	Objective 5.2: To increase the capacity of communities, families, and individuals to improve their own quality of life				All youth	4H Youth Development
USDA/CSREES	Goal 5: To enhance economic opportunities and the quality of life among families and communities.	Objective 5.2: To increase the capacity of communities, families, and individuals to improve their own quality of life		Performance Goal 5.1.1: To improve approaches for understanding changing characteristics of communities and families.	! Examine patterns of work, product consumption, lifestyles, and ethnicity in relation to the stability and development of families, youth and the elderly.	All youth	
USDA/CSREES	Goal 5: To enhance economic opportunities and the quality of life among families and communities.	Objective 5.2: To increase the capacity of communities, families, and individuals to improve their own quality of life		Performance Goal 5.1.1: To improve approaches for understanding changing characteristics of communities and families.	! Develop and apply organizational mechanisms to assist individuals and families in coping with problems.	All youth	
USDA/CSREES	Goal 5: To enhance economic opportunities and the quality of life among families and communities.	Objective 5.2: To increase the capacity of communities, families, and individuals to improve their own quality of life		Performance Goal 5.2.1: Improve economic and social indicators of community well-being.	! Evaluate alternative strategies to provide essential services, including education, child care, welfare, transportation and telecommunications in rural communities.	All / rural youth	

USDA/ CSREES	Goal 5: To enhance economic opportunities and the quality of life among families and communities.	Objective 5.2: To increase the capacity of communities, families, and individuals to improve their own quality of life		Performance Goal 5.2.1: Improve economic and social indicators of community well-being.	! In consultation with professional associations, such as the National Association for the Education of Young Children, develop standards and training materials to implement a national "train-the-trainer" child care system and certify those who complete the program; develop campus based, on-line, distance education, and continuing education courses related to child care; and assist communities in establishing sustainable le child care programs.	Low income youth needing child care	
USDA/FNS	FY 2002-2007 Strategic Plan						
USDA/FNS	Strategic Goal 4: Improve the nation's nutrition and health	Objective 4.1: Improve Access to Nutritious Food			Target: 2007 — Reduce low-income households that report hunger to 7.4%.	Youth with nutritional needs	Community Food Projects Competitive Grant Program
USDA/FNS	Strategic Goal 4: Improve the nation's nutrition and health	Objective 4.1: Improve Access to Nutritious Food			Target: 2007 — Reach 68% of the eligible population.	Youth with nutritional needs	Community Food Projects Competitive Grant Program
USDA/FNS	Strategic Goal 4: Improve the nation's nutrition and health	Objective 4.2: Promote Healthier Eating Habits and Lifestyles			Target: 2007 — Increase scores for children and low income people by at least 5 points; increase the score for the broader U.S. population by at least 2 points.	Youth with nutritional needs	Community Food Projects Competitive Grant Program
USDA/FNS	Strategic Goal 4: Improve the nation's nutrition and health	Objective 4.2: Promote Healthier Eating Habits and Lifestyles			Target: 2007 — All elementary and secondary schools will offer meal options to students that are consistent with the Dietary Guidelines.	Youth with nutritional needs	Community Food Projects Competitive Grant Program
USDA/FNS	Strategic Goal 4: Improve the nation's nutrition and health	Objective 4.2: Promote Healthier Eating Habits and Lifestyles			Target: 2007 — As a partner with the U.S. Department of Health and Human Services, take actions to encourage a reduction in overweight and obesity such that adult obesity will be no greater than 20% and child and adolescent overweight will be no greater than 8%	Overweight or obese youth	Community Food Projects Competitive Grant Program
USDA/FNS	Strategic Goal 4: Improve the nation's nutrition and health	Objective 4.3: Improve Food Program Management and Customer Service		Decrease to 9% the number of children certified for free school meals in excess of those estimated eligible.	Target: 2007 — Will reduce to 9% the number of children certified for such meals in excess of those estimated	Youth receiving subsidized meals	Community Food Projects Competitive Grant Program
USDA/FNS	Strategic Goal 4: Improve the nation's nutrition and health	Objective 4.1: Improve Access to Nutritious Food			Target: 2007 — Reach 55% of enrolled children.	Youth with nutritional needs	Community Food Projects Competitive Grant Program

NOTES: Elements are as of FY 2004 APP when available, otherwise FY 2003 where noted. Departments without relevant goals* are not included

(e.g., DOT, DOD, and agencies with no GPRA plans). Some elements are from individual agency plans, with more detail than departmental plans.

Terminology and structure of "layers" between goals and measures varies across agencies. Some agency terms have been modified for this display.

Programs which were ended or discontinued are not shown. Some goals and/or objectives may lack measures, but are shown if youth-related.

"Developmental" elements are not official GPRA elements.

The rows are structured to facilitate use of this information in an Excel database (e.g., repetition of elements)

* Survey respondents were asked to "provide a list of only those GPRA goals that are specific to this program." This collection extends those criteria by recording elements from the overall plans that cover youth but may not connect directly to the surveyed programs. Final column is for examples only.