



# OJJDP Discretionary Program Announcement

## Juvenile Mentoring Program



OJJDP

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# Overview

## Program Description

JUMP supports one-to-one mentoring projects for youth at risk of failing in school, dropping out of school, or becoming involved in delinquent behavior, including gang activity and substance abuse. OJJDP invites eligible applicants who are interested in developing and sustaining effective mentoring programs for at-risk youth to respond to the solicitation for JUMP.

## Eligibility Information

- ◆ Applications are invited from local educational agencies, public agencies, private for-profit or nonprofit organizations, and tribal nations. Faith-based organizations are also encouraged to apply.
- ◆ Applicants must demonstrate knowledge of and/or experience with mentoring programs, volunteers, and at-risk youth.
- ◆ All profitmaking applicants must agree to waive their profit to receive JUMP funding.
- ◆ National organizations (i.e., those that service a population that extends across the country) are not eligible to receive JUMP funds.
- ◆ **Grantees or collaborative entities that have received JUMP funds previously are not eligible to compete for funding through this solicitation.**

## Additional Information

Grantees selected for awards will be funded for 3-year budget and project periods. Up to \$220,000 is available for each award. Applications must be received by March 25, 2002.

The *OJJDP Application Kit* can be obtained by calling 800-638-8736 or e-mailing [puborder@ncjrs.org](mailto:puborder@ncjrs.org). The *Application Kit* is also available online at [ncjrs.org/pdffiles1/ojjdp/s1000480.pdf](http://ncjrs.org/pdffiles1/ojjdp/s1000480.pdf).

Specific information about submitting an application can be found on page 13 of this Program Announcement.

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# Juvenile Mentoring Program

Due Date: March 25, 2002



OJJDP

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**Office of Justice Programs**  
**Office of Juvenile Justice and Delinquency Prevention**  
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The Office of Juvenile Justice and Delinquency Prevention is a component of the Office of Justice Programs, which also includes the Bureau of Justice Assistance, the Bureau of Justice Statistics, the National Institute of Justice, and the Office for Victims of Crime.

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# Juvenile Mentoring Program (JUMP)

## Purpose

The Juvenile Mentoring Program (JUMP) supports one-to-one mentoring projects for youth at risk of failing in school, dropping out of school, or becoming involved in delinquent behavior, including gang activity and substance abuse.

## Program Background

Part G of the Juvenile Justice and Delinquency Prevention (JJDP) Act of 1974, as amended, authorizes the Office of Juvenile Justice and Delinquency Prevention (OJJDP) to fund JUMP. In fiscal years (FYs) 2001 and 2002, Congress appropriated \$15.965 million for the program. OJJDP plans to combine the FY 2001 appropriation with the FY 2002 appropriation for this year's program.

OJJDP defines mentoring as a one-to-one supportive relationship between a responsible adult age 18 or older (mentor) and an at-risk juvenile (mentee), which takes place on a regular basis, 1 to 2 hours per week for an average of at least 1 year.

With the escalation of community and school violence and the emergence of nontraditional families and transient communities, today's children face an array of complex issues, pressures, and challenges that they must address in order to thrive and succeed. A one-to-one mentoring relationship is a promising intervention that provides youth with support and guidance.

Mentoring is also a means to address multiple risk factors, including availability of drugs, family conflict, academic failure, delinquent peers, and the inability to gain positive attention and engage in healthy relationships. According to the *Juvenile Mentoring Program (JUMP) 1998*

*Report to Congress* (Office of Juvenile Justice and Delinquency Prevention, 1998:6), "Alone or in combination, these risks can make it difficult for families to ensure that their children develop the knowledge, skills, and positive life values needed to achieve success and avoid problems later in life."

To explore the benefits of mentoring, Public/Private Ventures (P/PV) conducted a study of local affiliates of Big Brothers Big Sisters of America (BBBSA), one of America's oldest mentoring organizations (Tierney, Grossman, and Resch, 1995). The research found that youth involved in mentoring programs were less likely to do the following:

- ◆ Start using drugs and alcohol.
- ◆ Hit someone.
- ◆ Have poor school attendance and performance.
- ◆ Fail to complete homework.
- ◆ Experience problems in peer and family relationships.

The study also emphasized that successful mentoring programs have adequate organizational management, training, policies and procedures, and clear standards. These standards address screening of adults and youth, training and orientation of volunteers, the matching process, frequency of meetings, and supervision of matches.

P/PV concluded that the research presented clear and encouraging evidence that relationships between caring adults and youth, resulting in a wide range of tangible benefits, can be created and supported by mentoring programs.

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In 1992, with the authorization of JUMP, Congress recognized the value and efficacy of mentoring. To date, Congress has appropriated more than \$56 million to support one-to-one mentoring programs that specifically target youth at risk of becoming delinquent, being involved in gangs, failing in school, and dropping out of school. Through JUMP, Congress also has acknowledged the value of collaboration between schools and community-based, nonprofit organizations to implement mentoring programs for at-risk youth.

Since 1994, OJJDP has funded 203 JUMP sites in 47 States and 2 territories. More than 9,200 youth have received one-to-one mentoring. These mentoring programs target at-risk male and female youth of all races and special populations, including immigrant, court-involved, and abused and neglected youth; children of incarcerated parents; and youth with disabilities. Mentors have been recruited from all walks of life.

To strengthen the mentoring capability of JUMP grantees, OJJDP funded the National Mentoring Center in Portland, Oregon. The Center—a collaborative effort between the Northwest Regional Educational Laboratory, BBBSA, and P/PV—provides training and technical assistance, produces and distributes bulletins, and conducts regional training programs throughout the United States. Additional information about the Center may be found online at [www.nwrel.org/mentoring](http://www.nwrel.org/mentoring).

OJJDP also is funding a national evaluation of JUMP, conducted by Information Technology International (ITI). The purpose of the ongoing evaluation is to assess the status, effectiveness, and success of JUMP. Evaluators gather quarterly information and data from programs funded under JUMP. Based on findings to date, researchers have identified the following characteristics of successful JUMP projects:

- ◆ Supportive, collaborative relationships with schools and local education agencies (LEAs)

that enhance access to critical information (e.g., attendance records, academic performance, and dropout information) and lead to shared decisionmaking among the participating organizations.

- ◆ Thorough and extensive volunteer screening procedures to eliminate adults who are not likely to keep time commitments or who might pose a safety risk to youth.
- ◆ Mentor training in effective communication skills, limit-setting skills, relationship building, and strategies to interact successfully with youth.
- ◆ Matching procedures that use a professional case manager to analyze which mentor will work best with a particular youth, while taking into account the preferences of the youth, his or her family, and the volunteer.
- ◆ Intensive supervision of and support for each match through frequent contacts by a case manager with the parent/guardian, volunteer, and youth.
- ◆ Multiple strategies for recruiting mentors. Because recruitment can be difficult, projects should set realistic goals for the number of mentors to be recruited and ways in which matches will be made.
- ◆ A qualified and experienced project coordinator who is familiar with the target population and has an appropriate understanding of the community to maximize mentor recruitment opportunities.

