



FY 2000 OJJDP Discretionary Program Announcement



182848

Juvenile Mentoring Program

OJJDP

Go to ojjdp.ncjrs.org/jump/grants.html or call
800-638-8736 (Option 3) for details about
samples referenced on page 4.

For Further Information

Because of the wide range of funding opportunities in FY 2000 and their various requirements and deadlines, the Office of Juvenile Justice and Delinquency Prevention (OJJDP) is publishing separate announcements for many of the programs under which funding is available. These program announcements address the program's nature and purpose, specify eligibility requirements and selection criteria, and identify deadlines and contact information. **The program announcements do not include application materials.** Application instructions, forms (including the SF-424), and review guidelines for all OJJDP funding opportunities are provided in the *OJJDP Application Kit* (SL 397). To apply for funding under the solicitation presented in this program announcement, you must obtain a copy of the *OJJDP Application Kit*.

Copies of the *OJJDP Application Kit* and the reference materials cited in the program announcement can be obtained from OJJDP's Juvenile Justice Clearinghouse or downloaded from the agency's Web site. You can contact the Clearinghouse in any of the following ways:

- Phone:** 800-638-8736
(Monday through Friday, 8:30 a.m.-7 p.m. ET)
- Fax:** 301-519-5212
- Fax on Demand:** 800-638-8736 (select option 1, select option 2, and listen for instructions).

Because of the number of pages, the *OJJDP Application Kit* is available in four components (#9119, Introduction and Application and Administrative Requirements, 16 pages; #9120, Checklist and Application Forms, 24 pages; #9121, Privacy Certificate Guidelines and Statement and Peer Review Information, 19 pages; and #9122, Contact Lists, 16 pages). Copies are sent to your attention via fax immediately upon request. There may be a short delay, depending on the volume of requests.

- E-Mail:** puborder@ncjrs.org (publications, including the *OJJDP Application Kit*)
askncjrs@ncjrs.org (assistance)

Copies requested by phone, regular fax, or e-mail will be sent by first-class mail. Delivery will take approximately 3-5 days. The *OJJDP Application Kit* can also be downloaded in either HTML or PDF from OJJDP's Web site, Grants and Funding section:

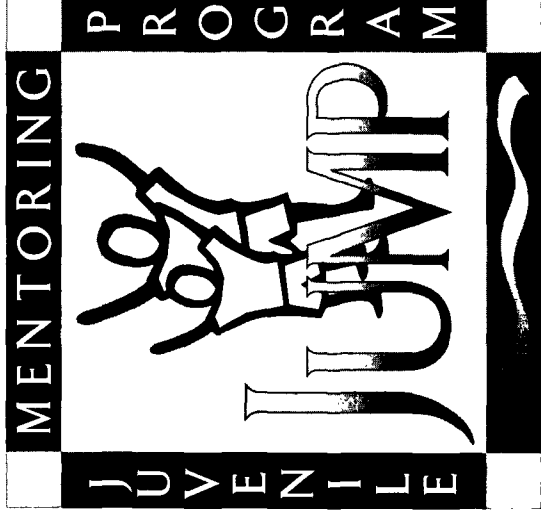
- Internet:** ojjdp.ncjrs.org

To receive timely notification of future OJJDP funding opportunities, newly released publications, and other information on juvenile justice and delinquency, subscribe to OJJDP's electronic mailing list, JUVJUST: Send an e-mail to listproc@ncjrs.org. Leave the subject line blank. Type *subscribe juvjust your name* in the body of the message.

182848

Juvenile Mentoring Program

Due Date: May 23, 2000



U.S. DEPARTMENT OF
National Criminal Justice Statistics Service (NCJIS)
Box 6000
Berrett, UT 84309-6000

John J. Wilson, Acting Administrator

OJJDP

**U.S. Department of Justice
Office of Justice Programs
Office of Juvenile Justice and Delinquency Prevention**
810 Seventh Street NW.
Washington, DC 20531

Janet Reno
Attorney General

Daniel Marcus
Acting Associate Attorney General

Mary Lou Leary
Acting Assistant Attorney General

John J. Wilson
Acting Administrator
Office of Juvenile Justice and Delinquency Prevention

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.

Juvenile Mentoring Program (JUMP)

Purpose

This program supports one-to-one mentoring projects for youth at risk of educational failure, of dropping out of school, or of involvement in delinquent activities, including gangs 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 a Juvenile Mentoring Program (JUMP). In fiscal year (FY) 2000, Congress appropriated \$13.5 million for juvenile mentoring programs.

Mentoring, as the term is used under part G, is defined as a one-to-one relationship between a pair of unrelated individuals, one an adult age 21 or older (mentor) and the other a juvenile (mentee), which takes place on a regular basis over an extended period of time. It is usually characterized by a "special bond of mutual commitment" and "an emotional character of respect, loyalty, and identification" (Hamilton, 1990).

