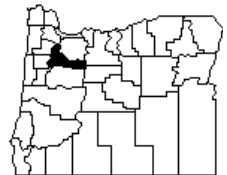


1. Need for the Project (10 pts.) In determining the need for the proposed project, the following factor is considered: The magnitude and severity of problems that will be addressed by the project, including the number of youth to be served who: (i) are at risk of educational failure or dropping out of school, (ii) are involved in criminal, delinquent, or gang activities, or (iii) lack strong, positive role models.

Magnitude and Severity of Problems Addressed. Project J.E.M.. (*Juvenile Enrichment through Mentoring*) provides services to youth offenders, ages 12-24, who have been adjudicated or are transitioning out of incarceration into schools and community in Marion County, Oregon. The Safe and Drug-Free Schools Mentor Programs grant will expand our services to an additional 180 high-risk youth over a three-year period, ages 9-13 (grades 5-8), who have multiple suspensions, have been expelled, referred to an alternative school, or referred to juvenile court. Project J.E.M. will promote academic and social supports to 180 youth with the greatest needs through school-linked, community-based mentoring, providing youth with qualified mentors and support services. *Demographics.* Marion County, Oregon encompasses 1,194 square miles,

located in the heart of Oregon’s agriculturally-rich Willamette Valley and, with a population of 284,800. Marion County is one of eight highly populated Oregon counties where approximately 70% of the state’s population resides—with 20 cities



and 16 school districts, many are small and rural. More than any other group, Marion County’s Hispanic population has grown rapidly—20% between 1990 and 1998--accounting for 17% of the county population. In fact, Marion County has the second highest Hispanic population (48,714), only slightly less than Multnomah County with a population of 666,000 (49,607)[1]. Marion County’s largest cities are Salem, Keizer, Woodburn, and Silverton. Salem is the county seat, as well as Oregon’s capital. Marion County’s principal industries include agriculture, wood products, tourism, education and government.[2] According to Marion County’s juvenile department, of the 3,180 youth arrested in 2002, 26% were Hispanic; 67% Caucasian, and the remainder Asian, African-American, Native American or multi-racial; 15% were age 12 or

younger. *Employment, poverty and correctional institutions.*[3] In 2003, Oregon's unemployment rate was the nation's highest; and we continue to lag in jobs and poverty. In 2001, Marion County's free and reduced lunch enrollment—a key indicator of children and youth poverty--was 45% compared with 37% statewide. Of Oregon's ten poorest schools, eight are located in the Salem-Keizer school district—the second largest Oregon school district. Marion County's 1990s poverty rate was also higher than Oregon's average—14% compared with just above 13% statewide. According to the Oregon Employment Department, factors driving lower per capita incomes include (a) reliance on seasonal and low paying agricultural jobs and (b) higher than average populations in penal institutions. Marion County serves as home to five of Oregon's twelve correctional institutions, with 40% of Oregon's prison population located here, often relocating family members to the area. And the county has two juvenile corrections facilities and the Oregon State Hospital, setting for offenders with psychiatric diagnoses. *Alcohol and drug abuse.* Substance abuse correlates with other social problems experienced by our residents. Oregon property crimes skyrocketed in the 1990s, linked to illicit drug use. Salem police report that 95% of Salem's property crime is drug-related. Salem also has the highest percentage of chemically-dependent parents in Oregon. Marion County is designated a “high intensity drug trafficking area” (HIDTA) by the federal government. Marion County's family court reports 85% of cases are specifically methamphetamine related. In 2002, 21% of juvenile department youth indicated they used alcohol or drugs beyond an experimental stage based on self-reports through the Juvenile Crime Prevention Risk Assessment Tool; 28% of assessed youth had a substance abuse risk factor. *Educational Success.* School failure is the common marker of high-risk status among children, youth and adults. Preventing school failure is essential to preventing substance abuse, juvenile crime, teen pregnancy, welfare dependence, and

other lifelong problems. Marion County's 2002 high school dropout rate was 33% worse than Oregon's rate, and trails the statewide average in math and reading scores at both elementary and middle school levels [4]. Another analysis placed Marion County at a dismal 35 out of Oregon's 36 counties in combined measures of math, reading, and high school completion.[5] In 2002, 39% of youth in juvenile custody were failing two or more classes; 27% exhibited chronic truancy; 12% had dropped out of school; 33% reported suspensions within the prior six months; and 59% of all youth interviewed had at least one school risk factor.[6] ***Child abuse and neglect.***[7] Marion County's rates of child abuse and neglect were again worse than Oregon's average: 12.4 per thousand in 2002 compared with 9.7 statewide. Contributing factors included increased domestic violence and higher-than-average teen pregnancy rates. Until 2001, Marion County acted as the "control group" while Oregon has phased in a *System of Care* (strengths/needs based) approach to child protective services. What this meant is while Marion County has a similar population to Lane County to the south, the Lane branch had 30 more staff than Marion's, even when Lane had fewer abuse and neglect cases and fewer children in foster care. In 2002, 28% of youth in custody reported a history of child abuse or neglect when assessed. [8] ***Juvenile arrests.*** [9] Marion County's juvenile arrest rate at 46.4 per thousand was 22% worse than Oregon's rate. In 2002, 1,165 youth were detained by the juvenile department, with 3,180 arrested with offenses ranging from curfew violations to murder. For these young offenders, Marion County has 18 detention beds. A new detention facility is breaking ground, but will still provide only 56 beds countywide. Clearly, Marion County needs prevention alternatives for at-risk youth. Of juveniles assessed, 78% had two or more of the five risk factors which correlate to juvenile crime: school failure, anti-social behavior, negative peer relations, poor family functioning, and substance abuse.[10] Project J.E.M. will be working closely with

the juvenile department’s family support program, targeting youth ages 8-12 with intensive family services over twelve months. Mentor involvement would cement positive changes for these youth and their families. Mentors will also benefit youth drug court (STAR) participants. STAR court youth often flounder initially, lacking skills to complete school and work assignments. A “hands-on coach” will move them more quickly to successful outcomes.