Additional information about ITI's evaluation is available online at [www.itiincorporated.com/Project\\_Pages/JUMP/jump.htm](http://www.itiincorporated.com/Project_Pages/JUMP/jump.htm).

## **Program Changes**

To enhance JUMP and reach a broader target population, OJJDP conducted a focus group

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meeting in November 2000. The purpose of the meeting was to obtain guidance and recommendations to strengthen JUMP and future solicitations. Eighteen individuals with expertise in mentoring policies and procedures, training, technical assistance, program implementation, and/or evaluation attended the meeting. As a result of their recommendations and input from the field, this solicitation contains three program changes:

- ◆ **Modification of eligibility requirements.** Prior program requirements restricted funding to applicants (LEAs, public agencies, private for-profit or nonprofit organizations—including faith-based organizations—or tribal nations) that could demonstrate that the participating school(s) had 60 percent or more youth eligible for Chapter 1 funding (Elementary and Secondary Education Act of 1965). Consistent with the statute, OJJDP has eliminated this eligibility requirement. Instead, OJJDP will give priority in the selection process to applicants that can demonstrate that the population to be served is “high risk” using one of three criteria (described under the section Project Target Population).
- ◆ **Reduction in the age of mentors.** OJJDP now defines a “mentor” as an adult age 18 or older. The previous age requirement was age 21 or older.
- ◆ **Decrease in the required number of mentor/mentee matches.** Projects must maintain a minimum of 25 new matches each year, for a total of at least 75 matches over 3 years. The previous match requirement was 50 to 60 each year, for a total of at least 150 to 180 over 3 years.

## Program Goals

OJJDP has established three principal program goals for JUMP:

- ◆ Reduce juvenile delinquency and gang participation by at-risk youth.

- ◆ Improve academic performance of at-risk youth.
- ◆ Reduce the school dropout rate for at-risk youth.

## Program Objectives

JUMP’s objectives are listed below:

- ◆ Provide general guidance and support to at-risk youth.
- ◆ Promote personal and social responsibility among at-risk youth.
- ◆ Increase participation of at-risk youth in elementary and secondary education and enhance their ability to benefit from this schooling.
- ◆ Discourage use of illegal drugs and firearms, involvement in violence, and other delinquent activity by at-risk youth.
- ◆ Discourage involvement of at-risk youth in gangs.
- ◆ Encourage participation in service and community activities by at-risk youth.

## Project Target Population

Projects must target an at-risk youth population. This solicitation uses the term “at-risk youth” to mean a youth who is exposed to high levels of risk in his or her family, home, community, and social environment to a degree that may lead to educational failure, dropping out of school, or involvement in juvenile delinquency, including gang-related delinquent activity. To receive priority in the application process, applicants must demonstrate that they meet at least one of the three criteria listed below:

- ◆ Sixty percent or more of the youth at the participating school(s) are eligible to receive

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Chapter I funds under the Elementary and Secondary Education Act of 1965. JUMP applicants must submit with their application a completed Chapter I Funds Documentation Form, signed by the local education agency (see appendix D for a glossary of terms) and/or individual school(s), to certify that this criterion has been met. The form includes a statement that the Chapter I data being used are the most recently available data and that the percentage of students eligible to receive Chapter I funds at the targeted school(s) is equal to or greater than 60 percent. The Chapter I Funds Documentation Form is included in appendix A.

- ◆ The juvenile arrest rate of the targeted community or communities is as great or greater than the overall juvenile arrest rate for the county or municipality in which the targeted community is located. Potential applicants should contact their local law enforcement agency for the juvenile arrest rate for the county/municipality and the targeted community. JUMP applicants must submit with their application a completed Juvenile Arrest Rate Documentation Form, signed by the local law enforcement agency, to certify that this eligibility criterion has been met. The form includes a statement that the juvenile arrest data being used are the most recently available data and that the juvenile arrest rate of the targeted community is greater than the county or municipality's overall juvenile arrest rate. The Juvenile Arrest Rate Documentation Form is included in appendix A.
- ◆ The high school dropout rate for the participating school(s) is as great or greater than the school district's overall high school dropout rate. Potential applicants should contact their LEA (school district) to get dropout data, both for individual schools and for the school district overall. JUMP applicants must submit with their application a completed Dropout Rate Documentation Form, signed by the LEA

and/or individual school to certify that this eligibility criterion has been met. The form includes a statement that the dropout data being used are the most recently available data and that the dropout rate for the targeted school(s) is as great or greater than the school district's overall dropout rate. The Dropout Rate Documentation Form is included in appendix A.

Only one of the above criteria needs to be met for an applicant to receive priority in the JUMP selection process. However, all targeted schools and/or targeted areas in a single application must meet at least one common criterion to be eligible to receive priority.

The community's need for a JUMP project may also be reflected in such indicators as the percentage of students in participating schools eligible to receive Limited English Proficiency and/or migrant services, the percentage of students in participating schools that have individualized education plans under the Individuals with Disabilities Education Act–Part B, truancy rates, teenage pregnancy rates in targeted area(s), gang activity in the target areas, drug use and sales in the targeted areas, and other economic and social factors. Although these factors may be indicators of need, they cannot be offered as replacements or substitutes for the priority selection criteria listed on pages 8 through 11.

## **Program Strategy/Design**

The program strategy of JUMP is to fund collaborative efforts between LEAs and public agencies, private for-profit or nonprofit organizations (including faith-based organizations), or tribal nations to develop effective mentoring programs for at-risk youth. OJJDP encourages applications from new programs and from existing mentoring programs with proven track records that want to expand mentoring activities in accordance with the program goals and objectives outlined in this solicitation.

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Programs previously funded through JUMP are not eligible to compete for funding through this solicitation.

### **Youth Selection and Orientation**

Criteria should be developed for youth selection, orientation, retention, and termination based on the project's goal(s). The criteria should require that, whenever possible, parents, guardians, or custodians participate in the orientation session. The project also should require written parental permission for a child's participation.