As a movement, mentoring has its roots in the closing decades of the 19th century with "Friendly Visitors," who served as role models for children of the poor. Mentoring enjoyed new popularity in the 1970's when corporations heralded the concept as a means to foster achievement. Mentoring was seen as a particularly critical ingredient to success on the corporate ladder (Freedman, 1992).

Within the past 10 years, mentoring has targeted a new group—disadvantaged children and youth. It has emerged as a promising approach for enriching children's lives, addressing the isolation of

youth from adult contact, and providing support and advocacy to children who need it. Mentoring is also recognized as an important vehicle for harnessing the talents of volunteers to address the problems of poverty (Freedman, 1992).

In April 1997, as a result of the Presidents' Summit For America's Future, the mentoring movement took on a new dimension. Every caring adult in America was challenged to pledge an individual commitment to serve at-risk youth. The summit declared that all young Americans have the right to five fundamental resources that can aid them in leading healthy, fulfilling, and productive lives. These resources are an ongoing relationship with a caring adult mentor, safe places and structured activities during nonschool hours to learn and grow, a healthy start, a marketable skill through effective education, and an opportunity to give back through community service.

With the JUMP program, Congress has recognized mentoring's potential as a tool for preventing delinquency. Two critical risk factors—poor school performance and dropping out of school—are addressed through the JUMP program's mentoring approach. Therefore OJJDP is making funds available for mentoring programs that specifically address these risks.

Congress also has recognized the importance of school collaboration with mentoring programs, either as a primary applicant or in partnership with other public or nonprofit private organizations. Benefits of this approach have been measured through an experimental study conducted by Public/Private Ventures (P/PV), which assigned random samples of youth to a Big Brothers and Big Sisters (BB/BS) mentoring program or to a BB/BS waiting list (Tierney, Grossman, and Resch, 1995). The study found that a one-to-one

mentoring experience made a tangible difference in the lives of young people. Several positive results were identified:

- ◆ Mentored youth earned higher grades, skipped fewer classes and fewer days of school, and felt more compelled to do their schoolwork.
- ◆ Mentored youth were 46 percent less likely than the control group to initiate drug use during the study period. The finding was even stronger for minority youth, who were 70 percent less likely than the control group to initiate drug use when in a positive mentoring relationship.
- ◆ Mentored youth were 27 percent less likely than the control group to initiate alcohol use.
- ◆ Mentored youth were less assaultive and had much better relationships with their parents than did the control group.

Although the dropout rate was not measured, P/PV concluded that the research presented clear and encouraging evidence that caring relationships between adults and youth resulted in a wide range of tangible benefits that can be created and supported by mentoring programs. The study emphasized the importance of carefully structured programs with adequate case, programmatic, and organizational management; training; policies; procedures; and clear standards to address screening of adults and youth, training and orientation of volunteers, the matching process, required frequency of meetings, and supervision of matches.

While the P/PV study did not characterize the type of relationship that was formed or relate it to the impact on participating youth, the researchers did say that the study enabled them to make several observations about relationships between mentor and mentee:

- ◆ They had a high level of contact. Typical mentors met with their mentees approximately three times per month for 4 hours per meeting, which resulted in 12 hours of meetings per month and over the course of a year totaled 144 hours of direct contact. For those who spoke on the telephone as well, as many did, hours of interaction were even higher.
- ◆ The relationships were built using an approach in which the mentor assumed the role of friend, not teacher or preacher. The mentor's role was to support the youth in his or her various endeavors, not to explicitly change the youth's behavior or character.

P/PV's study and others have also identified key program infrastructure prerequisites:

- ◆ Ensure thorough volunteer screening that weeds out adults who are unlikely to keep their time commitment or might pose a safety risk to the youth.
- ◆ Design mentor training to include communication and limit-setting skills, tips on relationship building, and recommendations on the best ways to interact with young people.
- ◆ Use matching procedures that take into account the preferences of the youth, family, and volunteer and use a professional case manager to analyze which volunteer would work best with which youth.
- ◆ Provide intensive supervision of and support for each match by a case manager who has frequent contact with the parent/guardian, volunteer, and youth and provides assistance when requested or as difficulties arise.

OJJDP is funding an ongoing evaluation of the JUMP program, and all grants awarded under this solicitation will become part of this continuing research. To date, several observations can be

made as a result of the establishment and operation of the JUMP projects funded by OJJDP:

- ◆ Relationships between the private nonprofit sector and the schools are critical. Real collaboration must take place with joint decisionmaking. Problems in implementing and operating a project have occurred when this relationship is weak or not clearly defined.
- ◆ Parents must have a role in the decision to involve their child in the mentoring program. Staff must be trained in the best way to approach parents so that the mentors and the project are seen as allies and not competitors.
- ◆ Projects must use multiple strategies for recruiting mentors. Because recruitment can be difficult, projects should set realistic goals for the number of mentors to be recruited and the way in which matches will be made, clearly describing the strategies to be used.
- ◆ Projects planning to use university students must include verification that students are 21 years of age or older and that they are willing to fulfill their commitment to the mentees. This precaution will result in a clear understanding of expectations and as much consistency as possible in the mentoring relationship.
- ◆ The project coordinator must have sufficient experience to operate a complex youth project and an appropriate understanding of the community to maximize mentor recruitment opportunities.