2. Quality of the Project Design - (a) The degree to which the applicant proposes a high-quality mentoring project that provides for, but is not limited to: (1) a low student-to-mentor ratio (one-to-one, where practicable), (2) frequent contacts between mentors and the children they mentor; and (3) mentoring relationships of 12 months or more duration. (10 pts)

Project J.E.M. will expand services to 180 additional high-risk children, ages 9-13 (grades 5-8).

Chart 1 further describes anticipated numbers served. J.E.M. features: (1) one-to-one student-mentor ratios; (2) a minimum one hour mentor-mentee contact; and (3) relationships of 12 months or more. Youth benefit from: (1) one-on-one mentoring, (2) academic tutoring/support; (3) educational and cultural activities; (4) exposure to secondary education and vocational settings; (5) drug/alcohol and violence prevention; (6) service learning; and (7) recognition for positive gains. To encourage parent involvement, J.E.M. holds quarterly family activities, parent training, and parent recognition events. To further ensure program quality, J.E.M. is a registered Oregon Mentors member and adheres to their quality assurance standards.

Chart 1: OVERALL PROGRAM DESIGN:

Goal: To reduce participation in high-risk behaviors among offending and high-risk youth, and improve academic achievement by increasing youth developmental assets.			
Objective	Activities	Process Results	Outcomes
1.1 Project J.E.M. provides a one-to-one mentor relationship for at least 50 high-risk and offending youth representing grades 5-12 by the end of the first project year.	<ul style="list-style-type: none"> - Recruit, hire and train additional program staff - Recruit, screen and train 50 mentors - Identify, screen and match 50 high-risk youth with mentors - Establish a data baseline for mentees - Establish a 	<ul style="list-style-type: none"> - Staff hired by 2nd month of implementation - 50 enrolled youth - 50+ mentors recruited - 50% of matches made by the 6th month - Computerized database established by the 3rd month 	<ul style="list-style-type: none"> - 50% of matches made by the 6th month - Maintain 50+ matches during the 1st year - Maintain 75+ matches during the 2nd year - Maintain 100+ matches during the 3rd year

Objective	Activities	Process Results	Outcomes
	computerized database to track and monitor mentor/mentee relationships Years 2 & 3: Recruit and screen mentors for 40 additional youth each year		-According to 1 st year baseline the number of matches that last 12 months or more will increase by 25% the 2 nd year, and 50% the 3 rd year
1.2 Decrease youth's participation in high-risk behaviors including: drugs, alcohol, violence and crime, by offering education, management tools, and youth involvement in the community prevention effort.	- Drug and alcohol education and prevention training - Anger management/ conflict resolution training - Actively involve youth in community prevention efforts	- Six week drug and alcohol program offered twice per year - Six week anger management program offered twice per year - Drug and alcohol counseling provided as needed - One service learning prevention project	- Documented attendance - Documented participation in one service learning prevention project
1.3 Improve academic performance, increase exposure to vocational training and secondary education while establishing a life-long commitment to learning.	- Tutoring sessions - Participation incentives for improved academic achievement - Exposure to secondary education and vocational settings	- Tutoring sessions offered at least 2-3 times a week - Monthly incentives provided - Exposure to at least one 4-year university - Documented educational and/or vocational activities i.e., job site visit, job shadowing, or vocational training	- Academic performance will improve by 5% in 1st project year based on GPA - Unexcused absences will decrease by 10% per youth's baseline - Youth will rate higher on feelings of commitment to school and learning than at baseline
1.4 Increase youth's community attachment, support and responsibility.	- Engage youth in monthly service activities - Increase parent involvement - Encourage school involvement - Community activities and events - Service learning project	- Monthly documented service - Quarterly family events - Recognition for parent involvement - One documented service project	- Community service project displayed in the community - Parent involvement will increase by at least 5% according to baseline - Youth will report a higher rates attachment to school and community

Student Referrals. J.E.M. participants are identified and referred by school counselors and teachers within the Willamette Education Service District area and by the juvenile department.

