



# *FY 1998 OJJDP Discretionary Program Announcement*

*Juvenile Mentoring Program*

**U.S. Department of Justice**  
**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*

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*Application Deadline: July 10, 1998*

Mentoring: A National Training and Technical  
Assistance Program

*Application Deadline: July 10, 1998*

**Shay Bilchik, Administrator**

*Office of Juvenile Justice and Delinquency Prevention*

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## Introduction

Because of the wide range of funding opportunities in FY 1998 and their various requirements and deadlines, the Office of Juvenile Justice and Delinquency Prevention (OJJDP) is initiating a new process. Separate announcements are being published for each program under which funding is available. The 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 *FY 1998 OJJDP Application Kit* (SL 254). To apply for funding under the solicitations presented in this program announcement, you must obtain a copy of the *Application Kit*.

Copies of the *Application Kit* and the reference materials cited in the program announcements 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 *Application Kit* is available in three components (#9038, Instructions and Forms, 36 pages; #9039, Peer Review Guideline, 9 pages; and #9040, State Contacts, 12 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 *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 *Application Kit* can also be downloaded in either HTML or PDF from OJJDP's Web site, Grants and Funding section:

**Internet:** [www.ncjrs.org/ojjhome.htm](http://www.ncjrs.org/ojjhome.htm)

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 e-mail to [listproc@ncjrs.org](mailto:listproc@ncjrs.org). Leave the subject line blank. Type *subscribe juvjust your name* in the body of the message.

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## Juvenile Mentoring Program (JUMP)

### Purpose

To support one-to-one mentoring programs for youth at risk of educational failure, dropping out of school, or involvement in delinquent activities, including gangs and drug abuse.

### 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) 1998, Congress appropriated \$12 million to support this program through project funding, of which \$2 million will support training and technical assistance, \$1 million will support Big Brothers Big Sisters (BB/BS) operations, and \$.9 million will support evaluation activity.

The remaining project funding will support SafeFutures program sites, funding for new JUMP grantees, and continuation support for JUMP grantees funded in 1995. Additional funding for JUMP grantees who received awards in 1995 will enhance the evaluation results and provide an opportunity for these initial JUMP grantees to fully implement their 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 one that fosters 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 President’s Summit For America’s Future, the mentoring movement took on a new dimension. Every caring adult in America was challenged to pledge their individual commitment to serve youth at risk. The Summit declared that all young Americans have the right to five fundamental resources that can aid them in leading a healthy, fulfilling, and productive life. 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

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marketable skill through effective education, and an opportunity to give back through community service.

Through the JUMP program, Congress has recognized the potential of mentoring as a tool for preventing delinquency by addressing two critical concerns: poor school performance and dropping out of school. Accordingly, OJJDP is making funds available for mentoring programs that specifically address these concerns. Congress also has acknowledged the importance of school collaboration in mentoring programs, either as a primary applicant or in partnership with a public or private nonprofit organization.

In a recent study of mentoring, Public/Private Ventures (P/PV) conducted an experimental evaluation of BB/BS programs (Tierney et al., 1995). In this study, youth were randomly assigned to a BB/BS mentoring program or to a BB/BS waiting list. The study findings emphasized the importance of carefully structured programs with adequate organizational management, training, case management, policies, procedures, and clear standards. These standards addressed screening of adults and youth, training and orientation of volunteers, the matching process, required frequency of meetings, and supervision of matches.

Although the P/PV study did not evaluate the dropout rate of the mentored youth, it found that a one-to-one mentoring experience made a tangible difference in the lives of young people. The study identified several positive results:

Mentored youth earned higher grades, skipped fewer classes and fewer days of school, and felt more competent 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 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, skipped fewer days of school, and had much better relationships with their parents.

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

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

They had a high level of contact. A typical Big Brother or Big Sister met with a Little Brother or Little Sister approximately three times a 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

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contact. For those who spoke on the telephone, 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 that of teacher or preacher. The mentor's role is to support the youth in his or her various endeavors, not explicitly to change the youth's behavior or character.

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

Thorough volunteer screening that weeds out adults who are unlikely to keep their time commitment or might pose a safety risk to the youth.

Mentor training that includes communication and limit-setting skills, tips on relationship-building, and recommendations on the best way to interact with a young person.

Matching procedures that take into account the preferences of the youth, the family, and the volunteer and that use a professional case manager to analyze which volunteer would work best with which youth.

Intensive supervision and support of 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.

Although there are no definitive research findings to date with regard to the OJJDP-funded JUMP program, several observations can be made as a result of the establishment and operation of these projects:

The relationship between the private nonprofit sector and the schools is critical. Real collaboration must take place with joint decisionmaking. Problems in implementing and operating the project have occurred when the relationship is weak or not clearly defined.

Parents must have a role in the decision to involve their child in the mentoring project. 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 has sometimes been 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.