### **Mentor Recruitment, Screening, and Orientation and Training**

- ◆ **Recruitment.** OJJDP defines a “mentor” as an adult, 18 years of age or older, who works with only one at-risk youth, on a one-to-one basis, at least 1 to 2 hours per week for at least 1 year. OJJDP requires that projects maintain a minimum of 25 new matches each year for a total of at least 75 matches over 3 years. Only projects using mentors 18 years or older qualify for OJJDP funding. Efforts should be made to enlist as mentors responsible adults from all walks of life, such as law enforcement officers, senior citizens, grandparents, university students, or individuals affiliated with local businesses or with community and faith-based organizations. Mentors are volunteers and cannot be paid.
- ◆ **Screening.** All prospective employees and volunteers who will have contact with youth must be screened. OJJDP requires that each project have a written screening policy that will be carefully implemented and consistently applied to all mentors. Screening mechanisms should be established to eliminate volunteers who will not keep their commitments and/or those who have barriers to achieving the desired outcomes with at-risk youth. Unless otherwise prohibited by statute or regulation, the program should determine, on a case-by-case basis, whether background information obtained from the screening should bar an individual from being a mentor. A mentor applicant may be disqualified to protect youth from possible physical, emotional, psychological, or sexual abuse. A mentor applicant's failure to provide requested information should result in automatic disqualification. In addition, all applicants must identify the screening policy they will use and provide a signed letter of agreement or a memorandum of understanding (MOU) (see appendix D for a glossary of terms) from the entity that will conduct the background checks (forms are not acceptable). A minimally acceptable screening policy must require the names of three character references (at least one of whom is a work reference) and a criminal history records check. The results of the criminal history records check must be documented and kept on file at the project site. This information must be available in written form for each mentor prior to any unsupervised contact with youth. The written screening policy should also include criteria for dismissing mentors. For guidance on establishing policies for screening mentors, see OJJDP's *Guidelines for the Screening of Persons Working With Children, the Elderly, and Individuals With Disabilities in Need of Support* (Davis et al., 1998). This document is available by contacting the Juvenile Justice Clearinghouse at 800-638-8736 or visiting [www.ojjdp.ncjrs.org](http://www.ojjdp.ncjrs.org).
- ◆ **Orientation and Training.** Support for mentors is essential to ensure project success. Each project must employ a full-time project coordinator, who will provide mentors with orientation, training, and support. The project coordinator must conduct program orientations, be in regular contact with all mentors, and provide them with feedback and advice. The project coordinator should also conduct parent and youth program orientations; have frequent contacts with parents or guardians, other volunteers, and youth; and provide assistance when requested or as problems arise.

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Training must occur prior to matching a mentor with a mentee. It is imperative that projects provide orientation and training to explain the project's goals and objectives and help prepare mentors for their roles. Training must be ongoing and include strategies for enhancing communication and limit-setting skills, tips on building relationships, and recommendations on the best ways to interact with youth. Applicants must include an outline that describes the type, method, and schedule of mentor training planned prior to and during the mentor/mentee match.

### **Matching Mentor and Mentee**

Each mentor can be assigned only one youth at a time. Matching procedures should take into account interests, availability, needs, language requirements, and preferences of the youth, his or her family, and the volunteer.

### **Mentor/Mentee Relationship and Activities**

Applicants must ensure that projects operating in secondary schools will provide youth with a variety of activities, including opportunities to spend time or participate in the work environment and witness job skills needed to obtain employment, assistance with homework, and exposure to positive new experiences. The at-risk youth should also receive emotional support. Projects involving youth of elementary school age should include academic assistance, exposure to positive new activities, and emotional support from mentors. Projects should ensure that mentors and mentees can meet in safe and mutually convenient locations.

### **Parental Involvement**

Whenever possible, parents and/or guardians or legal custodians of the mentee should be encouraged to participate in the mentoring process and offered a role in selecting the mentor. For example, parental involvement can be encouraged by forming a parent support group or including parents as members of an advisory board.

### **Monitoring**

Mentor/mentee support is critical to the success of a mentoring project. Therefore, a process for monitoring and obtaining ongoing feedback from mentees, mentors, parents, teachers, and any other involved parties must be established. This process must be compatible with JUMP's evaluation tool discussed in the "Evaluation Methods and Processes" section below.

### **Evaluation Methods and Processes**

Evaluation is necessary to ensure that projects meet their goals in terms of the process and impact on mentees. All projects must collect data on their operation and effectiveness in reducing juvenile delinquency and gang participation, improving academic performance, and reducing the school dropout rate.

OJJDP is funding a national evaluation, and projects funded under this JUMP solicitation must provide an MOU that the LEA will participate in the national evaluation, which requires electronic submission of data quarterly. Each grantee is also encouraged to conduct its own local evaluation. A self-evaluation workbook for this purpose will be provided to each grantee to guide evaluation efforts.<sup>1</sup> Applicants selected for funding also will be given an evaluation toolkit developed specifically for the national evaluation of JUMP. The kit includes data collection instruments, reporting procedures for the national evaluation, and JUMP evaluation software.

Applicants must state that they have or will create an electronic infrastructure capable of fully supporting the project. Applicants also must state that they will use a personal computer with Windows 98 or higher, a CD-ROM drive, and appropriate Internet access. Macintosh computers or computers using Windows NT, earlier versions of Windows, or other operating systems cannot

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<sup>1</sup> Information Technology International. 2000. *Evaluating Your Program: A Beginner's Self-Evaluation for Mentoring Programs*. Potomac, MD: Information Technology International.

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successfully use JUMP software and will not be able to complete evaluation reporting requirements.

If an applicant plans to conduct a local evaluation that is not required by OJJDP, information should be included to describe the strategy and anticipated outcomes. The outcomes must be consistent with the goal(s) and objectives of JUMP. If an existing program has been evaluated, a summary of the evaluation should be provided in the appendix of the application.

### **Performance Measures**

OJJDP will ultimately measure the performance of JUMP through the results of the national evaluation being conducted by ITI. Through this evaluation, each JUMP grantee is required to submit quarterly data to the national evaluator regarding the agency, youth, mentors, and mentor/mentee matches. In addition, pre- and posttests using a standardized instrument are administered at program admission and exit for each participating youth over 12 years of age. The data provided to date are not sufficient for outcome analysis; however, as the data set becomes more complete over the next 12–24 months, OJJDP and its national evaluator will be able to assess program outcomes. In the interim, OJJDP will use a key process measure (number of youth enrolled) to determine to what extent youth are receiving program services, which is expected to result in lowered risk for educational failure, involvement in gangs, and substance abuse.

### **Sustainability**

Because of the lead time often necessary to build community support and garner financial resources, it is critically important that programs develop a detailed plan for maintaining themselves once Federal funding ends. The plan must include information on available resources and on the availability of community and individual support for the project. Failure to achieve sustainability

affects not only the community but may also adversely affect individual youth involved in the program.

### **Project Management**

The management structure, staffing, and overall organizational capability must be adequate to conduct the project successfully. Each applicant must describe the organization's history of working with volunteers and youth. Applicants must also demonstrate that the project will be appropriately staffed and that key staff have significant experience in providing services to at-risk youth.

Applicants must plan to hire one full-time project coordinator to oversee a minimum of 25 matches during each year of the project. In addition, a second individual, either a volunteer or a paid employee, should devote at least 6 to 7 hours per week to assisting in the evaluation activities and data collection.

Because two goals of this program are school related (i.e., to improve academic performance and reduce the dropout rate), it is imperative that participating schools make available all school-related information on youth participating in JUMP. Therefore, all applicants must include an MOU signed by the participating LEA. This MOU must do the following:

- ◆ Outline the roles and responsibilities of both entities.
- ◆ State that the LEA will provide access on a quarterly basis to grades, attendance records, information regarding disciplinary actions, and other pertinent data for youth being served by JUMP.
- ◆ State that the LEA will cooperate to the fullest extent possible with the national program evaluator.