To assure services are provided to youth with the greatest need, youth participate in needs and assets assessments, evaluating academic standing, court contact, family support, economic need, program connections, and willingness to participate. ***Mentor recruitment.*** To ensure a high quality, safe program, J.E.M. requires mentors to submit an application; participate in an interview; submit to reference, driving, and criminal background checks; and commit to one year of service. If accepted, mentors attend 8 hours of orientation and pre-service training prior to being matched. ***Mentor-mentee match.*** To ensure the best fit, mentors complete a pre-match worksheet assessing commitment, expectations, how they can assist with mentee needs, personal qualities, interests and hobbies. The worksheet is compared with youth's assessments and interests survey; after identifying at least two potential matches, the advisory board determines the best match. Parents, mentees, and potential mentors are then contacted and a potential match is discussed. If all parties agree, staff convenes a group meeting to introduce the match, create an individualized plan and sign contracts. ***Mentor-mentee contact and support.*** Once placed, mentors and mentees meet face-to-face for a least one hour per week, with additional contact by phone or email, for one year minimum. Program staff offers ongoing relationship support through weekly contact during the first six months and monthly contact thereafter. Support is also offered through trainings, activities, resource connections, and community events. Though mentors play a many roles according to mentee needs, the mentor's main purpose is to offer general guidance through support and friendship. ***Prevention services and developmental assets.*** In addition to mentoring and academic support, Catholic Community Services (CCS) will offer substance abuse and violence prevention education to enhance the mentoring program. J.E.M. also strives to increase positive adult and peer relationships and community connections through mentoring and regular program participation; and exposes youth to an expanded menu of

social interactions, including cultural and educational experiences. J.E.M. students complete service learning projects displayed within the community. During year 2, students will explore volunteer opportunities by completing 2-4 hours of service per month. During the third year, youth will choose a community organization on which to focus their service efforts. Such activities will actively engage youth in the community and will increase vocational training and knowledge.

(b) The quality of mentoring services that will be provided, including the quality of services designed to improve academic achievement in core academic subject, strengthen school bonding, and promote pro-social norms and behaviors, and the resources, if any, that the eligible entity will dedicate to providing children with opportunities for job training or postsecondary education. (5 points)

Quality of services to improve academic achievement and strengthen school bonding. J.E.M. offers tutoring in the core academic areas, twice per week by trained paid staff, to support students' academic progress. J.E.M. will recruit qualified trained applicants from local colleges and universities as part-time tutors. By encouraging communication among parents, mentees, and school counselors and staff, J.E.M. will promote parent involvement which, in turn, strengthens student attachment to school. Project J.E.M. will also promote connections to school through organizing school-based activities for mentors and mentees and through connecting mentee service learning projects within the school curriculum. *Quality of services to promote pro-social norms.* J.E.M. reinforces prosocial norms by discouraging substance abuse and violence. Prevention education will address the effects of high-risk behavior and offer youth tools to resolve conflict and promote healthy lifestyles. Violence prevention is based on the Dialectical Behavioral Therapy (DBT) model, on the approved Oregon list of evidence-based practices. DBT has been empirically researched and adapted specifically for youth. The eight-week drug and alcohol education course is likewise based on state-approved curriculum. Recognizing the importance of service learning and its ability to promote pro-social norms such

as community attachment and responsibility, J.E.M. has incorporated service as a critical component. Service learning best practices will be adopted [11], including involving youth in project decisions and connecting projects to school curriculum. In addition, youth are introduced to a variety of social and cultural situations to increase their cultural competence and acceptance of diversity through field trips and activities. ***Quality of services to promote job training and secondary education.*** J.E.M. encourages participants to pursue secondary education through visits to four-year universities and other institutions of higher education. Mentees participating through high school will be offered financial aid application assistance. Business partnerships through area chambers of commerce will offer job shadows, site visits, and job training.

(c) The capability of each eligible entity to implement its mentoring program effectively, and the degree to which parents, teachers, community-based organization and the local community have participated, or will participate, in the design and implementation of the proposed mentoring project. (5 points)

Capability of consortium of eligible applicants. Project J.E.M. is jointly designed and administered by a consortium composed of Catholic Community Services (CCS), the Marion County Children and Families Commission (CFC), and Willamette Education Service District (ESD). ***Catholic Community Services (CCS):*** Strengthening and supporting families has been CCS's primary focus since 1938. CCS employs 200 people and receives \$10 million in funding from government contracts, United Way, Catholic Charities, and individual donations. The agency is a 501(c)(3) nonprofit with a volunteer board of directors that sets governance policy and hires the executive director. CCS is accredited by the Council on Accreditation for Children and Family Programs in: counseling services, foster and kinship care services, supported community living services, group living services, employment and vocational services, and volunteer friendship/mentoring services. CCS also has Oregon licenses for outpatient

community mental health; child care; foster parent certification; developmental disability group homes; youth care center; and vocational training. CCS's quality department assures services meet standards, produce desired outcomes and outputs, and convert customer feedback into quality improvement. As a J.E.M. partner, CCS, a community-based organization (CBO), will serve as the partnership's fiscal agent, provide prevention services, assist in mentor trainings, and provide facilities for program activities. ***Marion County Children and Families***