If the project plans to use university students, care must be taken to ensure that they are 21 years of age or older and that they are willing to fulfill their commitment to the mentees. This precaution will result in clear expectations and as much consistency as possible in the mentoring relationship.

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Single-parent mentors have on occasion brought their young children into the mentoring relationship. This should be avoided if at all possible. Mentors should provide specific times for activities with the mentees that are one-to-one. For those occasions when bringing children is unavoidable, mentoring projects may want to determine how they can provide for child care.

## **Goals**

To reduce juvenile delinquency and gang participation by at-risk youth, to improve academic performance of at-risk youth, and to reduce the dropout rate for at-risk youth through the establishment of one-to-one mentoring.

## **Objectives**

The objectives of this initiative are to:

Provide general guidance 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 activity by at-risk youth.

## **Program Strategy**

The strategy of the JUMP program is to fund collaborative efforts between local educational agencies (LEA's) and public/private nonprofit organizations 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 and a desire to expand their mentoring activities in accordance with this solicitation.

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## **All applications must include the following:**

### **Project Abstract**

A one-page project abstract should provide the following information: (1) location of project—city, county, and State; (2) setting—urban or rural; (3) expansion or new mentoring program, (4) age of mentees, (5) type of mentors—for example, police officers, nurses, teachers, or grandparents; (6) number of matches projected for each year of the 3-year project; (7) type of program—for example, afterschool, school-based, court-involved youth, or year round; (8) identity of target group—African-American females, Latino males, or others; and (9) narrative no longer than three paragraphs detailing something significant or unique about the project.

### **Problem Statement**

The problem statement should address the characteristics of the target area 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 must provide data on all the risk factors that impact youth in the target area. This should include the most current data on all of the following factors: (1) existing school dropout rates; (2) teenage pregnancy rates; (3) the serious and violent juvenile crime rate; (4) gang activity in the target area; (5) juvenile arrests; (6) the nature and percentage of drug use and sale; (7) percentage of eligible youth in the participating school, community, or eligible population that receive Chapter 1 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.

### **Assurances From a Local Educational Agency**

Because two goals of this program are to improve academic performance and reduce the dropout rate, it is imperative that school-related information on JUMP youth be made available by schools. Therefore, applications must contain a memorandum of understanding (MOU) between a non-LEA applicant and a participating LEA agreeing that schools 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 will otherwise cooperate to the fullest extent possible with a national program evaluator. Such an 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.

### **Target Population**

Projects should target only at-risk youth. 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, or social

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environments 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 the youth are eligible 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 drop out of school each year. Each applicant must submit information to demonstrate whether the target population meets these criteria. If a non-LEA applicant has an existing relationship with an LEA, this must be documented by an MOU between the lead applicant and the LEA specifying that it 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 will cooperate to the fullest extent possible with OJJDP's national program evaluator. Where appropriate, similar MOU's from public agencies, community groups, and businesses that might be directly involved must also be provided.

### **Program Goal and Objectives**

The goal should be an overall statement of purpose concerning what the applicant expects to achieve with the grant. The objectives should be activities that will help the applicant achieve the goal, and they should be stated in clear, measurable terms. Goals and objectives must be stated in a way that allows them to be measured on a yearly basis. Each applicant must submit a plan for tracking and measuring progress. For example, the mentoring project 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. Applicants are encouraged to be realistic in developing their goals and objectives and specific in addressing the needs of their targeted communities.

### **Project Design**

1. **Recruitment Structure.** Information must be provided on the role of the mentor, the mentoring site, and specific implementation steps. These steps include organizational commitment; mentor recruitment, orientation, screening, training, and support; youth selection and orientation; matching; monitoring; and evaluation. Criteria for mentor termination should be specified. The responsibilities of each funding partner and project participant (LEA, nonprofit public/private agency, business, mentors, mentees, and mentees' parents) should be spelled out upfront. Projects must specify that each participant mentor only one child for a period of at least a year on a one-to-one basis. It is also recommended that mentor-mentee contact be no less than 1 to 2 hours per week.
2. **Recruitment, Selection, and Screening of Mentors.** A "mentor" is defined as an adult, 21 years or older, who works with an at-risk youth on a one-to-one basis. Mentors are volunteers and cannot be paid. 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. Screening mechanisms should be established to weed out volunteers who will not keep their commitments.

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All prospective employees and volunteers who would have contact with youth must be screened. Each project is required to have a written screening policy that would be implemented with great care and applied consistently to all 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* (April 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 check through criminal and child abuse records. Documentation of the results of the criminal and child abuse 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 youth.

The extent of the background search, in addition to minimum criminal history and child abuse record checks, should depend on the circumstances in which the mentor and mentee will be having contact. There should be a case-by-case determination as to whether the background information obtained from screening should be a bar to participate unless otherwise provided by statute or regulation. A candidate may be disqualified to reasonably protect youth from physical, emotional, psychological, or sexual abuse. A mentor applicant's failure to provide information requested should result in automatic disqualification.