Program Goals

OJJDP has three principal program goals for the JUMP program:

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

- ◆ Improve academic performance of at-risk youth.
- ◆ Reduce the dropout rate for at-risk youth through the establishment of one-to-one mentoring.

Program Objectives

The program objectives of this initiative are to achieve the following:

- ◆ 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.

Program Strategy/Design

The program strategy of the JUMP program is to fund collaborative efforts between local educational agencies (LEA's) and public/private nonprofit organizations or tribal nations to support development of effective mentoring programs for at-risk youth. OJJDP encourages applications from both new programs and those programs with proven track records that want to expand their mentoring activities in accordance with this solicitation's program goals and objectives.

All applicants must include the following in their applications:

Project Abstract

A maximum two-page project abstract must provide the following information in list format: (1) applicant's name, address, and contact information; (2) location of project—city, county, and State; (3) setting—urban, suburban, or rural; (4) Internet address; (5) applicant's status as an expansion or new mentoring project; (6) age range of mentees; (7) type of mentors (e.g., police officers, nurses, teachers, grandparents); (8) number of matches projected each year; (9) total number of matches projected for all 3 years; (10) type of mentoring project (e.g., after school, school based, or year round); (11) identity of target group (e.g., African American females, Latino males, court-involved youth, foster care youth, youth with disabilities, abused and neglected youth); (12) a description no longer than three paragraphs detailing a significant, special, or unique activity planned for the project; and (13) Coordination of Federal Efforts information (see page 11 for required information and sample in appendix A).

Problem Statement

The problem statement should address target community and population characteristics that demonstrate the need for an effective mentoring project. Each applicant must describe the community in which the project will operate and document that the target population meets the definition of at-risk youth.

In stating the community's need for a mentoring project, applicants should provide brief statements containing the most current data on all the risk factors that impact youth in the target community: (1) existing school dropout rates, (2) teenage pregnancy rates, (3) serious and

violent juvenile crime rate, (4) gang activity in the target area, (5) juvenile arrest rates, (6) nature and percentage of drug use and sales, (7) percentage of eligible youth in the participating school's population approved to receive Chapter I funds, and (8) other indicators of risk factors in the target community. Updated information in each of the areas will be requested each year of the 3-year project period (see sample in appendix A).

Assurances From a Local Educational Agency and Other Related Agencies

Because two goals of this program are to improve academic performance and to reduce the dropout rate, it is imperative that school-related information on JUMP youth be made available to OJJDP by participating schools. Therefore, applications must contain a memorandum of understanding (MOU) signed by any non-LEA applicant and the participating LEA. This agreement should (1) outline the roles and responsibilities of both entities; (2) state that the LEA will provide academic grades, attendance records, information regarding disciplinary actions, and other pertinent data on a quarterly basis for youth being served by JUMP; and (3) state that the LEA will otherwise cooperate to the fullest extent possible with a national program evaluator. The MOU might also designate a school employee to serve as the school's program coordinator. Responsibilities could include 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. Where appropriate, similar MOU's from public agencies, community groups, and businesses that would be directly involved in the project must also be provided.

Project Target Population

Projects should target at-risk youth only. 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 the degree that may lead to educational failure, dropping out of school, or involvement in juvenile delinquency, including gang-related delinquent activity. Projects should target at-risk youth in high crime areas where 60 percent or more of youth in the participating school are approved to receive Chapter I funds (Free and Reduced Lunch Program) under the Elementary and Secondary Education Act of 1965 and where a considerable number of youth are truant or drop out of school each year. Each applicant must submit documentation from the school to demonstrate that the target population meets the Chapter I and other criteria delineated above.

Project Goal(s) and Objectives

Applicants are encouraged to be realistic in developing their goals and objectives, to be specific in addressing the needs of their targeted community, and to ensure that their project goals and objectives are consistent with JUMP's program goals and objectives as itemized above. An applicant's project goals and objectives must be stated in clear, measurable terms that allow them to be measured on a yearly basis.

Applicants should state their goal(s) in an overall statement of purpose as to what they expect to achieve with the grant.

The objectives should be stated as a list of quantifiable activities that will help the applicant achieve the goal, and each applicant must submit a plan for tracking and measuring progress. For example, the applicant should state that the mentoring program will serve X number of mentees each year, academic performance will be improved by X percent, gang participation will be reduced by X percent, and dropout rates will be reduced by X percent.