Commission (CFC): Established by the Oregon legislature in 1993, CFC convenes, coordinates and integrates children and families services and supports. CFC is comprised of 21 members representing Marion County's sixteen high school catchment areas, along with program representatives from education, government, non-profits, faith community and law enforcement. CFC manages an annual budget of \$3.2 million, with eight staff tasked with supporting community organizations in planning, leveraging resources, and forging partnerships. CFC played a pivotal role in the countywide comprehensive planning process involving more than 500 participants. In Oregon, the 36 local plans are relied upon by the Governor and Legislative Assembly to identify gaps and prioritize resources. CFC also plays a lead role in promoting evidence-based practices. To this end, CFC convenes an area mentoring network forum where local mentoring programs share information and gain skills. CFC provides staff support to the J.E.M. advisory board, program coordination, and staff supervision. ***Willamette Education Service District (ESD)*** is one of 20 regional education agencies created by legislative action. In Oregon, ESDs assist school districts and the department of education in achieving Oregon's educational goals, offering an array of services, such as early intervention/early childhood special education, home school registration, speech and hearing specialists, professional-technical education centers, regional data systems, migrant education, youth corrections

education, and at-risk youth intervention programs. ESDs also provide contracted services to school districts. Willamette ESD has primary responsibility for 60,000 students in school districts throughout the Willamette Valley. In its partnership with J.E.M., ESD serves as the local educational agency (LEA) and assists in program development and implementation, identifying and referring qualified youth. **Community involvement:** At-risk youth mentoring was identified as a strategy during the countywide planning process. A youth planning group included stakeholders from the Mentoring Network, City of Salem, peer courts, runaway and homeless youth programs, YMCA, community learning centers, Enterprise Youth Council, chambers of commerce, and youth. A youth recidivism group included partners from the juvenile department, health department, Youth Authority, CCS, and ESD. Emerging from these partnerships, J.E.M. is governed by an advisory board that reports to the Children and Families Commission and partners with the local public safety council (see Appendix G). Current advisory board members represent CFC, the juvenile department, Youth Authority, and sheriff's office and board of commissioners. CCS and ESD have joined the collaboration to expand J.E.M. services for the target population under this grant. To promote sustained community involvement, other partners were consulted and will continue to participate, including school districts, alternative education, Enterprise Youth Council, and parents.

d) The extent to which the design of the proposed project includes a thorough, high-quality review of the relevant literature, including new research, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives. (10 points)

High quality review of relevant literature. The literature review for Project J.E.M. focused on two areas: (1) mentoring benefits for high-risk youth and (2) design considerations for mentoring the proposed target population. **Mentoring benefits for high-risk youth.** At-risk students are challenging to teach, discipline, and support. Their repertoire of school discipline problems

encompass a diverse array of antisocial behaviors that most teachers find difficult to manage. Some students are argumentative, defiant, disruptive, and encourage peers to act out with them. Others may act out in less overt ways by lying, stealing, and spreading malicious rumors about others. [12] These behavior problems often emerge during the early elementary years and result in a pattern of repeated reprimands, exclusionary practices, and academic failure that follow the student from classroom to classroom and school year to school year. [13] Consequently, many at-risk students perceive school as aversive and teachers as non-supportive. For these reasons, a mentoring and positive adult relationship is critical to building the “school connectedness” so necessary for educational success. [14] In developing the countywide comprehensive plan, team participants identified service gaps, especially for high-risk youth transitioning from secure settings into the community. The planning group reviewed research from TRACS [15] and Altschuler and Armstrong’s report on an intensive aftercare program model. [16] These research reports found that high-risk youth who quickly connected with education and/or employment were significantly less likely to revert to criminal behaviors. The planning team then reviewed strategies promoting positive youth and family outcomes. Mentoring was identified as an effective strategy with great potential to help fill the gaps. McPartland and Nettles [17] defined mentoring as a sustained “one-to-one relationship between a caring adult and a child who needs support to achieve academic, career, social, or personal goals.” Studies found that mentoring promotes multiple benefits for at-risk students such as (a) reductions in antisocial behavior, (b) decreased drug and alcohol use, and (c) improved school engagement evidenced by better grades, attendance, and positive attitudes toward school. [18] Mentoring also helps build better relationships between at-risk students and teachers, parents, and peers. [19] The Oregon Mentoring Initiative shared data with the planning team from Big Brothers/Big

Sisters of America evaluations where youth participants were 46% less likely to use illegal drugs; 27% less likely to use alcohol; 53% less likely to skip school; and 33% less likely to engage in school violence. This evaluation further found that students had improved school attendance and performance, better attitudes toward completing school work, and improved peer and family relationships. [20] An OJJDP review of another mentoring program for at-risk youth called the Juvenile Mentoring Program or JUMP cited preliminary findings from a national evaluation found that both youth and mentors were quite positive in rating their mentoring experiences, which were assessed in such terms as school achievement, abstention from drugs and alcohol, and avoidance of violence. [21] *Design considerations for mentoring the target population.* Eighteen months later, comprehensive planning partners had formed an advisory board for J.E.M. and CFC has hired staff to design and implement the mentoring program. J.E.M. staff conducted an extensive literature review to ascertain evidence-based practices towards implementing the program. The literature search found critical features of successful mentoring programs to include (a) clear goals that guide the mentor program and each mentoring relationship, (b) careful matching of the mentor to the student to ensure shared interests and compatibility; (c) six or more hours of “prematch” training for the mentor with ongoing monthly supervision, and (d) a high level of contact between mentor and student (3 or more times per month) that includes social as well as academic activities. [22] While designing the program, J.E.M. staff consulted resources from the National Mentoring Center (NMC). [23] J.E.M.’s design, based on best practices outlined by NMC, incorporates these components: defined operational procedures, application and screening processes, orientation, pre-service and in-service training, one-to-one mentoring relationships, frequent contacts, case management, parent involvement, monthly mentor/mentee activities, and ongoing support and recognition.