3. **Youth Selection and Orientation.** Criteria should be developed for youth selection, retention, and termination based on the project's goals. Parents (legal guardians or custodians of the youth) should be included in an orientation session, and the project should obtain the parent's written permission for the child's participation.
4. **Parent Involvement.** Parental involvement is encouraged, and parents should be offered a role in the selection of the mentor. If and where 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 Criteria.** 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. **Mentor Support and Training Activities and Lessons Learned.** 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

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limit-setting skills, tips on relationship building, and recommendations on the best ways to interact with youth.

7. **Mentor/Mentee Relationships and Activities.** There should be a high level of contact between the volunteer and youth at least once per week for a minimum of 1 to 2 hours per week.

Applicants must ensure that projects operated 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 elementary school age children 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, secure, and mutually convenient locations.

## **Evaluation Methods and Processes**

Evaluation is critical to ensuring that the mentoring project is operating as designed and meeting its goals in terms of both the process and the impact on the mentee. The 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. Applicants selected for funding under this mentoring program will be provided with an evaluation tool that has been specifically developed for the JUMP program. The JUMP program evaluation tool includes data collection procedures and the national evaluation program requirements.

## **Additional Application Requirements**

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.

Applicants should address how their project either currently complies with the guidelines set forth in this solicitation or will comply with them if funded by this 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 provided as an appendix.

Applicants should structure proposals according to the format in the *Application Kit*.

Each applicant must identify the lead organization's audit period.

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## **Staffing/Formal Budget**

Each applicant shall provide a detailed budget worksheet with the budget narrative for each year of the 3-year project period, including the basis for computation of all costs. Whether the primary applicant is a school or an eligible public/private nonprofit group, it is recommended that one full-time staff coordinator oversee the project. In addition, a second individual, either a volunteer or a paid employee, should generally be expected to devote at least 6–7 hours a week to this project. A third individual, whether a part-time volunteer or paid staff person should assist in the evaluation data collection. Allocation of \$75 per mentoring match per year to cover incidental expenses for the mentees is also recommended. Program 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 program.

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.

There will be two cluster meetings held during the 3-year project period. Applicants shall 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. These meetings will be held in Washington, D.C., for the purpose of reviewing program implementation, evaluation, and any other related programmatic matters.

## **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 partnership 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 partner with an LEA. National organizations are not eligible for these funds. Grantees that have been awarded JUMP funds previously are not eligible to compete for FY 1998 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.

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### **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 are eligible for Chapter 1 funds and where a considerable number of youth drop out of school each year.

### **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 Design (30 points)**

The project design is sound and contains program elements directly linked to the achievement of the project objectives and to the collection of the data for program evaluation. The applicant explains in clear terms how the mentors and mentees will be recruited, screened, trained, and matched to achieve the mentoring program goals and objectives and how other resources and individuals will be used to implement the mentoring project in the community. The applicant includes an MOU between the private nonprofit organization and the LEA. 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.

### **Management and Organizational Capability (35 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. Collaborative relationships are established in writing and clearly document the responsibilities of each partner. The applicant organization's capability to conduct the project successfully and its history of working with volunteers and youth are documented.

### **Budget (10 points)**

Applicants must provide a proposed budget and budget narrative that is complete, detailed, reasonable, allowable, and cost effective in relation to the activities proposed to be undertaken.

In addition to the selection criteria listed above, the Administrator may also give consideration to the number of JUMP grantees in a State, geographical distribution (including rural areas), and regional balance when making awards. Consideration will also be given to the population to be served by the program, for example, minority, female, immigrant, abused and neglected, and juvenile court involved juveniles. Peer reviewers' recommendations are advisory only, and final

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award decisions will be made by the Administrator. OJJDP will negotiate the specific terms of the awards.

## **Format**

The narrative must not exceed 25 pages in length (excluding forms, assurances, and appendixes). It must include a table of contents and be submitted on 8½- by 11-inch paper, double spaced on one side of the paper in a standard 12-point font. This is necessary to maintain fair and uniform standards among all applicants. If the narrative does not conform to these standards, OJJDP will deem the application ineligible for consideration.

## **Award Period**

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

## **Award Amount**

Up to \$200,000 is available for each award for a 3-year budget and project period.

## **Catalog of Federal Domestic Assistance (CFDA) Number**

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 OJJDP's *Application Kit*, which can be obtained by calling the Juvenile Justice Clearinghouse at 800-638-8736 or sending an e-mail request to [puborder@ncjrs.org](mailto:puborder@ncjrs.org). The *Application Kit* is also available online at [www.ncjrs.org/ojjhome.htm](http://www.ncjrs.org/ojjhome.htm). (See the Introduction for more contact 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, 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).