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Signatures of all participating parties are required on MOUs. An MOU may designate a school employee to serve as the school's program coordinator and describe his or her responsibilities, such as assisting with the selection of mentees, advising on the academic needs of the mentee, coordinating meetings, providing academic records when needed, and notifying mentors when mentees cannot meet because of school or other activities.

OJJDP requires applicants to provide MOUs for any collaboration or partnerships with other public agencies, community groups, businesses, or other entities that will be involved in the project. The MOU must clearly delineate the responsibilities and roles of each partner and be signed by appropriate representatives of all participating parties (see appendix B for a sample MOU).

## Eligibility Requirements

Applications are invited from LEAs, public agencies, private for-profit or nonprofit organizations, and tribal nations that can demonstrate knowledge of and/or experience with mentoring programs, volunteers, and at-risk youth. All profitmaking applicants must agree to waive their profit to receive JUMP funding. Faith-based organizations are also encouraged to apply. Several faith-based organizations have received previous JUMP grants. (For summaries of mentoring programs operated by faith-based organizations, go to [ojjdp.ncjrs.org](http://ojjdp.ncjrs.org). Under "Programs," click on "Juvenile Mentoring Program.") When an LEA is the primary applicant, it must enter into an MOU with a public, private for-profit, private nonprofit, or tribal agency or faith-based organization to document their collaboration, outline each entity's roles and responsibilities, and verify that they will cooperate with the national evaluation. Likewise, a public, private for-profit, private nonprofit, or tribal agency or faith-based organization that applies as a primary applicant must enter into an MOU with an LEA that includes the same

information. National organizations (see appendix D for a glossary of terms) are not eligible to receive JUMP funds. *Grantees or collaborative entities that have received JUMP funds previously are not eligible to compete for funding through this solicitation.*

## Applicants With Existing Mentoring Projects

Applicants with existing mentoring projects (that have not previously received JUMP funds) must provide data on the number of youth currently participating in the project, the number of new matches proposed each year, and an outline of the strategy currently being used to recruit, screen, train, and maintain mentors and youth. These applicants must explain either how their project currently complies with the guidelines set forth in this solicitation or how it will comply if funded by OJJDP.

## Selection Criteria

All applicants must address each of the following criteria in their applications. Applications will be rated by a peer review panel on the extent to which they meet the criteria below.

### Problem(s) To Be Addressed (20 Points)

The problem statement must discuss how the characteristics of the target population and community demonstrate the need for an effective mentoring project. The priority selection criteria and indicators of community need are identified earlier in this solicitation under the heading "Project Target Population" (see page 3).

Each applicant must clearly describe and document how the target population meets the JUMP criteria for at-risk youth. Applicants also must provide specific data (including source information) about the target population.

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Applicants must also identify the community in which the project will operate and provide documentation and data that reflect the community's need for a mentoring project. Examples appear below:

- ◆ Arrest rates for serious and violent juvenile crime.
- ◆ Gang activity.
- ◆ Nature and percentage of drug use and sales.
- ◆ Teenage pregnancy rates.
- ◆ Other indicators of risk factors.

Data must be specific to the target community and population being served. Updated information for these factors will be requested each year of the 3-year project period.

### **Goals and Objectives (10 Points)**

Applicants are encouraged to be realistic in developing their projects' goals and objectives. The overall goal(s) of the project must be clearly defined and linked to the problems and needs of the at-risk target population and the target community described and documented in the "Problems To Be Addressed" section (see page 8). Applicants must be specific in addressing identified problems. A project's goals and objectives must be consistent with the goals and objectives of JUMP and be stated in clear and measurable terms so that project staff and the national evaluator can track the project's annual progress. Each applicant must include a statement of purpose that describes the expected outcomes and achievements of the 3-year grant period.

The objectives must be clearly defined, measurable, obtainable, and described for each year of the 3-year project. They should be stated as a list of quantifiable activities that will assist the applicant in achieving the project goals. Applicants must submit plans for tracking and measuring

their annual progress toward meeting each goal and objective. For example, an applicant should state how many mentees will be served each year, what percentage of the youth will improve their academic performance by what percent, what percentage of the youth will decrease their participation in gangs by what percent, and by what percent school dropout rates will be reduced.

### **Project Strategy/Design (35 Points)**

The project design must be sound and contain programmatic elements directly linked to the achievement of the project's goal(s) and objectives. Specific information must be provided about the mentor's role, mentoring site, and implementation steps listed below.

- ◆ Youth Selection and Orientation.
- ◆ Mentor Recruitment, Screening, and Orientation and Training.
- ◆ Matching Mentor and Mentee.
- ◆ Mentor/Mentee Relationship and Activities.
- ◆ Parental Involvement.
- ◆ Monitoring.
- ◆ Evaluation Methods and Processes.
- ◆ Performance Measures.
- ◆ Sustainability.

Applicants also must include a workplan/timeline chart (see appendix D for a glossary of terms) for each year of the 3-year project. The timeline must include the tasks to be completed to meet the project objectives, the months in which tasks will be accomplished, and the staff person(s) or entities responsible for completing each task. If any products will be developed, applicants should describe the nature of the products and note anticipated completion dates.

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## **Management and Organizational Capability (25 Points)**

Applicants will be evaluated on their capability to conduct the project successfully. The organization's history of working with volunteers and youth will be assessed. Applicants must demonstrate that they will be appropriately staffed with qualified persons having significant experience in providing services to at-risk youth. If some or all of the staff have already been identified, applicants must provide appropriate résumés in the appendix. If staff have not been identified, job descriptions must be provided in the appendix. Applicants must provide a copy of the MOU signed by the LEA that meets the requirements described earlier in the "Project Management" section (page 7).

## **Budget (10 Points)**

Applicants must provide a proposed budget and budget narrative for each of the 3 years of the project (even if the budget is the same each year of the project). The budget must be complete, detailed, reasonable, allowable, and cost effective in relation to the activities proposed. No match (monetary or in-kind contribution) is required for this program; therefore, voluntary matching funds or in-kind contributions should be listed separately from the Federal budget request. OJJDP prefers that applicants use the Budget Detail Worksheet/Budget Narrative form (OJP Form 7150/1 in the *OJJDP Application Kit*). The *OJJDP Application Kit* can be obtained by contacting the Juvenile Justice Clearinghouse at 800-638-8736 or e-mailing [puborder@ncjrs.org](mailto:puborder@ncjrs.org). The *Application Kit* is also available online at [ncjrs.org/pdffiles1/ojjdp/s1000480.pdf](http://ncjrs.org/pdffiles1/ojjdp/s1000480.pdf). OJJDP recommends that an allocation of \$75 per mentoring match per year be budgeted to cover incidental expenses. Project funds cannot be used directly to compensate mentors, except for reimbursement of reasonable incidental expenses directly associated with the mentoring project, such as transportation. Each applicant must also provide an Internet address or include a line item

in the budget for Internet services. If an applicant does not have Internet capability, an Internet service address must be available no later than 60 days after the grant is awarded. The costs of volunteer/mentor background checks are allowable and can be included as a line item in the budget. Each applicant also must provide the lead organization's audit period.