Project Strategy/Design

Information must be provided on the roles of the mentor, the mentoring site, and specific implementation steps. These seven implementation steps include the following:

- 1. Organizational commitment.** Projects must specify that each participant will mentor only one child on a one-to-one basis, no less than 1 to 2 hours per week, for a period of at least 1 year. It is also recommended that projects serve a minimum of 50–60 matches a year. The responsibilities of each funding partner and project participant (LEA, nonprofit public/private agency, business, mentors, mentees, and mentees' parents) should be spelled out up front through an MOU.
- 2. Mentor recruitment, screening, selection, orientation, training, and support.** A "mentor" is defined as an adult, 21 years or older, who works with an at-risk youth on a one-to-one basis. Only projects using adult mentors qualify for OJJDP funding. Efforts should be made to enlist mentors who are responsible adults, such as law enforcement officers, senior citizens, grandparents, university students, or persons affiliated with local businesses or with community-based organizations. Mentors are volunteers and cannot be paid. All prospective employees and volunteers who will have contact with youth must be screened. Each project is required to have a written screening policy that will be carefully implemented and consistently applied to all mentors. Screening mechanisms should be established to weed out volunteers who will not keep their commitments. 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* (1998).

In addition, all projects must identify the policy and screening process and provide a letter of agreement from any entity that will be conducting background checks. At a minimum, the screening policy must require the names of three character references (at least one of whom is a work reference) and provide for a criminal history records check. Documentation of the results of the criminal history records check must be kept on file on the premises. This information must be available on a written form for each individual mentor prior to any unsupervised contact with any youth.

There should be a case-by-case determination as to whether the background information obtained from this screening should bar participation unless otherwise prohibited by statute or regulation. A mentor applicant may be disqualified to reasonably protect youth from physical, emotional, psychological, or sexual abuse. A mentor applicant's failure to provide requested information should result in automatic disqualification.

Support for mentors is essential to ensure program success. Each project must employ a project coordinator for mentors to contact for feedback and advice. To the extent possible, the project coordinator should have frequent contact with parents or guardians, volunteers, and youth and provide assistance when it is requested or as problems arise. Periodic feedback from mentors and mentees should be obtained, especially during the first 2 months of the relationship. Applicants should describe how mentors will be trained prior to being matched with the youth and at specific intervals during their participation in the program. This training should include communication and limit-setting skills, tips on relationship building, and recommendations on the best ways to interact with youth.

Criteria for mentor termination should be specified.

- 3. Youth selection and orientation.** Criteria should be developed for youth selection, retention, and termination based on the project's goals. Parents (or legal guardians or custodians of the youth) should be included when practicable in an orientation session, and if practicable, the project should obtain written parental permission for the child's participation.
- 4. Parental involvement.** Parental involvement is encouraged and, if practicable, parents should be offered a role in the selection of the mentor. Whenever possible, parents of the mentee should participate in the JUMP project. Applicants should include a plan for securing and maintaining parental involvement in the project (e.g., form a parent support group or include parents as members of an advisory board).
- 5. Matching mentor and mentee.** The mechanism for matching youth with mentors should be described. Each mentor can be assigned to only one youth. Matching procedures should take into account interests, availability, needs, language requirements, and preferences of the youth, his or her family, and the volunteer.
- 6. Monitoring.** A process for ongoing monitoring and feedback from mentee, mentor, parents, teachers, and any other affected parties should be established. This process must be compatible with project evaluation and with the JUMP program's evaluation tool discussed under "Evaluation Methods and Processes" (see page 7).
- 7. Mentor/mentee relationship and activities.** Applicants must ensure that projects operating in secondary schools will provide mentees with a variety of activities, including an opportunity to spend time or participate in the work environment, witness job skills useful for obtaining employment, receive assistance

with homework, and be exposed to positive new experiences. These youth should also receive emotional support. Projects involving children of elementary school age should include such activities as academic assistance, exposure to positive new activities, and emotional support. Projects should ensure that mentors and mentees can meet in safe and mutually convenient locations.

Evaluation Methods and Processes

Evaluation is critical to ensuring that projects meet their goals in terms of both the process and the impact on the mentee. Each project must collect data on project operations and project effectiveness in reducing juvenile delinquency and gang participation, improving academic performance, and reducing the school dropout rate. OJJDP has funded a national evaluation, and projects funded under JUMP must provide written assurance that they will participate in the national evaluation, including quarterly electronic data submission. *Evaluating Your Program: A Beginner's Self-Evaluation Workbook for Mentoring Programs* will be provided to each grantee to guide them in local evaluation efforts.¹ Applicants selected for funding under OJJDP's mentoring program also will be provided with an evaluation toolkit that has been specifically developed for the JUMP program. This toolkit includes data collection instruments and procedures and JUMP evaluation software. Grantees must agree to use a PC configured with a minimum of Windows 98, a CD-ROM drive, and appropriate Internet access. Macintosh computers, or computers utilizing Windows NT, earlier versions of Windows, or other operating systems are not compatible with the JUMP evaluation software and cannot be used to complete evaluation reporting requirements.