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Another phase or component of the same 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 package are received by 5 p.m. ET on July 10, 1998.

## **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](mailto:travis@ojp.usdoj.gov) or [brunsons@ojp.usdoj.gov](mailto:brunsons@ojp.usdoj.gov).

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# Mentoring: A National Training and Technical Assistance Program

## Purpose

To provide training and technical assistance to strengthen existing mentoring programs and to support the development of new mentoring programs consistent with effective design elements for the purposes of reducing juvenile delinquency and gang participation, improving academic performance, and reducing school dropout rates.

## 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 support mentoring programs. Public Law 105–119—the Appropriations Act of 1998—was enacted on November 26, 1997. The Act appropriated \$12 million for fiscal year (FY) 1998 to support mentoring programs. Of this appropriation, \$2 million is allocated for a national technical assistance and training program, primarily to support OJJDP’s Juvenile Mentoring Program (JUMP) grantees, but also to support other juvenile mentoring programs.

Although mentoring programs for youth have historically been viewed positively, particularly those for youth in disadvantaged circumstances, little if any experimental evaluation has occurred. Local communities, largely through United Way resources and Big Brothers Big Sisters of America, have supported mentoring programs. Although these programs never enjoyed broad financial support, they have thrived and grown as local resources to support children in single-parent homes and children identified as having difficulty in school or in the community.

In 1992, with the reauthorization of the JJDP Act, Congress recognized mentoring’s potential as a tool for addressing the problems of poor school performance and delinquent activity by establishing a new Mentoring Program under Part G of Title II of the JJDP Act. At about the same time, Public/Private Ventures (P/PV), a Philadelphia-based organization, was beginning a carefully designed experimental evaluation of eight local Big Brothers Big Sisters (BBBS) mentoring programs, chosen according to two criteria: large caseloads and geographic diversity. The youth in the study were between 10 and 18 years old. Slightly more than 60 percent of those in the study were boys, and more than 50 percent were minority-group members. The overall findings provide clear objective support for the merits of one-to-one mentoring programs. The most noteworthy findings were that mentored youth were 46 percent less likely than youth in the control group to initiate drug use during the study period, 27 percent less likely than controls to initiate alcohol use, one-third less likely to act out aggressively with peers or others, were truant half as many days as control youth, and had improved relationships with parents and peers (Grossman and Garry, 1997; Tierney, Grossman, and Resch, 1995).

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The following key program infrastructure prerequisites for operating an effective mentoring program were identified in the P/PV study:

Volunteer screening to eliminate adults who are unlikely to honor their time commitment or who might pose a safety risk to the youth.

Mentor training that includes communication and limit-setting skills, tips on relationship building, and recommendations on the best way to interact with youth.

Matching procedures that take into account the preferences of the youth, his or her family, and the volunteer and that use a professional case manager to analyze which volunteer would work best with which youth.

Intensive supervision and support of each match by a case manager who has frequent contact with the parent or guardian, volunteer, and youth and who provides assistance when requested or as difficulties arise.

The term “mentor” refers to a one-to-one relationship between a pair of unrelated individuals, one an adult age 21 or older (mentor) and the other a juvenile (individual being mentored), which takes place on a regular basis over an extended period of time. “At risk” is used in this context to mean a youth who is exposed to high levels of risk in his or her home, school, community, and social (peer) environment that may lead to antisocial, delinquent, or criminal behavior. Mentoring programs encounter different challenges in their efforts to provide services, including cultural differences, geographical issues, racial and ethnic diversity, socioeconomic issues, and the feasibility of mentoring programs in relation to community characteristics. Additional challenges are recruiting qualified mentors and providing training and support to mentors.

The limited number of adults available to serve as mentors and the scarcity of organizational resources necessary to operate a successful program are two obstacles that often confront mentoring programs. Researchers report that between 5 and 15 million children could benefit from being matched with a mentor (Grossman and Garry, 1997; Tierney, Grossman, and Resch, 1995).

JUMP matches at-risk youth with adults 21 years of age or older. JUMP mentors are drawn from all walks of life, including police officers, fire department personnel, college students, senior citizens, businesspeople, and government employees. Some JUMP projects emphasize tutoring and academics, while others emphasize vocational counseling and job skills. Still others work with special-needs populations. Young people participating in JUMP projects range in age from 5 through 20, from first grade through high school.

Positive experience, national attention through the Presidents’ Summit for America’s Future and national media campaigns, and sound research showing that mentoring is effective have increased support for mentoring programs in the United States. This increase, in turn, has created a need for training and technical assistance based on research and promising approaches demonstrated by existing mentoring programs. OJJDP is providing this training and technical assistance program to

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strengthen existing mentoring programs and to assist new programs reaching out to help additional numbers of at-risk youth. OJJDP-funded training and technical assistance will include the development of a training curriculum, supported by regional technical assistance workshops; technical assistance bulletins; development of a listserv; national training conferences; onsite technical assistance; and cross-site technical assistance.

