Your goal is to design a program to prevent or control juvenile delinquency. My goal is to test your ability to merge theory and practice, but I sincerely hope the paper helps you pursue or develop your own career interests. Bring your draft to class for peer review on Thursday, April 21. Your double-spaced typed paper is due at the start of class on Tuesday April 26.

I. Introduction [1-2 paragraphs]
   • Summarize the problem, target group, theoretical rationale, operations and goals for your program. It is usually easiest to write this part last, rather than first.

   Does the introduction clearly identify the problem they will be addressing? Good intros will identify a problem and suggest a (partial or potential) solution. Bad intros will be vague and/or completely unrelated to the materials that follow (e.g., “Juvenile delinquency is increasing at an alarming rate…”).

II. Current State of Knowledge [2 pages]
   • What do we know about the success of similar programs?
   • I want at least 5 academic sources (e.g. texts and journals). You may also cite government publications, program literature, and personal interviews with academics or practitioners.
   • Try to make a critical, unbiased evaluation of existing sources (Lundman provides a good example of the appropriate “tone”). Don’t “oversell” your approach.

I’m asking students to briefly engage the existing literature. That is, what do we know about programs similar to those being proposed? They should definitely be aware of Lundman’s evaluation of programs closely related to their proposal, and perhaps relevant studies discussed in my handout paper on prevention, and the Sherman et al. piece online. I don’t expect them to be able to judge the relative quality of the “outside” sources, but they should be able to invoke 5 sources supporting or qualifying programs like their own. Of course, they may also cite literature bearing on the theory as well as policy or programs.

III. Theoretical Rationale of Your Program [2-3 pages]
   • Summarize the delinquency theory your program is based upon in a paragraph or two. In your own words, explain how the theory works. You may draw on theories from social work, psychology, or other disciplines, but connect these ideas to the sociological theories in this class.
   • Be sure to note the level of analysis (e.g., individual, state) appropriate to the theory and program.

Students should be able to summarize the theory in their own words. It is OK if they adopt theories from other disciplines or classes, as long as they are relevant and the concepts are used appropriately. Most will be working at the individual (or psychological or social-psychological) level of analysis, but we should see a few community-level proposals.

   • Explain how the theory specifically applies to the problem, program, and target group you are considering. How will you apply the theory's conceptual tools in this program?

I’m asking for synthesis here. Translating theory into policy (not to mention statistical tests) is more difficult with some theories and programs than with others. For example, deterrence/choice and labeling will be easier to connect with particular practices than theories with more complex intervening mechanisms. Cut the latter a bit more slack, but make sure that the argument is at least internally consistent (no direct contradictions).

   • Flow diagrams (e.g. Lundman: 191) are helpful, but always discuss them in the text.

I wanted them to revisit Lundman here, but a flow diagram also encourages students to state the hypothesized linkages explicitly. Not required, so don’t deduct points if missing.
IV. **Program Narrative** [1-2 pages]
- Describe the program’s day-to-day operations in concrete terms. Each will vary, but you might discuss referral and outreach (where you find clients), eligibility requirements, site, duration, participating organizations, and other factors.

> How clearly have they thought this through? Can they list specific details about where to locate the program, how long it would last, costs, etc? Have they omitted any obvious barriers? Obviously, many students will lack expertise in running a program, but they should provide more than a superficial gloss.

V. **Goals and Objectives** [1 page]
- State measurable program outcomes (e.g. decrease unemployment rate; increase graduation rate, decrease self-reported delinquency, increase self-esteem).

> Again, specificity is important. They needn’t include a direct delinquency indicator, but should be able to tie their outcomes (e.g., attitudes, truancy, G.E.D. attainment) to delinquency using theory and/or research.

- [Grant applications need an “administration” or “organization and management” section that outlines a timetable, budget, personnel, etc. You needn’t include this, but are welcome to try if you are interested!]

> I bracketed this section because I thought it would give undue advantage to those with “real world” experience. Anyone who takes a stab at it is to be commended (e.g., in comments), but awarding extra points would be unfair.

VI. **Evaluation and Conclusion** [1-page]
- Outline a strategy to measure performance, or program results
- Briefly summarize your proposal and make your final pitch for funding.

> How will they know whether they’ve succeeded or failed? They don’t have to be realistic here (e.g. it would be difficult to follow people for 20 years, but this might be required to test the theories and effectiveness of some programs). They can evaluate “process” (how many enrolled, functioning of program) or outcomes.

VII. **Bibliography** [1 page]
- I would like to see about 5-10 decent sources referenced.
- Credit all sources (names, dates, titles, page numbers, etc.) so I can refer to them if necessary.

> Don’t worry about form here. I just want to know where they found the information they cite. Can we track it down (if needed) from the information given? Are there at least a few articles from reputable journals, or is it mostly propaganda literature?

NOTE: In a “working paper,” the polish is less important than the quality of your thinking and your ability to integrate abstract concepts with concrete reality. Nevertheless, you must communicate your ideas clearly to make an effective proposal. You will be graded on clarity and the specificity and appropriateness of the literature and program design, as well as the overall logic and internal consistency of your argument.
I. Intro (10 pts)

II. EVIDENCE/State of Knowledge (specificity, appropriateness) (20)

III. THEORY/Theoretical Rationale (specificity, appropriateness) (20)

IV. PROGRAM Narrative (specificity, appropriateness) (15)

V. Goals and objectives (10)

VI. Evaluation and Conclusion (10)

VII. Bibliography (at least 5 academic sources, complete information) (5)

• Overall logic/Internal Consistency [does program make sense in light of theory and evidence?] (5)

• Clarity of Presentation [is paper clear and understandable or confusing, vague, or ambiguous] (5)

---------------------------------------------------------------------------------------------------------

ADDITIONAL COMMENTS:

GRADE _____ OF 100 POINTS