¹ Information Technology International. Forthcoming. *Evaluating Your Program: A Beginner's Self-Evaluation Workbook for Mentoring Programs*. Potomac, MD: Information Technology International.

Additional Application Requirements for Applicants With Existing Mentoring Projects

Applicants with existing mentoring projects must provide data on the number of youth participating in the ongoing project, the number of new matches proposed, and an outline of the strategy currently being used to recruit, screen, train, and maintain mentors and youth.

These applicants should address how their project either currently complies with the guidelines set forth in this solicitation or how they will comply with them if funded by OJJDP's program. Each applicant must demonstrate that it has or will create an infrastructure capable of fully supporting its project.

If the project has been evaluated, results should be reported and a summary of the evaluation should be provided as an appendix.

Budget

Each applicant shall provide a Budget Detail Worksheet/Narrative (see sample in appendix A) for each year of the 3-year project period, including the basis for computation of all costs. Whether the primary applicant is an LEA or an eligible public/private nonprofit group, one full-time staff coordinator should be budgeted to oversee a minimum of 50–60 matches each year of the project. In addition, a second individual, either a volunteer or a paid employee, should generally be expected to devote at least 6 to 7 hours a week to this project. A third individual, whether a part-time volunteer or paid staff person, should assist in the evaluation and data collection. Allocation of \$75 per mentoring match per year to cover incidental expenses is also recommended. Project funds cannot be used directly to compensate mentors except for reimbursement for reasonable incidental expenses, such as transportation, that are directly associated with the mentoring project.

Each applicant must provide an Internet address or include a line item in the budget for Internet setup. An Internet address must be available for use no later than 60 days after the award. Costs of volunteer/mentor background checks are allowable and should be included as a line item in the budget. Each applicant must identify the lead organization's audit period.

Two cluster meetings will be held during the 3-year project period. Applicants should budget for the costs for the JUMP coordinator and one other key staff person to attend two meetings lasting 3 days each in the first and third project years. Applicants located on the West Coast and in the Midwest should budget for these meetings to be held in Washington, DC. Applicants located on the East Coast should budget for these meetings to be held in California. The purpose of these meetings will be to review program implementation, evaluation, and any other related programmatic matters.

Use of the sample Budget Detail Worksheet/Narrative (available in the *OJJDP Application Kit*) is preferred.

Products

If appropriate, applicants should describe what written materials they will produce and how these materials may be useful to their own project participants and others hoping to replicate their efforts.

Eligibility Requirements

Applications are invited from LEA's and public/private nonprofit organizations that can demonstrate knowledge of and/or experience with mentoring programs, volunteers, and youth. When an LEA is the primary applicant, it must enter into an MOU with a public or private agency or a public/private nonprofit agency. Likewise, a public/private nonprofit agency that

applies as a primary applicant must have an MOU with the LEA. National organizations are not eligible for these funds. Grantees that have been awarded JUMP funds previously are not eligible to compete for FY 2000 funding available through this solicitation.

Selection Criteria

Applicants will be rated by a peer review panel on the extent to which they meet the criteria below.

Problem(s) To Be Addressed (15 points)

The applicant clearly (1) identifies the need for this project, (2) describes the target population, and (3) documents whether it meets the statutory priority for focusing on at-risk youth in high crime areas where at least 60 percent of youth at the participating school are approved to receive Chapter I funds and where a considerable number of youth drop out of school each year. Each applicant must submit supporting documentation from the participating school(s) that confirms that 60 percent or more of the students receive Chapter I funds.

Goals and Objectives (10 points)

The overall goal for the project is clearly related to the problems of at-risk youth in the targeted community. Objectives are clearly defined, measurable, and obtainable for each year of the project.

Project Strategy/Design (35 points)

The project design is sound and contains programmatic elements directly linked to the achievement of the project objectives and the collection of the data for local project evaluation. The applicant clearly describes how the mentors and mentees will be recruited, screened, trained, and matched to achieve the mentoring project goals and objectives and how other resources and individuals will be used to implement the mentoring

project in the community. The applicant outlines a clear plan for developing resources that will provide for project sustainability following termination of the JUMP grant funding. The applicant includes an MOU between the private nonprofit organization and the LEA. The MOU outlines the roles and responsibilities of all parties and is signed by both parties. The applicant provides a workplan and milestone chart for each year of the 3-year period with a timeline that indicates the tasks to be completed to meet the objectives; the month in which they will be achieved; staff person or entities responsible for completing each task; anticipated dates for products, if any; and nature of the products. The applicant includes a letter from the entity that is conducting the background checks. The applicant agrees to participate in the national evaluation.