Two cluster meetings will be held during the first and third years of the 3-year project period. Applicants must budget for the costs for the JUMP coordinator and one other key staff person to attend two meetings, each lasting 3 days. The location of these meetings will be determined at a later date. For budgeting purposes, applicants from the West Coast and Midwest should budget for these meetings to be held in Washington, DC. Applicants from the East Coast should budget for these meetings to be held in California. Meetings will be conducted to review program implementation, evaluation, and other related programmatic matters.

Applicants should budget for the cost of one staff member to attend at least one training meeting during the 3-year grant period. Training meetings are sponsored by the National Mentoring Center. The Center provides training, technical assistance, and support to help strengthen existing mentoring projects and to assist in the development of new mentoring projects. Applicants from the West Coast and the Midwest should budget for this meeting to be held in Washington, DC. Applicants from the East Coast should budget for this meeting to be held in California.

## **Additional Selection Considerations**

In addition to the selection criteria listed in this solicitation, the Administrator of OJJDP may also consider the number of JUMP grantees already in a State, the juvenile population of a State, community setting (urban, suburban, rural, tribal), regional balance, and the extent to which the priority selection criteria are met and documented

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when making awards. Consideration will be given to the population to be served by the program—for example, minority, female, American Indian, and immigrant youth; abused and neglected youth; youth with disabilities; youth of incarcerated parents; and court-involved youth. Peer reviewers' recommendations are advisory only, and final award selections will be made by the Administrator. OJJDP will negotiate the specific terms of the awards.

## Format

The narrative portion of the application must not exceed 35 pages in length and must be submitted on 8½- by 11-inch paper and double spaced on one side of the paper in a standard 12-point font, with each page numbered sequentially. All sections of the narrative must be double-spaced, including bullets, lists, tables, and quotations. (References and/or endnotes at the end of the narrative, Coordination of Federal Efforts, appendixes, forms, assurances, and budget worksheets and budget narrative do not count toward the page limit and do not have to be double-spaced.) To help reviewers gauge the likelihood of an applicant's success, applications must be formatted as indicated in this JUMP solicitation, not the *OJJDP Application Kit*. If an application's format, narrative, and appendixes do not conform to the standards outlined in this solicitation, OJJDP will disqualify the application at the initial screening stage.

## Forms

Each applicant must submit the following standard forms in the order shown below:

1. Standard Form 424.
2. Budget Detail Worksheet/Budget Narrative.
3. Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements.

4. Disclosure of Lobbying Activities.
5. Assurances.
6. Privacy Certificate. U.S. Department of Justice regulations require that a Privacy Certificate be submitted as part of any application for a project in which information identifiable to a private person will be collected for research or statistical purposes. The purpose of the Privacy Certificate is to ensure that the applicant will comply with the confidentiality requirements of 42 U.S.C. § 3789g and 28 CFR Part 22, which essentially require that private information collected in the course of research activities be used only for research purposes.

Because applicants will provide data for the national evaluation and may conduct local evaluations of their own, applicants must submit a Privacy Certificate in accordance with 28 CFR § 22.23 as part of the application package (see appendix A, "Privacy Certificate Guidelines and Statement," in the *OJJDP Application Kit*).

The above forms should be followed by a table of contents page and project abstract.

## Project Abstract

A maximum three-page project abstract must be included in the application and should have the following information in a list format (see appendix C for a sample project abstract):

- ◆ Applicant's name, address, and contact information.
- ◆ Location of project—city, county, and State.
- ◆ Setting—urban, suburban, rural, or tribal.
- ◆ Internet address (indicate if the project currently does not have Internet access).
- ◆ Entity that will conduct the background checks (include expense in the budget if necessary).

- ◆ Applicant’s status as an expansion or new program.
- ◆ Age range of mentees.
- ◆ Types of mentors (e.g., police officers, nurses, teachers, grandparents).
- ◆ Number of matches projected for years one, two, and three of the project.
- ◆ Number of matches projected for all 3 years of the project.
- ◆ Type of mentoring project (e.g., afterschool, school based, community based, year round).
- ◆ Identity of the target group (e.g., African American females, Latino males, court-involved youth, youth in foster care, youth with disabilities, abused and neglected youth, youth of incarcerated parents).
- ◆ One-paragraph description detailing how the project will operate and whether any special services will be provided.
- ◆ Coordination of Federal Efforts information. See page 13 for required information.

## **Narrative**

The project narrative should be numbered “Narrative page 1” and so forth. The narrative must include the following items in the sequence listed below:

- ◆ Problem(s) to be addressed.
  - ❖ Target population.
  - ❖ Community needs.
- ◆ Goal(s) and objectives.
- ◆ Project strategy/design.
  - ❖ Youth selection and orientation.

- ❖ Mentor recruitment, screening, orientation, and training.
- ❖ Matching mentor and mentee.
- ❖ Mentor/mentee relationship and activities.
- ❖ Parental involvement.
- ❖ Monitoring.
- ❖ Evaluation methods and processes.
- ❖ Performance measures.
- ❖ Sustainability.
- ◆ Management and organizational capability.

## **Appendixes**

All the appendixes combined cannot exceed 25 pages and should be numbered sequentially on each page, with the first page of the appendix identified as “Appendix page 1” and so forth. The following appendixes must be included in the order shown below:

1. Workplan/timeline chart.
2. Résumés and/or job descriptions.
3. MOU with the LEA/nonprofit organization and MOUs with other related agencies involved in the mentoring program (signatures are required from all participating parties on MOUs).
4. Letter or MOU from the entity conducting the background checks.
5. Summary of ongoing project evaluation (if applicable).
6. Letter(s) of support, if applicable (not required).

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## Award Period

Grantees selected for awards will be funded for a 3-year budget and project period.

## Award Amount

Up to \$220,000 is available for each award for a 3-year budget and project period.

## Catalog of Federal Domestic Assistance (CFDA) Number and OJJDP Application Kit

For this program, the *CFDA* number, which is required on Standard Form 424, Application for Federal Assistance, is 16.726. This form is included in the *OJJDP Application Kit* (see page 10 for ordering information).

## Coordination of Federal Efforts

To encourage better coordination among Federal agencies in addressing State and local needs, the U.S. Department of Justice is requesting applicants to provide information on the following: (1) active Federal grant award(s) supporting this or related efforts, including awards from the U.S. Department of Justice; (2) any pending application(s) for Federal funds for this or related efforts; and (3) plans for coordinating any funds described in items (1) or (2) with the funding sought by this application. For each Federal award listed, applicants must include the program or project title, the Federal grantor agency, the amount of the award, and a brief description of the purpose. The term “related efforts” is defined for these purposes as one of the following:

- ◆ Efforts for the same purpose (i.e., the proposed award would supplement, expand, complement, or continue activities funded with other Federal grants).