## **Goal**

To assist communities in providing effective mentoring programs that increase academic performance, improve school attendance, and reduce juvenile delinquency and gang participation by at-risk youth.

## **Objectives**

The objectives of this training and technical assistance program are to:

Increase the number of mentoring programs that use effective design elements.

Enhance the skills of volunteers and professional staff working in mentoring programs.

Facilitate the development and use of research-driven training and technical assistance materials.

Provide training and technical assistance support to mentoring programs that are encountering operational difficulties and programs that do not use existing research in their design and delivery of services.

Increase communication and information sharing among mentoring programs.

Increase the number of adult volunteers who work with mentoring programs nationwide that serve special-needs populations such as minority, female, immigrant, abused and neglected, and juvenile-court-involved juveniles.

## **Target Population**

The major clients to be served with the implementation of the mentoring training and technical assistance program are:

OJJDP's existing JUMP grantees.

OJJDP's grantees receiving discretionary and formula funds that support mentoring programs and mentoring programs funded by the grantees.

Other juvenile mentoring programs.

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## **Program Strategy**

OJJDP will competitively select an organization or combination of organizations to implement the mentoring training and technical assistance program through a cooperative agreement awarded for a 2-year project period. Applicants must clearly demonstrate experience in the delivery and management of national multifaceted training and technical assistance programs, expertise in mentoring, and an understanding of the challenges mentoring programs face. Applicants are encouraged to be creative in their design and delivery of the technical assistance and training program. Program design should reflect application of youth development theory, practices, and principles, as well as ability to work with schools and community-based organizations.

The major requirements include a detailed description of how the program will be implemented, how goals and objectives will be achieved, and how the program will address the need for technical assistance and training on the mentoring program areas to be addressed (listed below), given the multiple models of mentoring.

Mentoring program areas to be addressed include:

1. Recruiting and retaining mentors.
2. Cultural, ethnic, gender, socioeconomic, and geographical issues.
3. Parental involvement in the mentoring process.
4. Mentor screening, orientation, and training that will enhance the ability of the mentor to build a positive relationship with the youth.
5. Legal and liability issues.
6. Working with special-needs populations.
7. Agency support for the mentor and intensive supervision of the match with the youth.
8. Building community support and coalitions with schools.
9. Utilizing community, State, and national resources.
10. Program evaluation issues.

Specifically, the training and technical assistance design must reflect use of research findings on effective mentoring program designs, a plan for how delivery and development of materials will occur with consideration given to diverse mentoring programs, and a plan for producing the deliverables. The selected grantee will work with the national evaluator and utilize the self-evaluation workbook within the framework for delivery of training and technical assistance.

## **Deliverables**

In addition to the strategy and content of the training and technical assistance design, the following identifies specific deliverables during the 2-year project period:

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## Year 1

A national mentoring program inventory that will be used to disseminate technical assistance resources and implement the training and technical assistance program.

Development and maintenance of a moderated listserv for sharing information among all mentoring programs.

Participant evaluation protocol for evaluation of the training and technical assistance offerings.

The selection and training of five host sites for cross-site training and development of technical assistance guidelines for host sites.

A minimum of 15 cross-site training visits to allow mentoring program representatives in need of assistance to observe onsite the unique innovations and accomplishments achieved by other mentoring programs nationwide, providing opportunities for observation, analysis, and potential replication.

A marketing plan for the mentoring training and technical assistance program.

A field-tested training curriculum for staff and volunteer mentors to be used by mentoring agencies.

A plan for delivery of a minimum of six regional trainings that will be offered in the second year.

The writing, editing, printing, and dissemination of three technical assistance bulletins and three technical assistance briefs.

Organization, planning, and provision of training for 2 OJJDP juvenile mentoring program (JUMP) cluster meetings for up to 150 at each cluster meeting each year.

A minimum of 20 onsite technical assistance visits to assist mentoring programs with significant program operation needs.

Organization and provision of training through a minimum of two OJJDP-sponsored regional training programs.

Provision of training at a minimum of four different events, which may include presentations at local, regional, State, and national training conferences.

## Year 2

A technical assistance package on mentoring inclusive of content areas and protocols for delivery and followup.

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A minimum of 20 cross-site technical training visits to allow mentoring program representatives in need of assistance to observe onsite the unique innovations and accomplishments achieved by other mentoring programs nationwide, providing opportunities for observation, analysis, and potential replication.

A minimum of 30 onsite technical assistance visits to assist struggling mentoring programs with significant program operation needs.

A national training conference, coordinated with other national mentoring organizations, for mentoring agencies, focusing on training of staff to improve program effectiveness and “training of trainers.”

Dissemination of the Training Curriculum and Technical Assistance Package through the Juvenile Justice Clearinghouse.