Considerations of how these components apply in particular to the target population are informed by a number of studies. Dubois, et al. [24] provided considerable insights into the design and implementation of successful volunteer-based youth mentoring programs. Their analysis indicated that mentoring programs have an overall positive effect on youth. However, more successful programs were those that were directed toward youth experiencing conditions of environmental risk or disadvantage either alone or in combination with individual level risk factors for poor behavioral and emotional outcomes. Programs with a self-monitoring component, that trained mentors on an ongoing basis, and that provided structured activities for mentors and mentees showed more positive results than did programs that did not adhere to such practices. Programs encouraging parent support and involvement were shown to be very effective, as were programs that recruited mentors with a helping background. Studies further found that mentoring in itself does not guarantee improvement in adolescent behaviors, but the likelihood of success in mentoring is placed on the quality of mentoring provided [25]. For example, studies cited in *Mentoring Adolescents* noted that effectively-mentored students experienced higher academic achievement relative to control group youth, but ineffectively mentored students showed a decline in academic achievement. [26] LoSciuto, et al. [27] found that students who were highly involved with their mentors had better school attendance than did youth whose mentors were less involved. McPartland and Nettles [28] reported that programs with poorly implemented mentoring components were less likely to produce benefits for their participants. One of the strongest conclusions from the literature was the importance of providing mentors with support in their efforts to build trust and develop a positive relationship with youth, stating the programs need to provide infrastructure promoting effective relationships. [29] Research suggests that three areas are particularly important in fostering successful

relationships: screening, orientation and training, and support and supervision. [30] ***Integrating Developmental Assets***. The Search Institute has conducted research which found that the higher numbers of developmental assets, the more likely youth are to have positive attitudes and behaviors, as well as to abstain from high-risk behaviors such as drugs, alcohol, sexual activity and violence. A 2002 study of more than 200,000 youth across the United States in grades 6-12 found that youth who possessed 31 or more assets were: 38% less likely to use drugs, 46% less likely to use alcohol, 29% less likely to be sexually active, and 54% less likely to use violence than their counterparts with fewer than 10 assets. The group with high numbers of assets were also 39% more likely to succeed in school, 52% more likely to value diversity, and 35% more likely to exhibit leadership. [31] The Search Institute found that some assets are more strongly associated with prevention than others. For example, three asset types—educational commitment, control, and positive values—have particular power in explaining at-risk behaviors. [32] Scales & Leffert’s meta-analysis noted a sharp decrease in commitment to learning during the middle school years. The meta-analysis found three qualities that mentoring programs share with successful schools: (a) fostering positive relationships among youth and between adults and youth; (b) developing connections among different parts of young people’s lives; and (c) encouraging and enabling students to make a contribution to school and community. The analysis concludes that peers, teachers, and the community all have either complementing or contradicting influences on young people’s sense that they are included, accepted, believed to be capable, and valued for what they do at school. [33]

Quality of the Management Plan (35 points)

In determining the quality of the management plan, the following factors are considered: (a)The quality of the system that will be used to manage and monitor mentor reference checks, including, at a minimum, child and domestic abuse record checks and criminal background checks. (10 points)

Mentor reference checks. In compliance with Oregon Mentors and the National Mentoring Center's criminal history check standards for potential volunteers, J.E.M. conducts full background checks on each mentor applicant, including: (1) state name check; (2) state and federal fingerprint check; (3) Law Enforcement Data System check (includes sex offender registry and child abuse checks); and (4) driving history through Department of Motor Vehicles. Criminal background checks are conducted by Oregon State Police with findings forwarded for use in screening out volunteers who pose a threat to participant safety. Applicants who have been arrested or convicted of sexual or physical abuse to minors are not allowed to participate. During the application process, potential volunteers provide three personal references and an employment reference. References are contacted and asked specific questions from an interview sheet pertaining to the applicant's qualifications and ability to work with high-risk youth, along with commitment to current activities. This information is recorded, placed in the applicant's file, and used in evaluating applicant availability and likelihood of commitment.

(b)The quality of the training that will be provided to mentors, including orientation, follow-up, and support of each match between mentor and child. (10 points)

Orientation. Mentees and their parents participate in an orientation which includes: (1) program introduction/history; (2) benefits and components; (3) commitment and expectations; and (4) parent/mentee roles. Orientations are held in a friendly, accessible school or community settings. Transportation is provided for families who need it. Staff will actively engage in outreach to assure that all mentees can attend. Fun, team-building activities will follow the guidelines in the NMC handbook. [34] Mentors participate in an orientation session which includes: (1) program history and goals; (2) at-risk youth characteristics; and (3) mentor commitment and expectations. After the orientation, if volunteers choose to continue their involvement, mentors participate in 6-8 hours of pre-service training. ***Training.*** Mentees also participate in quarterly trainings [35]