Management and Organizational Capability (30 points)

The project's management structure and staffing are adequate to complete the project successfully. The applicant demonstrates that the project will be appropriately staffed and that key staff have significant experience in the delivery of services to at-risk youth. When staff are identified, résumés are provided in an appendix. When staff have not been identified, job descriptions are provided in an appendix. Collaborative relationships are established in writing through an MOU. All entities have signed an agreement that clearly delineates the responsibilities and roles of each partner. The capability of the applicant's organization to conduct the project successfully and its history of working with volunteers and youth are documented.

Budget (10 points)

Using the Budget Detail Worksheet/Narrative form (OJP Form 7150/1), applicants have provided a proposed budget and budget narrative for a 3-year period that is complete, detailed, reasonable, allowable, and cost effective in relation to

the activities proposed to be undertaken for the Federal share only; no match is required for participation in this program.

Format

The application should be submitted on 8¹/₂- by 11-inch paper, double-spaced on one side of the paper in a standard 12-point font with each page numbered sequentially. To help reviewers gauge the likelihood of grantee success, applications should be submitted as outlined below:

Forms

This section should include the following standard forms in the order shown below:

- ◆ Standard Form 424.
- ◆ Budget Detail Worksheet/Narrative.
- ◆ Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements.
- ◆ Disclosure of Lobbying Activities.
- ◆ Assurances.

These forms should be followed by a Table of Contents.

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 B, “Privacy Certificate Guidelines and Statement,” in the *OJJDP Application Kit*).

Narrative

The narrative must not exceed 25 pages and must include the following:

- ◆ Project abstract.
- ◆ Problem statement.
- ◆ Project target population.
- ◆ Project goal(s) and objectives.
- ◆ Project design.
- ◆ Evaluation methods and processes.
- ◆ Management and organizational capability.

Appendixes

All the appendixes combined cannot exceed 20 pages and should be numbered sequentially on each page. The following appendixes must be included in the order shown below:

- ◆ Timeline/workplan.
- ◆ Résumés and/or job descriptions.
- ◆ Memorandum of understanding (MOU).
- ◆ Letter from entity conducting background check.
- ◆ Summary of ongoing project evaluation (if applicable).
- ◆ Letter(s) of support.

If the narrative and appendixes do not conform to these standards, OJJDP will deem the application ineligible for consideration.

Additional Selection Considerations

In addition to the selection criteria listed previously, the Administrator may also give consideration to the number of JUMP grantees in a State, geographical distribution (including rural areas), tribal nations, and regional balance when making awards. Consideration also 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; 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.

Award Period

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

Award Amount

Up to \$210,000 is available for each award for the 3-year budget and project periods.

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*, which can be obtained by calling the Juvenile Justice Clearinghouse at 800-638-8736 or by sending an e-mail request to puborder@ncjrs.org. The *OJJDP Application Kit* is also available online at www.ojjdp.ncjrs.org/grants/about.html#kit.

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, applicants must include the program or project title, the Federal grantor agency, the amount of the award, and a brief description of its purpose. "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 application packages should be mailed or delivered to the Office of Juvenile Justice and Delinquency Prevention, c/o Juvenile Justice Resource Center, 2277 Research Boulevard, Mail Stop 2K, Rockville, MD 20850; 301-519-5535. **Note:** *In the lower left-hand corner of the envelope, you must clearly write "Juvenile Mentoring Program."*

Due Date

Applicants are responsible for ensuring that the original and five copies of the application are received no later than 5 p.m. ET on May 23, 2000.

Contact

For further information, call Travis Cain or Susan Brunson, Program Managers, Special Emphasis Division, 202-307-5914, or send an e-mail inquiry to travis@ojp.usdoj.gov or brunsons@ojp.usdoj.gov.

References

- Fountain, D.L., and Arbreton, 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.

Hamilton, S.F. 1990. *Apprenticeship for Adulthood*. New York, NY: Free Press, p. 156.

Mecartney, C.A., Styles, M.B., and Morrow, K.V. 1994. *Mentoring in the Juvenile Justice System: Findings from Two Pilot Programs*. Philadelphia, PA: Public/Private Ventures.

Morrow, K.V., and Styles, M.B. 1992. *Building Relationships with Youth In Program Settings: A Study of Big Brothers/Big Sisters*. Philadelphia, PA: Public/Private Ventures.

Office of Juvenile Justice and Delinquency Prevention. 1994 (July 28). Juvenile Mentoring Program (JUMP) Guidelines. Notice. *Federal Register* 59(144):38520–38522.

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.

Pittman, K. 1992. *Defining the Fourth R: Youth Development Through Building Relationships*. Washington, DC: Academy for Educational Development.

Roaf, P.A., Tierney, J.P., and Hunte, D.E.I. 1994. *Big Brothers/Big Sisters of America: A Study of Volunteer Recruitment and Screening*. Philadelphia, PA: Public/Private Ventures.