Provision of training at a minimum of four different events, which may include presentations at local, regional, State, and national training conferences.

A summary report on participant training evaluations to improve future delivery of training and technical assistance and provide insight into mentoring needs.

The writing, editing, printing, and dissemination of three technical assistance bulletins and three technical assistance briefs.

Organization and provision of training through a minimum of six OJJDP-sponsored regional training programs.

Organization, planning, and provision of training for 2 OJJDP JUMP cluster meetings for up to 150 people at each cluster meeting each year.

Applicants are encouraged to be realistic in costing out the deliverables and in outlining the implementation schedule. Applicants are also encouraged to be innovative because OJJDP is open to consideration of alternative approaches to delivery of training and technical assistance as long as the objectives and overall goal of the program are achieved at a high level and are consistent with the guiding principles listed below.

## **Guiding Principles**

The technical assistance and training program shall be developed consistent with the following principles:

Designed and delivered in a manner that supports empowerment of community-based organizations and schools to implement programs.

Proactive and comprehensive.

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User friendly and consumer driven.

Use uniform protocols for assessment, delivery of training and technical assistance, evaluation, tracking, and followup.

Coordinated to effectively and efficiently use the expertise of a range of grantees, OJJDP, and OJJDP's JUMP grantees and national evaluator.

Sensitive to diverse cultural and ethnic needs.

Reflecting sound youth development principles.

## **Eligibility Requirements**

OJJDP invites applications from public and private agencies, organizations, institutions, and individuals. Private, for-profit organizations must agree to waive any profit or fee. Joint applications from two or more eligible applicants are welcome; however, one applicant must be clearly indicated as the primary applicant (for correspondence, award, and management purposes) and the other(s) indicated as a coapplicant(s).

## **Selection Criteria**

Applicants will be evaluated and rated by a peer review panel according to the criteria outlined below.

### **Problems To Be Addressed (15 points)**

Applicants must clearly demonstrate an understanding of the need(s) addressed by the project, the issues relevant to current mentoring program practices, and the relation to the concept of one-on-one mentoring. Applicants must address the problems associated with providing training and technical assistance to mentoring programs that vary widely in size, organizational structure, geographical location, target population of at-risk youth, and availability and diversity of mentors.

### **Goals and Objectives (5 points)**

Applicants must provide succinct statements that demonstrate how the goals and objectives associated with the project will be addressed. Technical assistance and training relating to the objectives must be clearly stated and measurable.

### **Project Design (40 points)**

Applicants must present a project design that is specific and constitutes an effective approach to meeting the goals and objectives of this program. The design must include a detailed workplan

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with timelines that link the training and technical assistance deliverables to the mentoring program areas to be addressed. Applicants must demonstrate how these activities can be expected to achieve the program's overall goal. The design must indicate how project objectives and work requirements will be met along with a cohesive, well-developed plan for transferring research on promising mentoring program design elements to participants who are attending training programs, receiving technical assistance, and attending cross-site visits and through literature to be produced and distributed nationally to mentoring programs.

Competitiveness will be enhanced by applicants who clearly discuss how the required training and technical assistance tasks will be delivered given that mentoring programs operate in a wide range of settings with diverse cultural, ethnic, at-risk, and socioeconomic elements. Competitiveness will also be enhanced by application of youth development principles in the program design.

### **Project Management and Organizational Capability (30 points)**

The application will include a discussion of how the grantee will coordinate and manage this program to address the training and technical assistance needs. The applicant must identify key staff with regard to tasks and their time commitments and provide the résumés of these individuals. Assignment of major tasks must include specific staff experience in a particular area. Key staff should have significant experience with the delivery of training and technical assistance and with mentoring programs. The applicant must demonstrate production and computer capabilities or describe how it will meet the requirements for production of the required publications and materials and discuss the computer capability to communicate with grantees and establish a listserv for mentoring programs.

The applicant must also demonstrate how it will manage onsite and offsite technical assistance requests and discuss its experience in planning conferences of varying sizes. Competitiveness will be enhanced by applicants that clearly demonstrate how current research on mentoring will support program implementation, development of program materials, and service delivery.

### **Budget (10 points)**

Applicants must provide a proposed budget that is complete, detailed, reasonable, and cost effective in relation to the activities to be undertaken. Applicants must budget clearly for training and conference planning expenses and for the preparation of tangible training and technical assistance resources for mentoring programs on a national level (e.g., technical assistance bulletins (writing, editing, printing, and mailing), the listserv, conferences, and training and technical assistance curriculums).

The selected grantee will not be responsible for the hotel and transportation expenses participants incur through participation in training and technical assistance conferences and workshops. Participants will not be charged any fee for attendance or materials provided at the national training conference or the JUMP cluster meetings or for other training and technical assistance deliverables.