which include age-appropriate activities, discussions on how to make the most of a mentoring relationship, and mentee roles and responsibilities. Mentor training include communication and limit-setting skills, tips on relationship building, and recommendations on how to positively interact with a young person. Pre-service training includes: (1) *Mentoring 101*; (2) developmental assets overview; (3) cognitive restructuring; (4) strength-based practices, and (5) program specifics. For *Mentoring 101*, Project J.E.M. is partnering with the Oregon National Guard which has provided mentor training for mentors for more than ten years. The National Guard curriculum addresses what it means to be a mentor, defines roles, discusses how to be a mentor, effective ways to communicate, and gives ideas for mentor/mentee activities. Developmental assets and strength-based training address how mentors can use positive reinforcement to assist in the development of positive personal qualities and characteristics of youth. Cognitive restructuring, facilitated by CCS, offers an overview of youth's cognitive development and ways to reinforce positive behaviors. Policies and procedures will include items regarding daily operations as well as those specific to mentors such as: meetings, transportation, program activities and participation, abuse reporting, mentor support, and match closure. Abuse reporting training is presented by the Oregon Department of Human Services, Child Welfare office and focuses on statutory responsibilities of mandatory reporters, in addition to ascertaining signs of abuse or neglect. Program specifics focuses on establishing and building relationships and effective ways to communicate. It also offers an in-depth look at the at-risk, pre-teen mentee population, specific issues and challenges, completion of placement assessment surveys, and overview of community and program resources. Quarterly in-service trainings are given on specific topics, based on the NWREL technical assistance packet. [36] Quarterly trainings cover many different topics, including stages of relationship development and ways to

effectively handle difficulties. Trainings allow time for mentor interaction and generate new activity resources. **Support.** Each match is assigned to a mentor coordinator who assists in identifying and completing the match. Coordinators then monitor matches on a regular basis. Coordinators will be assigned matches according to grade level at program entry, which will allow the coordinators to follow the same matches throughout the course of their participation. In addition to quarterly trainings for mentors and mentees, parents are offered *Developmental Assets 101* twice each year, as well as other workshops as needed. Monthly mentor/mentee activities, quarterly recognition events, and quarterly family events round out mentor support strategies. Finally, mentors receive monthly calendars listing community resources, activities and community service opportunities. [37]

(c)The quality of the applicant’s plan to recruit and retain mentors, including outreach, criteria for recruiting mentors, terminating unsuccessful matches, and replacing mentors, if necessary. (5 pts)

Due to the target population’s diversity, J.E.M. recruits mentors representative of the diverse populations within the community. J.E.M. recruits on an open, ongoing, countywide basis. Our recruitment policy also targets outreach to special populations to encourage the recruitment of males and ethnic minorities. According to the detailed recruitment plan (Appendix I), recruitment efforts will target ethnic groups, college sports teams, business professionals, teachers, and employees of law enforcement and fire departments. Other focus groups for recruitment include the Salem Area Chamber of Commerce Latino Leadership Council, rotaries, and other civic clubs. Forms of recruitment include quarterly press releases, frequent community presentations, church mailings, college bulletins and fairs, businesses presentations, and correspondence via electronic mail through established email groups. Staff will also establish business partnerships to assist in internal recruitment of employees, in addition to college partnerships. J.E.M distributes quarterly newsletters to inform contacts about program activities.

(d) The extent to which the applicant provides a comprehensive plan to match mentors with students, based on the needs of the children, including criteria for matches, and the extent to which teachers, counselors , and other school staff are involved. (5 points)

During intake, youth complete an application and interview which includes needs and asset assessments. Parents, teachers and professional staff familiar with the youth are contacted and questioned regarding youth needs and strengths. Using the information gathered, J.E.M. staff evaluate the identified needs of the youth, personality, types of adults with whom the youth previously bonded well, and personal and career interests. In addition, J.E.M.'s matching policy requires that certain criteria be met, including a substantial age difference, geographic proximity, similar time availability, same gender (a female mentor may--rarely--be matched with a male youth, but a male mentor is *never* matched with a female youth), similar time commitments, expectations, and goals regarding the mentoring relationship. Comparing youth information with mentor information gathered, at least two prospective matches are identified and taken before the advisory board for input and approval. Before completing a match, parties are contacted and the proposed match discussed, allowing parents, youth and potential mentors to accept or reject the proposal before personal information is disclosed.

(e)The extent to which the applicant demonstrates the ability to carefully monitor and support the mentoring matches, including terminating matches when necessary and reassigning students to new mentors, and the degree to which the mentoring program continue to serve children from the 9th grade through graduation from secondary school as needed. (5 points)

Ability to Monitor. Matches are assigned to a coordinator according to the youth's grade level.

Coordinators then communicate weekly with mentors and mentees by phone until a solid relationship has been established (for 3-6 months); with monthly contact thereafter. Mentors and mentees complete and submit monthly activity logs detailing the nature of activity and length of contact; reports are placed in the match's files. Mentors, mentees, and parents will contact program staff as needed, should problems arise. ***Terminating and Reassigning Matches.***

According to program policies, staff assists matches in following outlined procedures when difficulties arise. In cases when termination of the match is the only viable option, the premature termination policy is followed. This includes completion of an evaluation and exit survey by mentors, mentees, and parents, followed by a group closure meeting which includes the mentoring pair, parents, counselor, and program staff. The closure meeting includes discussion of relevant issues, reasons closure is the preferred choice, feelings of all involved, and policies regarding future contact. Upon official closure, a new match is made, following match criteria and procedures while taking into special consideration issues surrounding the terminated match.

Continued Participation. Project J.E.M. allows students to continue participation for up to three years. Upon exiting the program, staff complete an exit needs assessment, and identify and refer youth to other community programs where youth can find continued support.