- ◆ Another phase or component of this program or project (e.g., to implement a planning effort funded by other Federal funds or to provide a substance abuse treatment or education component within a criminal justice project).
- ◆ Services of some kind (e.g., technical assistance, research, or evaluation) to the program or project described in the application.

## Delivery Instructions

All applicants must submit the original application (signed in blue ink) and five copies. Applications should be unbound and fastened by a binder clip in the top left-hand corner.

OJJDP strongly recommends that applicants number each page of the application. To ensure that applications are received by the due date, applicants should use a mail service that documents the date of receipt. Because OJJDP anticipates sending applicants written notification of application receipt approximately 4 weeks after the solicitation closing date, applicants are encouraged to use a traceable shipping method. Faxed or e-mailed applications will not be accepted. Postmark dates will not be accepted as proof of meeting the deadline. Applications received after 5:00 p.m. EST on March 25, 2002, will be deemed late and may not be accepted. The closing date and time apply to all applications. To ensure prompt delivery, please adhere to the following guidelines:

**Applications sent by U.S. mail:** Use registered mail to send applications to the following address: Office of Juvenile Justice and Delinquency Prevention, c/o Juvenile Justice Resource Center, 2277 Research Boulevard, Mail Stop 2K, Rockville, MD 20850. In the lower left-hand corner of the envelope, clearly write “Juvenile Mentoring Program (JUMP).”

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**Applications sent by overnight delivery service:** Allow at least 48 hours for delivery. Send applications to the following address: Office of Juvenile Justice and Delinquency Prevention, c/o Juvenile Justice Resource Center, 2277 Research Boulevard, Mail Stop 2K, Rockville, MD 20850; 800-638-8736 (phone number required by some carriers). In the lower left-hand corner of the envelope, clearly write “Juvenile Mentoring Program (JUMP).”

**Applications delivered by hand:** Deliver by 5:00 p.m. EST, March 25, 2002, to the Juvenile Justice Resource Center, 2277 Research Boulevard, Rockville, MD 20850; 301-519-5535. Hand deliveries will be accepted daily between 8:30 a.m. and 5:00 p.m. EST, excluding Saturdays, Sundays, and Federal holidays. Entrance to the resource center requires proper photo identification.

## Due Date

Applicants are responsible for ensuring that the original and five copies of the application are received no later than 5 p.m. EST on **March 25, 2002.**

## Contact

For further information, contact Travis Cain, Program Manager, Special Emphasis Division, OJJDP, 202-307-5914, or send an e-mail inquiry to [travis@ojp.usdoj.gov](mailto:travis@ojp.usdoj.gov). To obtain information on Frequently Asked Questions About JUMP, visit OJJDP's JUMP Web site, [ojjdp.ncjrs.org/JUMP/index.html](http://ojjdp.ncjrs.org/JUMP/index.html).

## References

Davis, N.S., Grasso, K.L., Dennis, K., Wells, S.J., and Liss, M.B. 1998. *Guidelines for the Screening of Persons Working With Children, the Elderly, and Individuals With Disabilities in Need of Support*. Summary. Washington, DC:

U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

Office of Juvenile Justice and Delinquency Prevention. 1998. *Juvenile Mentoring Program (JUMP). 1998 Report to Congress*. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

Tierney, J.P., Grossman, J.B., and Resch, N.L. 1995. *Making a Difference: An Impact Study of Big Brothers/Big Sisters*. Philadelphia, PA: Public/Private Ventures.

## Suggested Readings

Fountain, D.L., and Arbretton, A. 1999. The cost of mentoring. In *Contemporary Issues in Mentoring*. Report. Philadelphia, PA: Public/Private Ventures.

Freedman, M. 1992. *The Kindness of Strangers: Reflections on the Mentoring Movement*. Philadelphia, PA: Public/Private Ventures.

Furano, K., Roaf, P.A., Styles, M., and Branch, A. 1993. *Big Brothers/Big Sisters. A Study of Program Practices*. Philadelphia, PA: Public/Private Ventures.

Greim, J.L. 1992. *Adult/Youth Relationships Pilot Project: Initial Implementation Report*. Philadelphia, PA: Public/Private Ventures.

Grossman, J.B., ed. 1999. *Contemporary Issues in Mentoring*. Report. Philadelphia, PA: Public/Private Ventures.

Grossman, J.B., and Garry, E.M. 1997. *Mentoring—A Proven Delinquency Prevention Strategy*. Bulletin. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

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- Hawkins, J.D., Catalano, R.F., and Miller, J.Y. 1992. Risk and protective factors for alcohol and other drug problems in adolescence and early adulthood: Implications for substance abuse prevention. *Psychological Bulletin* 112(1):64–105.
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- Sipe, C.L., and Roder, A.E. 1999. *Mentoring School-Age Children*. Report. Philadelphia, PA: Public/Private Ventures.
- Styles, M.B., and Morrow, K.V. 1992. *Understanding How Youth and Elders Form Relationships: A Study of Four Linking Lifetimes Programs*. Philadelphia, PA: Public/Private Ventures.
- Tierney, J.P., and Branch, A.Y. 1992. *College Students as Mentors for At-Risk Youth: A Study of Six Campus Partners in Learning Programs*. Philadelphia, PA: Public/Private Ventures.



*Do not submit your application until you have checked to see that all items in the checklist below are included.*

# Juvenile Mentoring Program Application Checklist

If the application does not conform to the standards listed below, OJJDP will deem the application ineligible for consideration. All portions of the application narrative must be submitted on 8½- by 11-inch paper in a standard 12-point font with each page **doubled-spaced**, on one side of the page, and numbered sequentially.

I. Forms (signed and dated, original in blue ink) in the sequence shown below:

- Standard Form 424.
- Budget Detail Worksheet/Budget Narrative.
- Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements (OJP Form 4061/6).
- Disclosure of Lobbying Activities (Standard Form LLL).
- Assurances (OJP Form 4000/3).
- Privacy Certificate (Face Sheet, page 45 in the *OJJDP Application Kit*).

II. Table of Contents.

III. Project Abstract (must not exceed three pages).

IV. Narrative.

Must not exceed 35 doubled-spaced pages (including bullets and lists) and must include the following in the sequence shown below:

- Problem(s) To Be Addressed.
- Goals and Objectives.
- Project Strategy/Design.
- Management and Organizational Capability.

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V. Appendixes.