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.

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.

Appendix A:

Sample Memorandum of Understanding

This Memorandum of Understanding, (hereafter called MOU), made this day of _____ and effective throughout the 3-year life of the School-Based Youth Mentoring Project JUMP Grant Proposal, by and between Peach Blossom (hereafter called "PB") and the Centennial School District (hereafter "CSD"), hereby establishes that PB and CSD contract and agree as follows:

PB will:

- ◆ Identify, solicit, and recruit project volunteer applicants.
- ◆ Screen project volunteer applicants and train and retain project volunteers in coordination with CSD.
- ◆ Provide casework management for ongoing project and participant monitoring.
- ◆ Facilitate one-to-one student and volunteer matching: 50 in year one, 50 in year two, and 60 in year three.
- ◆ Coordinate project activities and service learning projects.
- ◆ Track project outcomes and prepare project evaluations and project quarterly reports.
- ◆ Hire a full-time coordinator.
- ◆ Cooperate to the fullest extent possible with the National Office of OJJDP JUMP Project Evaluator.

CSD will:

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

Over

PB and CSD shall hold all information confidential regarding program participants and shall only re-lease such information with signed parental consent or in cooperation with law enforcement investiga-tions 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 above.

Peach Blossom

Centennial School District

By: _____

By: _____

Date: _____

Date: _____

PRIORITY OF
National Criminal Justice Reference Service (NCJRS)
Box 6000
Rockville MD 20849 5000

Publications From OJJDP

OJJDP produces a variety of publications—Fact Sheets, Bulletins, Summaries, Reports, and the *Juvenile Justice* journal—along with videotapes, including broadcasts from the juvenile justice telecommunications initiative. Through OJJDP's Juvenile Justice Clearinghouse (JJC), these publications and other resources are as close as your phone, fax, computer, or mailbox.

Phone:

800-638-8736
(Monday-Friday, 8:30 a.m.-7 p.m. ET)

Fax:

301-519-5212

Online:

OJJDP Home Page:

www.ojjdp.ncjrs.org

E-Mail:

puborder@ncjrs.org (to order materials)
askncjrs@ncjrs.org (to ask questions about materials)

Mail:

Juvenile Justice Clearinghouse/NCJRS
P.O. Box 6000, Rockville, MD 20849-6000

Fact Sheets and Bulletins are also available through fax on demand.

Fax on Demand:

800-638-8736, select option 1, select option 2, and listen for instructions.

To ensure timely notice of new publications, subscribe to JUVJUST, OJJDP's electronic mailing list.

JUVJUST Mailing List:

e-mail to listproc@ncjrs.org
leave the subject line blank
type *subscribe juvjust your name*

In addition, JJC, through the National Criminal Justice Reference Service (NCJRS), is the repository for tens of thousands of criminal and juvenile justice publications and resources from around the world. They are abstracted and placed in a database, which is searchable online (www.ncjrs.org/database.htm). You are also welcome to submit materials to JJC for inclusion in the database.

The following list highlights popular and recently published OJJDP documents and videotapes, grouped by topical areas.

The OJJDP Publications List (BC000115) offers a complete list of OJJDP publications and is also available online.

In addition, the OJJDP Fact Sheet Flier (LT000333) offers a complete list of OJJDP Fact Sheets and is available online.

OJJDP also sponsors a teleconference initiative, and a flier (LT116) offers a complete list of videos available from these broadcasts.

Corrections and Detention

Beyond the Walls: Improving Conditions of Confinement for Youth in Custody. 1998, NCJ 164727 (116 pp.).

Disproportionate Minority Confinement: 1997 Update. 1998, NCJ 170606 (12 pp.).

Disproportionate Minority Confinement: Lessons Learned From Five States. 1998, NCJ 173420 (12 pp.).

Juvenile Arrests 1997. 1999, NCJ 173938 (12 pp.).

Reintegration, Supervised Release, and Intensive Aftercare. 1999, NCJ 175715 (24 pp.).

Courts

Guide for Implementing the Balanced and Restorative Justice Model. 1998, NCJ 167887 (112 pp.).

Innovative Approaches to Juvenile Indigent Defense. 1998, NCJ 171151 (8 pp.).

Juvenile Court Statistics 1996. 1999, NCJ 168963 (113 pp.).

Offenders in Juvenile Court, 1996. 1999, NCJ 175719 (12 pp.).

RESTTA National Directory of Restitution and Community Service Programs. 1998, NCJ 166365 (500 pp.), \$33.50.

Trying Juveniles as Adults in Criminal Court: An Analysis of State Transfer Provisions. 1998, NCJ 172836 (112 pp.).

Youth Courts: A National Movement Teleconference (Video). 1998, NCJ 171149 (120 min.), \$17.

