



Mentoring Programs Performance Definitions and Questions

PERFORMANCE QUESTIONS	DEFINITIONS
ACTIVITIES AND OUTPUTS	
<p>1. How many unique youth were matched with one or more mentors during this reporting period?</p> <p>_____</p>	<p>Unique means unduplicated. Youth should only be counted once during a reporting period, regardless of the number of matches involved.</p> <p>Match refers to the pairing of one youth with one or more adult or peer mentor(s).</p> <p>Reporting period is the specific timeframe covered by this report.</p>
<p>2. How many unique youth have been matched with one or more mentors since the beginning of this award?</p> <p>_____</p>	<p>Beginning of the award refers to the Project Period Start Date for your award. You can find this in your award documentation or in JustGrants.</p>
<p>3. How many unique mentors were matched with one or more youth during this reporting period?</p> <p>_____</p>	
<p>4. How many unique mentors have been matched with one or more youth since the beginning of this award?</p> <p>_____</p>	
<p>5. How many matches closed during this reporting period?</p> <p>_____</p>	<p>Closed means the match came to a formal ending, representing the concluding process of a specific pairing between one youth and one or more mentors.</p>
<p>6. How many unique youth were involved in matches that closed during this reporting period?</p> <p>_____</p>	
<p>7. Did you adjust the program plan as described in your application’s proposal narrative? If yes, what adjustments did you make, and why?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>	<p>The program plan outlines how grant activities will be managed to achieve award goals and benefits for program participants. It is part of the proposal narrative.</p>

<p>8. Did you experience any challenges during the reporting period that impacted service delivery to program participants? If yes, how did you address the challenges, and do the challenges remain unresolved?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>	
<p>9. Did you engage with OJJDP training and technical assistance providers during this reporting period? If yes, did the providers adequately address your issue?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>	
OUTCOMES	
<p>10. Of the matches that closed during this reporting period, how many met the expected minimum duration of participation?</p> <p>_____</p>	<p>Expected minimum duration refers to the minimum number of months that participation in a match is expected to last, according to your program model.</p>
<p>11. Of the matches that closed during this reporting period, how many met the expected minimum frequency of participation?</p> <p>_____</p>	<p>Expected minimum frequency refers to the number of times per month that the youth and mentor are expected to participate in the match.</p>
<p>12. Of the matches that closed during this reporting period, how many met the expected total number of hours of participation?</p> <p>_____</p>	<p>Hours of participation refers to the number of hours per month that the youth and mentor are expected to meet for the duration of the match.</p>
<p>13. Of the unique youth involved in matches that closed during this reporting period, how many experienced improved mental and emotional health?</p> <p>_____</p>	<p>Mental and emotional health refers to life satisfaction, depressive symptoms, adaptive coping with stress, hopeful future expectations, self-esteem, or sense of meaning and purpose.</p>
<p>14. Of the unique youth involved in matches that closed during this reporting period, how many experienced improved social-emotional skills?</p> <p>_____</p>	<p>Social and emotional skills refer to self-control, social competence, problem-solving ability, skills for setting and pursuing goals, perseverance, self-advocacy, or career exploration.</p>

<p>3. What types of partners will be involved in the mentoring program?</p> <p><i>Select all that apply.</i></p> <ul style="list-style-type: none"> <input type="radio"/> Juvenile justice agency <input type="radio"/> Substance abuse provider <input type="radio"/> Law enforcement agency <input type="radio"/> School <input type="radio"/> Corporate sector <input type="radio"/> Faith-based organization <input type="radio"/> Other, specify: _____ 	
<p>4. What services are supported, in whole or in part, by OJJDP's mentoring program grant funds?</p> <p><i>Select all that apply.</i></p> <ul style="list-style-type: none"> <input type="radio"/> One-on-one mentoring <input type="radio"/> Group mentoring <input type="radio"/> Combined <input type="radio"/> Hybrid 	<p>Combined refers to the mentee receiving both group and 1:1</p>
<p>5. Does the program offer peer mentoring?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No 	<p>Peer mentoring is a model where an older, trained youth or young adult</p>
<p>6. How will the mentoring matches engage according to the program model?</p> <ul style="list-style-type: none"> <input type="radio"/> In-person <input type="radio"/> E-mentoring <input type="radio"/> Both 	<p>In-person mentoring is when the mentor and the youth mentee meet face-to-face,.</p> <p>E-mentoring, or electronic mentoring, uses technology like email, apps, and video calls to connect mentors and mentees</p>
<p>7. What is the primary focus of the program?</p> <p><i>Please select all that apply.</i></p> <ul style="list-style-type: none"> <input type="radio"/> General <input type="radio"/> Sports <input type="radio"/> STEM <input type="radio"/> Arts <input type="radio"/> Community service <input type="radio"/> Academics <input type="radio"/> Gang prevention <input type="radio"/> Youth with disabilities <input type="radio"/> College readiness <input type="radio"/> Career readiness <input type="radio"/> Substance misuse/impact <input type="radio"/> Juvenile justice <input type="radio"/> Other, specify: _____ 	
<p>8. Which of the following best describes the program's location(s)?</p> <p><i>Select all that apply.</i></p>	<p>Community-based refers to structured programs that pair non-parental adult volunteers and young people from the same community to provide support, guidance, and positive role modeling.</p> <p>School-based mentoring pairs a student with a consistent adult</p>