All combined appendixes cannot exceed 25 pages, which must be numbered and must follow the order shown below:

- Workplan/timeline chart.
- Résumés and/or job descriptions.
- Memorandum of understanding (MOU) between a local education agency and a private nonprofit or for-profit or tribal organization and other related agencies involved in the program (signatures of all participating agencies are required on MOUs).
- Letter or MOU from entity conducting background checks (a letter of commitment/agreement or a fully executed MOU is required).
- Summary of ongoing project evaluation (if applicable).
- Letter(s) of support, if applicable (not required).

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**Appendix A:  
Certification That Target Youth  
Meet JUMP Priority Selection  
Criteria**

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# Certification That Target Youth Meet JUMP Priority Selection Criteria

As outlined on pages 3 to 4, to be eligible to receive priority consideration for JUMP funding, applicants must demonstrate that they meet at least one of three criteria:

- ◆ Chapter 1 Funds Eligibility. This information should be available through the local education agency and/or the target school(s).
- ◆ Arrest Rate Eligibility. This information should be available from the local law enforcement agency.
- ◆ Dropout Rate Eligibility. Dropout rates are typically maintained only at the high school level. This information should be available through the local education agency and/or the target high school(s).

Only one of the above criteria needs to be met for an applicant to be eligible to receive priority consideration for JUMP funding. However, all schools and/or target areas/communities in a single application must meet at least one common criterion to be eligible.

Please complete at least one of the criterion forms on the following pages, including signatures and contact information for the agencies and their representatives. These forms must be included with the application to OJJDP.

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# Chapter 1 Funds Documentation Form

Name of school targeted:<sup>1</sup> \_\_\_\_\_

School address: \_\_\_\_\_  
\_\_\_\_\_

**Provide the following information:**

Number of students in target school: \_\_\_\_\_ (total student population)

Number of students in target school eligible to receive Chapter 1 funds under the Elementary and Secondary Education Act of 1965: \_\_\_\_\_

Percentage of students in the school eligible to receive Chapter 1 funds under the Elementary and Secondary Education Act of 1965: \_\_\_\_\_ % (60 percent or more of students must be eligible for these services).

Year for which these data are provided: \_\_\_\_\_

The signature of the local education agency and/or school official below certifies that 60 percent or more of the youth at the target school(s) are eligible to receive Chapter 1 funds under the Elementary and Secondary Education Act of 1965. In addition, this signature certifies that the Chapter 1 data being used are the most recently available data.

Signature of school official: \_\_\_\_\_

Name of school official: \_\_\_\_\_

Title of school official: \_\_\_\_\_

Phone number: \_\_\_\_\_

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<sup>1</sup>If more than one school is being targeted, this information should be provided for each school targeted under JUMP.

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# Juvenile Arrest Rate Documentation Form

Name of target community:<sup>1</sup> \_\_\_\_\_

Description of target community: \_\_\_\_\_  
(area covered, address)  
\_\_\_\_\_  
\_\_\_\_\_

Name of county/municipality: \_\_\_\_\_

**Provide the following information:**

Juvenile arrest rate for the target community: \_\_\_\_\_

Juvenile arrest rate for the county/municipality in which the target community is located: \_\_\_\_\_

Year for which these data are provided: \_\_\_\_\_

The signature of the local law enforcement agency official below certifies that the juvenile arrest rate in the target community is as great or greater than the juvenile arrest rate for the county or municipality in which the target community is located. In addition, this signature certifies that the juvenile arrest data being used are the most recently available data.

Signature of law enforcement official: \_\_\_\_\_

Name of law enforcement official: \_\_\_\_\_

Title of law enforcement official: \_\_\_\_\_

Phone number: \_\_\_\_\_

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<sup>1</sup>Target community may include, for example, a neighborhood, public housing community, police beat, or other applicant-defined geographic area. If more than one community is being targeted, this information should be provided for each community targeted under JUMP.

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# Dropout Rate Documentation Form

Name of school targeted:<sup>1</sup> \_\_\_\_\_

School address: \_\_\_\_\_  
\_\_\_\_\_

**Provide the following information:**

Dropout rate for target school: \_\_\_\_\_

Overall dropout rate for school district: \_\_\_\_\_

Year for which these data are provided: \_\_\_\_\_

The signature of the local education agency and/or school official below certifies that the dropout rate for the target school is as great or greater than the overall dropout rate for the school district in which the target school is located. In addition, this signature certifies that the dropout data being used are the most recently available data.

Signature of school official: \_\_\_\_\_

Name of school official: \_\_\_\_\_

Title of school official: \_\_\_\_\_

Phone number: \_\_\_\_\_

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<sup>1</sup>If more than one school is being targeted, this information should be provided for each school targeted under JUMP.

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# **Appendix B: Sample Memorandum of Understanding**

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# Sample Memorandum of Understanding

This memorandum of understanding (MOU) made this \_\_\_\_ day of \_\_\_\_\_ and effective throughout the 3-year life of the School-Based Youth Mentoring Project JUMP grant, by and between Carnation Rotary Club (CRC), the Centennial School District (CSD), and the Mental Health Center, Inc. (MHC), hereby establishes that CRC, CSD, and MHC contract and agree as follows:

## **CRC will:**

- ◆ Identify, solicit, and recruit volunteer mentor applicants.
- ◆ Screen mentor volunteer applicants and train and retain mentors in coordination with CSD.
- ◆ Provide casework management for the ongoing project and participate in mentor/mentee relationship monitoring.
- ◆ Facilitate one-to-one student and volunteer matching: 25 matches in year one, 25 in year two, and 25 in year three.
- ◆ Coordinate activities and service learning projects.
- ◆ Track outcomes and prepare evaluations and quarterly reports.
- ◆ Hire a full-time coordinator.
- ◆ Cooperate to the fullest extent possible with OJJDP's JUMP National Project Evaluator.

## **CSD will:**

- ◆ Provide onsite coordination, an adequate project site, office space, and facility amenities.
- ◆ Identify appropriate CSD students for referral.
- ◆ Obtain parental permission for student participation and coordinate meetings between mentors and mentees.
- ◆ Assist with volunteer and student orientation, training, and mentor and youth matching.
- ◆ Advise on the academic needs of participating youth.
- ◆ Provide appropriate participants, such as program evaluators, with student data (e.g., grades, attendance and discipline records, and counselor and teacher reports) and ensure participant anonymity.
- ◆ Assist with the preparation of evaluations and quarterly reports.
- ◆ Provide a contact person.
- ◆ Cooperate to the fullest extent possible with OJJDP's JUMP National Project Evaluator.

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**MHC will:**

- ◆ Serve as the primary agency for group recreational activities and games.
- ◆ Provide training programs in assertiveness and stress management to mentors and program staff.
- ◆ Host mental health services for mentees and their families (e.g., counseling, assessment, family therapy).
- ◆ Provide a full range of psychiatric services to mentees and their families (e.g., evaluation, testing, therapy, counseling).
- ◆ Cooperate to the fullest extent possible with OJJDP's JUMP National Project Evaluator.

CRC, CSD, and MHC will hold all information confidential regarding participants and release such information only with signed parental consent or in cooperation with law enforcement investigations in compliance with local and State laws and statutes.