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Applicants should identify problems in costing deliverables because their schedule and content are negotiable given budget constraints. These problems should be identified in the application along with explanations.

## **Format**

The narrative must not exceed 50 pages in length (excluding forms, the budget, the training and technical assistance deliverables timeline, assurances, and appendixes) and must be submitted on 8½- by 11-inch paper, double-spaced on one side of the paper in a standard 12-point font. The project design must not be less than 10 pages in length. These requirements are necessary to maintain fair and uniform standards among all applicants. If the narrative does not conform to these standards, OJJDP will deem the application ineligible for consideration.

## **Award Period**

This project will be funded for a 2-year budget and project period.

## **Award Amount**

The award amount for the 2-year project period will be up to \$2 million.

## **Catalog of Federal Domestic Assistance (CFDA) Number**

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 OJJDP's *Application Kit*, which can be obtained by calling the Juvenile Justice Clearinghouse at 800-638-8736 or sending an e-mail request to [puborder@ncjrs.org](mailto:puborder@ncjrs.org). The *Application Kit* is also available online at [www.ncjrs.org/ojjhome.htm](http://www.ncjrs.org/ojjhome.htm). (See the Introduction for more contact 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, applicants must include the program or project title, the Federal grantor agency, the amount of the award, and a brief description of its purpose.

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“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 the same 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 Mentoring: A National Training and Technical Assistance Program.*

## Due Date

Applicants are responsible for ensuring that the original and five copies of the application package are received by 5 p.m. ET on July 10, 1998.

## Contact

For further information call Scott Peterson, 202-616-2368, or send an e-mail inquiry to [peterson@ojp.usdoj.gov](mailto:peterson@ojp.usdoj.gov).

## References

Center for Youth Development and Policy Research in Collaboration with the National Network for Youth, Inc., “Advancing Youth Development” (1996).

Davis, Noy S., Grasso, Kathi L., et al. 1998 (Spring). *Guidelines for the Screening of Persons Working With Children, the Elderly, and Individuals With Disabilities in Need of Support*. Washington, DC: American Bar Association Center on Children and the Law.

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

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Office of Juvenile Justice and Delinquency Prevention. *Mentoring for Youth in Schools and Communities* (videotape). 1997 (September 18). Washington, DC. U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

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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 (Fall). *Big Brothers/Big Sisters of America: A Study of Volunteer Recruitment and Screening*. 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 (Fall). *Making a Difference: An Impact Study of Big Brothers/Big Sisters*. Philadelphia, PA: Public/Private Ventures.

# Publications From OJJDP

OJJDP produces a variety of publications that range from Fact Sheets and Bulletins to Summaries, Reports, and the *Juvenile Justice* journal along with videotapes, including broadcasts from the juvenile justice telecommunications initiative. The documents and videotapes are available through a variety of means, including hard copy and online through OJJDP's Web site and the Juvenile Justice Clearinghouse (JJC). Fact Sheets and Bulletins are also available through Fax-on-Demand. To ensure timely notice of new publications, subscribe to JUVJUST, OJJDP's electronic mailing list. Contact information for the OJJDP Web site, JJC, and instructions for subscribing to JUVJUST are noted below. 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 made available through a data base, which is searchable online ([www.ncjrs.org/database.htm](http://www.ncjrs.org/database.htm)). You are also welcome to submit materials to JJC for inclusion in the data base.

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

## Corrections and Detention

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

*Boot Camps for Juvenile Offenders.* 1997, NCJ 164258 (42 pp.).

*Conditions of Confinement Teleconference (Video).* 1993, NCJ 147531 (90 min.), \$14.00.

*Effective Programs for Serious, Violent and Chronic Juvenile Offenders Teleconference (Video).* 1996, NCJ 160947 (120 min.), \$17.00.

*Juvenile Arrests 1996.* 1997, NCJ 167578 (12 pp.).

*Juvenile Boot Camps Teleconference (Video).* 1996, NCJ 160949 (120 min.), \$17.00.

## Courts

*Has the Juvenile Court Outlived Its Usefulness? Teleconference (Video).* 1996, NCJ 163929 (120 min.), \$17.00.

*Offenders in Juvenile Court, 1995.* 1997, NCJ 167885 (12 pp.).

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

## Delinquency Prevention

*1996 Report to Congress: Title V Incentive Grants for Local Delinquency Prevention Programs.* 1997, NCJ 165694 (100 pp.).

*Allegheny County, PA: Mobilizing To Reduce Juvenile Crime.* 1997, NCJ 165693 (12 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.).

*Communities Working Together Teleconference (Video).* 1996, NCJ 160946 (120 min.), \$17.00.

*Keeping Young People in School: Community Programs That Work.* 1997, NCJ 162783 (12 pp.).

*Mentoring—A Proven Delinquency Prevention Strategy.* 1997, NCJ 164834 (8 pp.).