<ul style="list-style-type: none"> ○ Community-based ○ School-based ○ Site-based 	<p>mentor within the school environment.</p> <p>Site-based mentoring refers to a structured mentorship model, where a mentor and mentee meet on a regular basis at a designated location, such as a center or club.</p>
<p>9. What is the target population of the program?</p> <ul style="list-style-type: none"> ○ Female ○ Male ○ Juvenile justice involvement ○ Victimization/exploitation ○ Substance misuse/impact ○ Rural ○ Youth with parent in military ○ Youth with incarcerated parent ○ General youth population ○ Other, specify: _____ 	<p>Target population refers to the subset of youth for whom the program is primarily designed and whom the program envisions participating in the program's services.</p>
<p>10. How many youth does the program plan to serve over the life of the award?</p> <p>_____</p>	<p>Life of the award refers to the period from the start of the award to the closure of the award. For OJJDP, this is typically three years.</p>
<p>11. What is the lowest age of youth who will be served by the program?</p> <p>_____ Years</p>	
<p>12. What is the highest age of youth who will be served by the program?</p> <p>_____ Years</p>	
<p>13. How many matches does the program plan to achieve?</p> <p>_____</p>	
<p>14. How many mentors does the program plan to recruit?</p> <p>_____</p>	

<p>15. How many mentors does the program plan to accept?</p> <p>_____</p>	
<p>16. How many training hours must a mentor complete before they are accepted?</p> <p>_____</p>	
<p>17. Besides mentoring, what additional services will be offered to mentees and their families?</p> <ul style="list-style-type: none"> <input type="radio"/> Case management <input type="radio"/> Group activities (other than group mentoring) <input type="radio"/> Referrals to other services <input type="radio"/> Counseling <input type="radio"/> Academic support <input type="radio"/> Leadership development <input type="radio"/> Substance misuse intervention or treatment <input type="radio"/> Other, specify: _____ 	
<p>18. What is the minimum length of participation expected for each match?</p> <p>_____ Months</p>	<p>Expected minimum length of participation refers to the minimum number of months that a match is expected to last, according to the program model.</p>
<p>19. What is the frequency of participation expected for each match?</p> <p>_____ Meetings per month</p>	<p>Expected frequency refers to the number of times per month that the youth and mentor are expected to meet, for the duration of the match.</p>
<p>20. What is the total number of hours of participation expected for each match?</p> <p>_____ Hours per month</p>	

21. What outcomes are anticipated for mentoring program participants?

Select all that apply.

- Improved academics
- Improved healthy and prosocial behaviors
- Improved interpersonal relationships
- Improved mental and emotional health
- Improved social-emotional skills
- Fewer occurrences of problem behaviors

Mental and emotional health refers to life satisfaction, depressive symptoms, adaptive coping with stress, hopeful future expectations, self-esteem, or sense of meaning and purpose.

Social and emotional skills refer to self-control, social competence, problem-solving ability, skills for setting and pursuing goals, perseverance, self-advocacy, or career exploration.

Health and prosocial behaviors refer to healthy eating, physical activity, treatment adherence, prosocial behavior, or civic engagement.

Interpersonal relationships refer to parent-child relationship, very important non-parent adult, student-teacher relationship, peer relationships and feelings of loneliness, and community connectedness.

Academics refer to academic performance, growth mindset for intelligence, academic self-efficacy, school or job training engagement, school or job training connectedness, or grades.

Problem behaviors refer to aggression, school misbehavior, substance use, truancy, school attendance, school discipline, delinquent behavior, and juvenile offending.