In witness whereof, the parties hereto have caused this MOU to be executed as of the day and year listed below.

Carnation Rotary Club

Centennial School District

By: \_\_\_\_\_  
Name and Title

By: \_\_\_\_\_  
Name and Title

Mental Health Center, Inc.

By: \_\_\_\_\_  
Name and Title

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# **Appendix C: Sample Project Abstract**

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# Sample Project Abstract

1. Applicant name, address, and contact information: Peach Blossom, President  
Carnation Rotary Club  
1234 Springtime Lane  
Carnation, CA 12345  
123-456-7890  
123-654-0987 (fax)
2. Location: Carnation, Flower County, CA
3. Setting: Rural
4. E-mail address: mentoring@abcdefg.com
5. Entity conducting background checks: Carnation Flower Police Department (expense is included in budget)
6. Proposed program status: New mentoring project
7. Age of mentees: 10–17 years of age
8. Type of mentors: Local businesswomen and female lawyers, doctors, teachers, and other professional female members of the Carnation Rotary Club.
9. Projected new matches each year of project: Year one: 25; year two: 25; year three: 25
10. Projected matches for 3 years: 75
11. Project type: Afterschool program
12. Target group: Hispanic females
13. Project summary: This project will provide opportunities for members of an established local women’s professional group to act as mentors to troubled female youth in the community. Mentees will be matched with mentors who are either employed or who have experience in areas in which the youth are interested. Youth will receive academic support, job shadowing opportunities, college preparation support, summer employment, and cultural and social experiences.

- 
14. Coordination of Federal Efforts: There is one active Federal grant award supporting a related effort on mental health services. Flower County's Social Services Division received a \$25,000 award in 1999 from the Center for Mental Health Services to promote awareness of available family counseling services to migrant worker families with court-involved youth. These funds are part of an interagency agreement between the U.S. Department of Justice and the Center for Mental Health Services.

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# **Appendix D: Glossary**

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# Glossary

**Local education agency (LEA)** is a public board of education or any other public authority legally constituted within a State that has administrative control or direction over public elementary or secondary schools or vocational education programs.

**Memorandum of understanding (MOU)** is a signed agreement between two or more parties. The agreement clearly delineates each entity's roles and responsibilities. MOUs from or with schools must include a commitment to provide quarterly grades, attendance records, information regarding disciplinary actions, and other pertinent data. All MOUs must indicate that all parties will cooperate with the national evaluation (see a sample MOU in appendix B).

**National organizations** service a population that extends across the country—for example, Big Brothers Big Sisters of America.

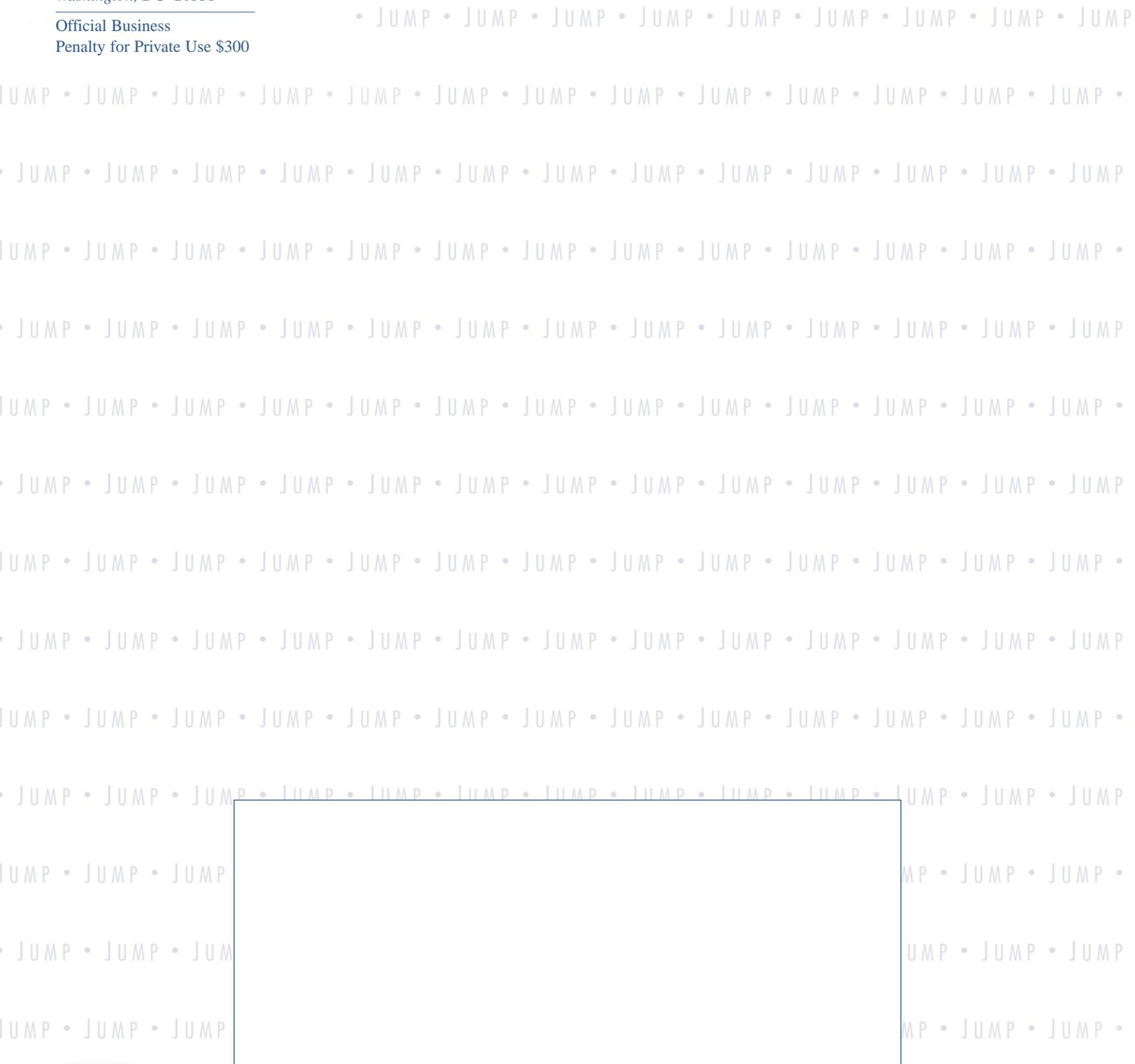
**Reasonable and allowable cost** is a cost that a *responsible* person would have incurred under the circumstances prevailing at the time the decision to incur the cost was made.

**Workplan/timeline chart** is a document that indicates tasks to be completed to meet the project's objectives. The chart includes the months in which a task will be achieved and the staff person(s) or entities responsible for completing each task.

**U.S. Department of Justice**  
Office of Justice Programs  
*Office of Juvenile Justice and Delinquency Prevention*

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