4. Quality of Project Personnel. In determining the quality of project personnel, the Secretary considers: The qualification and relevant training of key staff, including time commitments, and experience in mentoring services and case management. (10 points)

Project Director. Dan Murphy serves as director of the Marion County Children and Families Commission (CFC), which is also a county department. In this capacity, he has focused his leadership and management on three core responsibilities: comprehensive planning for children, youth, and families; building a viable family support system; and mobilizing communities. These three responsibilities are improving conditions and opportunities for children, youth, and families throughout Marion County. Before coming to the Marion County in November 1995, Mr. Murphy developed programs for homeless youth and families in Milwaukee, Wisconsin, and built programs for school-to-work in the same regional area. Mr. Murphy has master's degrees in child/family studies and administrative leadership. As director of the department that houses Project J.E.M., Mr. Murphy provides coaching and support for the program's effectiveness.

Staff Supervisor. Cathy Crocker serves as youth development liaison to CFC and works to create systems of support for positive youth development. As J.E.M. staff supervisor, Ms. Crocker oversees achievement of the program's goals and objectives. Ms. Crocker earned her bachelor's degree in communications with a minor in psychology. Prior to her work in Marion County, she gained experience in case management with high-risk youth in Seattle's youth employment program where mentoring was a key factor to young people's success. **Project J.E.M. Program Coordinator.** Sarah Spinks, has four years experience working with at-risk youth, including two years as a mentor coordinator, managing matches between mentors and middle and high school students with TRIO. Ms. Spinks earned an Associate of Arts degree and is working toward her bachelors of social science degree at Western Oregon University. Ms. Spinks will serve as team leader to mentor coordinators, be responsible for mentor recruitment and training, and coordinate all aspects of program development and implementation under the Safe Schools grant. **Mentor Coordinators.** Two mentor coordinators will work 25 hours per week during Year 1 and full-time in Years 2 and 3. Primary duties will be to monitor matches. Coordinators are required to have two years of experience working with at-risk youth and preferred to have experience with mentor programs. **Tutors.** Four part-time tutors working an average of ten hours per week are responsible for offering mentee academic tutoring and assisting in mentor trainings, providing tips on how to tutor. Tutors are trained in specific subject areas such as math, science, writing/literature, and social science. During summer breaks, tutors will assist in facilitating program activities. **Counseling Services** are provided by licensed staff at CCS. (See Appendix J for position descriptions.)

5. Quality of the Project Evaluation. In determining the quality of the project evaluation, the following factors are considered: (a) extent to which the methods of evaluation will provide performance feedback to the Department, grantees and mentors, and permit periodic assessment of progress toward achieving intended outcomes, including the FPRA performance measures for the Mentoring Program grant competition. (5 pts) (b) extent to which the methods of evaluation include the use of objective performance

measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data on the FPRA performance measures for the Mentoring Program grant competition. (10 pts)

University of Oregon's Institute on Violence and Destructive Behavior (IVDB) has primary responsibility for project evaluation activities in collaboration with Willamette ESD, participating schools, CFC, and Catholic Community Services (CCS), and will function as a core member of the local project team. IVDB will serve in an advisory capacity to program staff and assist with planning, implementation, and sustainability activities. IVDB staff has extensive experience in developing and implementing quality evaluation procedures related to mentoring programs. IVDB personnel conduct research on school-based mentoring practices and student impact. CCS is strongly committed to making the local evaluation part of J.E.M. project planning and implementation activities. IVDB has designed a process and outcome evaluation of local adaptation and fidelity of implementation. IVDB also anticipates that archival and survey data collection activities will become embedded in the practices of project participants, thus promoting sustainability of project activities. IVDB will collaborate fully with national evaluation activities required by the funding agency. A comprehensive evaluation of model implementation and student impact, with specific attention to Oregon Department of Education, Office of Safe and Drug Free Schools, Government Performance and Results Act (GPRA), and local juvenile crime benchmarks, will be conducted throughout the life of the project. The evaluation is designed to produce information that is usable by project participants and staff; be feasible to conduct in political, practical, and cost effectiveness terms; and involve key stakeholders (including the funding agency) in design, implementation, and summary. The evaluation team will play a central and critical role in fostering communication among partners, facilitating data-driven decisions, addressing systemic change, and providing information on outcomes of interest for sustainability after federal funding has ended. IVDB's overarching goal

for the evaluation is to describe how well the program(s) and/or services are implemented, how closely the implementation matches the comprehensive community-wide strategy's goals, and how much of the program(s) and/or services participants actually receive. The methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. The plan includes measures to monitor progress toward specific project objectives and outcome measures, including the GPRA performance measures. IVDB will assist CCS to report annually on the progress of the funded project, including progress toward meeting the performance measures established for this competition. To encourage feedback on program effectiveness and design, Project J.E.M. staff will administer quarterly surveys to program participants, parents and mentors. In addition staff will offer quarterly surveys of teachers and/or counselors regarding the benefits of the program and their perceived affect on the participants academic progress and improvement of his/her overall attitude toward school and peers. The information acquired from these surveys will be used to improve quality of the program services and the services we provide. ***Framework for the J.E.M. Local***

Evaluation The evaluation of interventions designed to increase safe and caring communities for our children and youth is critical to development of integrated, comprehensive systems of care. Evaluation of J.E.M. mentoring services will address the following: (1) what types of data will be collected; (2) when data will be collected; (3) what methods will be used; (4) what instruments will be used and when; (5) how the data will be analyzed; (6) when reports of results and outcomes will be available; and (7) how the applicant will use the information collected through the evaluation to monitor progress of the funded project and to provide accountability information both about success at the initial site and effective strategies for replication in other settings. We will conduct analyses of the processes, outcomes and impacts of project

interventions (See Appendix F). Stakeholders will participate in the following types of evaluation:

1. Formative Evaluation: During implementation, staff will have opportunities to make frequent judgments about the implementation process and the status of important outcomes. The intent of the evaluation is to provide timely information for strategic planning, measuring progress, making programmatic adjustments, and keeping the project focused on the core objective of promoting healthy childhood development and preventing violence, alcohol and other drug use.
2. Summative Evaluation: Annually, staff, families, the funding agencies, and community leaders will be asked to make judgments about the overall worth or value of the model and project outcomes and impacts. Each of the evaluation goal areas will be evaluated using a descriptive, longitudinal design with multiple data points. Where possible, students waiting for services will serve as a baseline comparison for those receiving services. Data will be collected and analyzed at the community, family, school, teacher, and student level. The summary of major evaluation questions, table of specifications and data collection timeline is provided below. The table (Appendix F) describes the evaluation by project objectives, and the second table (Appendix F and below) describes the evaluation measures and procedures. While IVDB anticipates that this plan will be improved through the course of the project, these tables provide an overview of the types of evaluation questions, measures, and procedures to be implemented. The table of specifications and data collection timeline demonstrates IVDB's ability to demonstrate whether and to what extent proposed interventions are meeting short-term, intermediate, and long-term objectives. The table of specifications includes data sources from mental health, social services, law enforcement agencies, and the juvenile justice system. IVDB has rigorously field tested this evaluation model across a variety of federally-funded projects.

Chart 2: PROJECT EVALUATION PLAN

Evaluation Question	Subjects	Measures
1. Who are the students and families served by the J.E.M. mentoring program? What are the characteristics of students who are most likely to engage and demonstrate positive outcomes? Least likely?	All students who received STAT, FSA, FSS, and MH services	1. BERS (Epstein & Sharma, 1998) 2. Parent Interview, modified 3. school archival records
2. What are the service utilization patterns of students and families enrolled in the J.E.M. mentoring program? What are the similarities and differences in personal and ecological characteristics among mentees that engage with the program and those that do not complete 1 year or more of service e.g., age, school engagement, family structure/support, frequency of mentor/mentee contact, gender, and ethnicity?	All students/children and families who received STAT, FSA, early childhood, and MH services	1. Frequency of visits, duration, type of contact, and location of contact with mentee, school, and parents (is the match maintained for 12 months?) 2. Number of no shows and reason for no show 3. Mentor training logs 4. Exit reports e.g., date of exit, reason for exit
3. Does the functioning of students and their families who receive J.E.M. mentoring services improve over time?	Students/children and families who received J.E.M. services	1. School grades, attendance, discipline referrals 2. Juvenile arrest records 3. BERS (Epstein & Sharma, 1998)
4. Are mentees and families satisfied with the level of J.E.M. services provided? What barriers and strengths are associated with the J.E.M. mentoring services?	A sample of J.E.M. mentors, school staff, parents, and mentees	1. Qualitative Focus Group and Individual Interviews 2. Participant surveys

Participants. Descriptive. This quasi-experimental descriptive study will collect data at two levels: (a) archival demographic, school/program performance, and intake information for all students and families referred to J.E.M. (b) a sub-sample of parents and students from J.E.M. to gather more descriptive information of student and family needs, and (c) a sub-sample of students and families who did not utilize the J.E.M. service or are waiting for services. The sub-sample of students will include only those families who give written parental consent to participate. Consumer Satisfaction. A sample of J.E.M. mentees, social service agency personnel, school personnel, mentees, and parents will participate in individual interviews or focus groups. All individuals participating in individual and/or focus group interviews will have signed written consent forms. Additionally, school, agency, and families will be given a short survey form to obtain information regarding their perception of the barriers, strengths, benefits,

and overall satisfaction with services. **Study Measures.** Intake: Archival student demographic information gathered for mentees who participate in the J.E.M. component will include grade, gender, ethnicity, special school/program services, socio-economic status, school/program attendance, discipline/behavior referrals or records, and academic/skill achievement. Further, IVDB staff will ask parents of mentees who give active consent to complete the Behavioral and Emotional Strengths (BERS) [38] that measures interpersonal, intrapersonal, affective, school, and family functioning of the identified child as part of the referral process. IVDB or project staff will also ask all parents to participate in a Parent Interview that records information regarding their parental school involvement, adverse life events that have challenged their family, and community resources that provided services. Service utilization: J.E.M. services archival database will include mentee grade level, school, age, gender, family structure, ethnicity, type of service, and frequency of service. Consumer Satisfaction. The individual and focus group interviews will gather information regarding professional training and experience levels as well as benefits, barriers, strengths, and recommended program development strategies for the CPY component. IVDB evaluation staff to schools will administer surveys during each year of the project. **Study Outcomes.** Descriptive. This study will provide descriptive information for students receiving J.E.M. services to include demographic, clinical profile, social competence, school functioning, and family functioning. Further, this study will compare the BERS scores of J.E.M. mentees to those obtained from a nationally representative sample of same-aged youth. Finally, frequencies, mean rating scores, and percentages will be computed for Parent Interview results regarding parent/school, adverse life events that have challenged their family and community resources that have provided them services.