*Mentoring for Youth in Schools and Communities Teleconference (Video).* 1997, NCJ 166376 (120 min.), \$17.00

*Mobilizing Communities To Prevent Juvenile Crime.* 1997, NCJ 165928 (8 pp.).

*Reaching Out to Youth Out of the Education Mainstream.* 1997, NCJ 163920 (12 pp.).

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

*Treating Serious Anti-Social Behavior in Youth: The MST Approach.* 1997, NCJ 165151 (8 pp.).

*Youth Out of the Education Mainstream Teleconference (Video).* 1996, NCJ 163386 (120 min.), \$17.00.

*Youth-Oriented Community Policing Teleconference (Video).* 1996, NCJ 160947 (120 min.), \$17.00.

## Gangs

*1995 National Youth Gang Survey.* 1997, NCJ 164728 (41 pp.).

*Gang Members and Delinquent Behavior.* 1997, NCJ 165154 (6 pp.).

*Youth Gangs in America Teleconference (Video).* 1997, NCJ 164937 (120 min.), \$17.00.

## General Juvenile Justice

*Comprehensive Juvenile Justice in State Legislatures Teleconference (Video).* 1998, NCJ 169593 (120 min.), \$17.00.

*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 III, Number 2.* 1997, NCJ 165925 (32 pp.).

*Juvenile Justice, Volume IV, Number 2.* 1997, NCJ 166823 (28 pp.).

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

*Juvenile Justice Reform Initiatives in the States 1994–1996.* 1997, NCJ 165697 (81 pp.).

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

*Juvenile Offenders and Victims: 1997 Update on Violence.* 1997, NCJ 165703 (32 pp.).

*Juvenile Offenders and Victims: A National Report.* 1995, NCJ 153569 (188 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

*Court Appointed Special Advocates: A Voice for Abused and Neglected Children in Court.* 1997, NCJ 164512 (4 pp.).

*Federal Resources on Missing and Exploited Children: A Directory for Law Enforcement and Other Public and Private Agencies.* 1997, NCJ 168962 (156 pp.).

*In the Wake of Childhood Maltreatment.* 1997, NCJ 165257 (16 pp.).

*Portable Guides to Investigating Child Abuse: An Overview.* 1997, NCJ 165153 (8 pp.).

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

## Status Offenders

*Curfew: An Answer to Juvenile Delinquency and Victimization?* 1996, NCJ 159533 (12 pp.).

*Truancy: First Step to a Lifetime of Problems.* 1996, NCJ 161958 (8 pp.).

## Substance Abuse

*Beyond the Bench: How Judges Can Help Reduce Juvenile DUI and Alcohol and Other Drug*

*Violations (Video and discussion guide).* 1996, NCJ 162357 (16 min.), \$17.00.

*Capacity Building for Juvenile Substance Abuse Treatment.* 1997, NCJ 167251 (12 pp.).

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

*Juvenile Offenders and Drug Treatment: Promising Approaches Teleconference (Video).* 1997, NCJ 168617 (120 min.), \$17.00.

*Preventing Drug Abuse Among Youth Teleconference (Video).* 1997, NCJ 165583 (120 min.), \$17.00.

## Violence and Victimization

*Child Development—Community Policing: Partnership in a Climate of Violence.* 1997, NCJ 164380 (8 pp.).

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

*Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings.* 1996, NCJ 160935 (134 pp.).

*Conflict Resolution for Youth Teleconference (Video).* 1996, NCJ 161416 (150 min.), \$17.00.

*Developmental Pathways in Boys' Disruptive and Delinquent Behavior.* 1997, NCJ 165692 (20 pp.).

*Epidemiology of Serious Violence.* 1997, NCJ 165152 (12 pp.).

*Guide for Implementing the Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders.* 1995, NCJ 153571 (6 pp.).

*Reducing Youth Gun Violence Teleconference (Video).* 1996, NCJ 162421 (120 min.), \$17.00.

## Youth in Action

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

The *Office of Juvenile Justice and Delinquency Prevention Brochure* (1996, NCJ 144527 (23 pp.)) offers more information about the agency.

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

Through OJJDP's Clearinghouse, these publications and other information and resources are as close as your phone, fax, computer, or mailbox.

### Phone:

800-638-8736  
(Monday–Friday, 8:30 a.m.–7:00 p.m. ET)

### Fax:

301-519-5212

### Fax-on-Demand:

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

### Online:

#### OJJDP Home Page:

[www.ncjrs.org/oijhome.htm](http://www.ncjrs.org/oijhome.htm)

#### E-Mail:

[askncjrs@ncjrs.org](mailto:askncjrs@ncjrs.org)  
JUVJUST Mailing List:  
e-mail to [listproc@ncjrs.org](mailto:listproc@ncjrs.org)  
leave the subject line blank  
type *subscribe juvjust your name*

#### Mail:

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

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