Delinquency Prevention

1998 Report to Congress: Juvenile Mentoring Program (JUMP). 1999, NCJ 173424 (65 pp.).

1998 Report to Congress: Title V Incentive Grants for Local Delinquency Prevention Programs. 1999, NCJ 176342 (58 pp.).

Combating Violence and Delinquency: The National Juvenile Justice Action Plan (Report). 1996, NCJ 157106 (200 pp.).

Combating Violence and Delinquency: The National Juvenile Justice Action Plan (Summary). 1996, NCJ 157105 (36 pp.).

Effective Family Strengthening Interventions. 1998, NCJ 171121 (16 pp.).

Juvenile Accountability Incentive Block Grants Strategic Planning Guide. 1999, NCJ 172846 (62 pp.).

Parents Anonymous: Strengthening America's Families. 1999, NCJ 171120 (12 pp.).

Prenatal and Early Childhood Nurse Home Visitation. 1998, NCJ 172875 (8 pp.).

Treatment Foster Care. 1999, NCJ 173421 (12 pp.).

Gangs

1996 National Youth Gang Survey. 1999, NCJ 173964 (96 pp.).

Gang Members on the Move. 1998, NCJ 171153 (12 pp.).

Youth Gangs: An Overview. 1998, NCJ 167249 (20 pp.).

The Youth Gangs, Drugs, and Violence Connection. 1999, NCJ 171152 (12 pp.).

Youth Gangs in America Teleconference (Video). 1997, NCJ 164937 (120 min.), \$17.

General Juvenile Justice

Comprehensive Juvenile Justice in State Legislatures Teleconference (Video). 1998, NCJ 169593 (120 min.), \$17.

Guidelines for the Screening of Persons Working With Children, the Elderly, and Individuals With Disabilities in Need of Support. 1998, NCJ 167248 (52 pp.).

Juvenile Justice, Volume V, Number 1. 1998, NCJ 170025 (32 pp.).

A Juvenile Justice System for the 21st Century. 1998, NCJ 169726 (8 pp.).

Juvenile Offenders and Victims: 1999 National Report. 1999, NCJ 178257 (232 pp.).

OJJDP Research: Making a Difference for Juveniles. 1999, NCJ 177602 (52 pp.).

Promising Strategies To Reduce Gun Violence. 1999, NCJ 173950 (253 pp.).

Sharing Information: A Guide to the Family Educational Rights and Privacy Act and Participation in Juvenile Justice Programs. 1997, NCJ 163705 (52 pp.).

Missing and Exploited Children

Portable Guides to Investigating Child Abuse (13-title series).

Protecting Children Online Teleconference (Video). 1998, NCJ 170023 (120 min.), \$17.

When Your Child Is Missing: A Family Survival Guide. 1998, NCJ 170022 (96 pp.).

Substance Abuse

The Coach's Playbook Against Drugs. 1998, NCJ 173393 (20 pp.).

Drug Identification and Testing in the Juvenile Justice System. 1998, NCJ 167889 (92 pp.).

Preparing for the Drug Free Years. 1999, NCJ 173408 (12 pp.).

Violence and Victimization

Combating Fear and Restoring Safety in Schools. 1998, NCJ 167888 (16 pp.).

Guide for Implementing the Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders. 1995, NCJ 153681 (255 pp.).

Report to Congress on Juvenile Violence Research. 1999, NCJ 176976 (44 pp.).

Serious and Violent Juvenile Offenders. 1998, NCJ 170027 (8 pp.).

Serious and Violent Juvenile Offenders: Risk Factors and Successful Interventions Teleconference (Video). 1998, NCJ 171286 (120 min.), \$17.

State Legislative Responses to Violent Juvenile Crime: 1996-97 Update. 1998, NCJ 172835 (16 pp.).

White House Conference on School Safety: Causes and Prevention of Youth Violence Teleconference (Video). 1998, NCJ 173399 (240 min.), \$17.

Youth in Action

Community Cleanup. 1999, NCJ 171690 (6 pp.).

Cross-Age Teaching. 1999, NCJ 171688 (8 pp.).

Make a Friend—Be a Peer Mentor. 1999, NCJ 171691 (8 pp.).

Plan a Special Event. 1999, NCJ 171689 (8 pp.).

Planning a Successful Crime Prevention Project. 1998, NCJ 170024 (28 pp.).

Stand Up and Start a School Crime Watch. 1998, NCJ 171123 (8 pp.).

Two Generations—Partners in Prevention. 1999, NCJ 171687 (8 pp.).

Wipe Out Vandalism and Graffiti. 1998, NCJ 171122 (8 pp.).

Youth Preventing Drug Abuse. 1998, NCJ 171124 (8 pp.).

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

Washington, DC 20531

Official Business
Penalty for Private Use \$300

FIRST-CLASS MAIL
POSTAGE & FEES PAID
DOJ/OJJDP
PERMIT NO. G-91

OJJDP

SL 000401